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Qualification Specification Optional Units

NCFE CACHE Level 2 Certificate in Healthcare Support Services

NCFE CACHE Level 3 Diploma in Healthcare Support Services

NCFE CACHE Level 2 Diploma in Clinical Healthcare Support

NCFE CACHE Level 3 Diploma in Clinical Healthcare Support

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Qualification reference numbers:

NCFE CACHE Level 2 Certificate in Healthcare Support Services	600/6216/2
NCFE CACHE Level 3 Diploma in Healthcare Support Services	600/6218/6
NCFE CACHE Level 2 Diploma in Clinical Healthcare Support	600/6415/8
NCFE CACHE Level 3 Diploma in Clinical Healthcare Support	600/6215/0

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Section 1: Overview and Index

Overview

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

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

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



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).

Optional unit index

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207	F/600/6765	Collect mail	Knowledge / Skills	2	5	27	51	
211	T/502/2287	Deep cleaning of internal equipment, surfaces and areas	Skills	2	4	32	53	
211	D/600/6773	Sort mail	Knowledge / Skills	2	5	26	57	
212	H/600/6774	Deliver mail	Knowledge / Skills	2	6	28	61	
216	L/502/2294	Periodic cleaning of soft floors and furnishings	Skills	2	3	22	65	
301	L/502/1212	Introduction to the role and responsibilities of a health trainer	Knowledge / Skills	3	4	20	69	
302	R/502/1213	Establishing and developing relationships with communities while working as a health trainer	Skills	3	3	10	73	
303	F/502/1224	Communicate with individuals about promoting their health and well-being while working as a health	Knowledge / Skills	3	3	15	77	
304	L/502/1226	Enable individuals to change their behaviour to improve their health and well-being while working as	Skills	3	5	25	81	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
1FS4/10	L/601/5016	Provide a counter and take-away service	Knowledge / Skills	1	3	30	85	
1GEN5/10	A/601/5027	Clean and store crockery and cutlery	Knowledge / Skills	1	3	27	89	
2010_BA_2_56	Y/601/2457	Meet and welcome visitors	Knowledge / Skills	2	3	23	93	
2010_BA_2_01	F/601/2467	Manage own performance in a business environment	Knowledge / Skills	2	2	9	97	
2010_BA_2_12	T/601/2482	Produce documents in a business environment	Knowledge / Skills	2	4	15	101	
2010_BA_2_19	R/601/2490	Store and retrieve information	Knowledge / Skills	2	3	17	105	
2010_BA_2_20	Y/601/2491	Archive information	Knowledge / Skills	2	2	13	109	
2010_BA_2_21	H/601/2493	Use office equipment	Knowledge / Skills	2	4	18	113	
2010_BA_3_22	D/601/2542	Plan and organise meetings	Knowledge / Skills	3	5	25	117	
2010_BA_3_29	F/601/2551	Deliver, monitor and evaluate customer service to external customers	Knowledge / Skills	3	3	12	121	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
2BS8/10	F/601/4932	Prepare and serve hot drinks using specialist equipment	Knowledge / Skills	2	4	36	125	
2GEN4/10	A/601/5030	Maintain food safety when storing, holding and serving food	Knowledge / Skills	2	4	31	131	
2GEN9/10	M/601/5039	Maintain and deal with payments	Knowledge / Skills	2	4	30	141	
2SfL25	K/601/7923	Receive goods in logistics operations	Knowledge / Skills	2	3	15	145	
2SfL30	J/601/7931	Assemble orders for dispatch in logistics operations	Knowledge / Skills	2	3	12	149	
CC03	M/602/2671	Care for individuals with urethral catheters	Knowledge / Skills	3	4	30	151	
CHS10	R/602/2677	Undertake stoma care	Knowledge / Skills	3	4	30	155	
CHS147	J/602/4006	Administer oral nutritional products to individuals	Knowledge / Skills	3	5	35	159	
CHS159	L/602/4007	Support individuals to manage dysphagia	Knowledge / Skills	3	5	35	163	
CHS16	K/602/3995	Care for individuals with nasogastric tubes	Knowledge / Skills	2	3	20	167	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
CHS160	R/602/4008	Assist others to monitor individuals' progress in managing dysphagia	Knowledge / Skills	3	5	38	171	
CHS20	H/602/4000	Conduct external ear examinations	Knowledge / Skills	3	4	28	175	
CHS21	F/602/4005	Conduct hearing assessments	Knowledge / Skills	3	5	38	179	
Common Unit 1	J/601/9050	Protecting from the risk of violence at work	Knowledge / Skills	2	3	22	183	
CU16	K/502/4098	Assist with maintaining structures and surfaces	Skills	1	2	18	189	
END21	L/602/2676	Reprocess endoscopy equipment	Knowledge / Skills	3	4	30	191	
FLT21	D/502/4177	Assist with the maintenance of grass surfaces	Skills	1	3	27	195	
GEN20	R/602/4011	Support carers to meet the care needs of individuals	Knowledge / Skills	3	5	30	197	
GEN26	Y/602/2678	Carry out transactions in a health facility	Knowledge / Skills	3	4	30	201	
GEN64	T/602/4521	Manage the availability of physical resources to meet service delivery needs in a health setting	Knowledge / Skills	3	5	33	205	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
GEN65	D/602/4013	Make recommendations for the use of physical resources in a health setting	Knowledge / Skills	3	5	33	209	
GEN66	H/602/4014	Control the use of physical resources in a health setting	Knowledge / Skills	3	3	25	213	
GEN73	K/602/2720	Prepare and reproduce permanent radiographic images	Knowledge / Skills	3	4	23	217	
GEN74	R/602/2680	Assure the effective functioning of radiographic image processing equipment	Knowledge / Skills	3	4	25	221	
GEN78	M/602/2685	Conduct routine maintenance on clinical equipment	Knowledge / Skills	3	4	30	225	
GEN79	A/602/2687	Coordinate the progress of individuals through care pathways	Knowledge / Skills	3	4	30	229	
HAS3.1	Y/602/4009	Examine the feet of people with diabetes	Knowledge / Skills	3	4	32	233	
HAS3.2	L/602/4010	Provide advice on foot care for individuals with diabetes	Knowledge / Skills	3	3	23	237	
HI11	A/602/2690	Produce coded clinical data for external audit purposes	Knowledge / Skills	3	5	38	241	
HI12	J/602/2692	Prepare, conduct and report the results of a clinical coding audit	Knowledge / Skills	3	5	38	245	



Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
HI6	K/602/2684	Identify information requirements in a health context	Knowledge / Skills	3	4	30	249	
HI8	T/602/2686	Analyse and present health related data and information	Knowledge / Skills	3	4	30	253	
HP1	R/502/3138	Principles of health promotion	Knowledge	2	2	13	257	
HP3	R/502/3141	Promotion of general health and well-being	Knowledge	2	2	12	259	
HSS/BDS001	R/602/0928	Carry out pre-donation assessment at blood/blood component donation sessions	Knowledge / Skills	2	4	31	261	
HSS/BDS003	Y/602/0929	Prepare donors for blood or blood component donation and monitor the donation process	Knowledge / Skills	2	5	38	265	
HSS/BDS004	Y/602/0932	Conclude the collection of blood or blood component donations	Knowledge / Skills	2	3	27	271	
HSS/BDS005	A/602/0938	Manage the refreshment area at blood donation sessions	Knowledge / Skills	2	3	23	275	
HSS/BDS006	T/602/0940	Contribute to the promotion and effective functioning of blood and blood component sessions and	Knowledge / Skills	2	3	23	279	
HSS/BDS007	F/602/0942	Register donors at blood donation sessions	Knowledge / Skills	2	2	15	283	

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HSS/BDS009	H/602/0951	Prepare blood donations, samples and documentation for transport	Knowledge / Skills	2	2	17	291	
HSS/BDS010	A/602/0955	Welcome donors at donation sessions and provide information	Knowledge / Skills	2	2	15	295	
HSS/CHS001	K/602/3091	Receive and store medication and products	Knowledge / Skills	2	2	18	299	
HSS/CHS011	A/602/3094	Carry out personal hygiene for individuals unable to care for themselves	Knowledge / Skills	2	3	23	303	
HSS/CHS012	J/602/3101	Undertake treatments and dressings of lesions and wounds	Knowledge / Skills	3	4	25	307	
HSS/CHS013	K/602/3169	Carry out wound drainage care	Knowledge / Skills	3	4	32	311	
HSS/CHS014	Y/602/3538	Remove wound closure materials	Knowledge / Skills	2	3	24	315	
HSS/CHS015	A/602/0972	Insert and secure nasogastric tubes	Knowledge / Skills	3	4	30	319	
HSS/CHS022	M/602/1004	Perform intravenous cannulation	Knowledge / Skills	3	4	34	323	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
HSS/CHS023	L/602/1009	Carry out intravenous infusion	Knowledge / Skills	3	4	30	327	
HSS/CHS024	Y/602/1028	Carry out arterial puncture and collect arterial blood	Knowledge / Skills	3	4	30	331	
HSS/CHS025	R/602/0959	Carry out blood collection from fixed or central lines	Knowledge / Skills	3	4	30	335	
HSS/CHS130	J/602/0960	Perform routine electrocardiograph (ECG) procedures	Knowledge / Skills	3	4	30	339	
HSS/CHS133	T/602/3093	Remove wound drains	Knowledge / Skills	3	4	27	343	
HSS/CHS134	F/602/3095	Carry out vision screening	Knowledge / Skills	3	4	27	347	
HSS/CHS168	T/602/4325	Obtain a client history	Knowledge / Skills	3	3	22	351	
HSS/CHS205	Y/602/0963	Manufacture equipment or medical devices for individuals within healthcare	Knowledge / Skills	3	4	30	355	
HSS/CHS206_223	J/602/3521	Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet	Knowledge / Skills	3	6	37	359	
HSS/CHS/DEMO	M/602/4520	Deliver training through demonstration and instruction	Knowledge / Skills	3	3	21	363	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
HSS/GEN002	K/602/1034	Select and wear appropriate personal protective equipment for work in healthcare settings	Knowledge / Skills	2	2	15	367	
HSS/GEN004	J/602/3096	Prepare individuals for healthcare activities	Knowledge / Skills	2	3	17	371	
HSS/GEN007	K/602/3883	Monitor and maintain the environment and resources during and after clinical/therapeutic	Knowledge / Skills	2	3	20	375	
HSS/GEN008	J/602/3924	Assist the practitioner to carry out healthcare activities	Knowledge / Skills	2	2	13	379	
HSS/GEN009	R/602/2999	Prepare vehicles for the transport of people, materials and/or equipment within the health sector	Knowledge / Skills	2	3	18	381	
HSS/GEN010	D/602/4027	Transporting passengers, materials and equipment within the health sector	Knowledge / Skills	2	3	21	385	
HSS/GEN011	T/602/3000	Assess and respond to accidents, breakdowns and incidents during the transportation of people,	Knowledge / Skills	2	3	18	391	
HSS/GEN014	R/602/3943	Advise and inform individuals on managing their condition	Knowledge / Skills	3	5	31	395	
HSS/GEN015	H/602/3980	Support individuals in undertaking their chosen activities	Knowledge / Skills	3	4	24	399	
HSS/GEN016	J/602/4071	Inform an individual of discharge arrangements	Knowledge / Skills	2	2	13	403	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
HSS/GEN017	D/602/4092	Contribute to the discharge of individuals to carers	Knowledge / Skills	2	2	14	405	
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	409	
HSS/GEN025	A/602/3001	Administer appointments in a healthcare environment	Knowledge / Skills	2	3	18	413	
HSS/GEN039	T/602/0968	Contribute to effective multidisciplinary team working	Knowledge / Skills	3	3	20	417	
HSS/GEN044	D/602/1029	Liaise between primary, secondary and community teams	Knowledge / Skills	3	3	20	421	
HSS/GEN057	H/602/4028	Collect blood/blood products from storage for transfusion	Knowledge / Skills	2	2	17	425	
HSS/GEN062	D/602/1032	Collate and communicate health information to individuals	Knowledge / Skills	3	3	20	429	
HSS/GEN076	F/602/3002	Store and transport medical gas cylinders	Knowledge / Skills	2	3	18	433	
HSS/GEN077	H/602/1033	Perform first line calibration on clinical equipment to ensure it is fit for use	Knowledge / Skills	3	3	20	437	
HSS/GEN080	K/602/4029	Moving and transporting individuals within a healthcare environment	Knowledge / Skills	2	2	18	441	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
HSS/GEN081	J/602/3003	Collect linen and make beds in a healthcare environment	Knowledge / Skills	2	2	15	445	
HSS/GEN082	D/602/4030	Checking, connecting and disconnecting medical gas cylinders in a healthcare setting	Knowledge / Skills	2	3	22	449	
HSS/GEN083	L/602/3004	Deliver a trolley service in a healthcare environment	Skills	2	3	23	453	
HSS/GEN087	R/602/3005	Provide a table/tray service in a healthcare environment	Knowledge / Skills	2	3	23	457	
HSS/GoSkills002	L/602/4878	Drive community transport safely and efficiently	Knowledge / Skills	3	4	30	461	
HSS/GoSkills011	L/602/4881	Move and transport individuals with special requirements who use community transport vehicles	Knowledge / Skills	3	4	31	467	
HSS/IPC004	K/602/4032	Clean and store care equipment to minimise the risks of spreading infection	Knowledge / Skills	2	2	17	471	
HSS/IPC008	A/602/4035	Minimise the risk of infection when transporting and storing healthcare waste	Knowledge / Skills	2	3	20	475	
HSS/IPC009	J/602/4040	Minimise the risk of infection during the removal of used linen	Knowledge / Skills	2	2	15	479	
HSS/IPC010	J/602/4765	Minimise the risks of spreading infection when transporting linen	Knowledge / Skills	2	2	19	483	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
HSS/IPC012	R/602/4767	Minimise the risks of spreading infection when storing and using clean linen	Knowledge / Skills	2	2	11	487	
HSS/NOS/GEN018	H/602/3168	Give presentations to groups	Knowledge / Skills	3	4	26	491	
HSS/NOS/GEN019	H/602/4188	Assist others to plan presentations	Knowledge / Skills	2	2	16	495	
HSS/PCS001_23	L/602/4489	Transport, transfer and position individuals and equipment within the perioperative environment	Knowledge / Skills	3	5	32	499	
HSS/RM006	J/602/4913	Administer the current records system	Knowledge / Skills	2	3	23	503	
HSS/SS034	L/602/4914	Provide authorised access to records	Knowledge / Skills	2	3	23	507	
HSS/SS035	Y/602/4916	Protect records	Knowledge / Skills	2	3	23	511	
HSS/SS036	H/602/4918	Maintain the arrangements of records	Knowledge / Skills	2	3	23	513	
ICS A4 2010	L/601/0933	Give customers a positive impression of yourself and your organisation	Knowledge / Skills	2	5	33	517	
ICS C5 2010-2014	J/601/1515	Monitor and solve customer service problems	Knowledge / Skills	3	6	40	521	



Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
MQS2	Y/502/3674	Maintaining quality standards in the health sector	Knowledge	2	1	8	525	
PCVD 5	R/601/9469	Provide professional customer service to passengers with additional needs on a bus or coach	Knowledge / Skills	2	4	19	527	
Pharm Unit 203	L/601/3430	Contribute to the effectiveness of teams	Knowledge / Skills	2	3	5	531	
QC 111	T/600/6312	Clean surfaces using correct methods	Knowledge / Skills	1	3	18	535	
QC2 05	K/600/6324	Clean and maintain internal surfaces and areas	Knowledge / Skills	2	4	33	539	
QC2 11	J/600/6332	Clean food areas	Knowledge / Skills	2	4	32	547	
QC2 15	M/600/6342	Clean glazed surfaces and facades	Knowledge / Skills	2	3	23	553	
SI2	K/502/3680	Service improvement in the health sector	Knowledge	2	2	15	559	
SLP 12	L/601/9213	Deal with disorderly and aggressive behaviour	Skills	2	2	11	561	
TBC	J/502/1631	Contribute to the prevention of aggressive and abusive behaviour of people	Knowledge / Skills	3	4	26	565	








Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
TBC	F/502/3412	Maintaining quality standards in the health sector	Knowledge	3	2	13	569	
TBC	J/502/3413	Service improvement in the health sector	Knowledge	3	3	20	571	
TBC	J/502/1404	Transport physical resources within the work area	Knowledge / Skills	2	2	15	573	
Unit LDC 3c	H/600/8847	Classify items and make up loads for cleaning	Skills	2	3	10	577	
Unit LDC 4c	M/600/8849	Carry out the washing process	Skills	2	3	14	581	
Unit LDC 8c	L/600/8857	Press and finish garments following laundry	Skills	2	2	10	585	
Unit LDC 16c	D/600/8877	Repair, alter and maintain fabrics and materials	Knowledge / Skills	2	2	7	589	
HSC 2001	D/601/9023	Provide support for therapy sessions	Knowledge / Skills	2	2	14	593	
HSC 2002	H/601/9024	Provide support for mobility	Knowledge / Skills	2	2	14	597	
HSC 2003	K/601/9025	Provide support to manage pain and discomfort	Knowledge / Skills	2	2	15	601	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
HSC 2004	M/601/9026	Contribute to monitoring the health of individuals affected by health conditions	Knowledge / Skills	2	2	18	605	
HSC 2005	D/601/8017	Support individuals to carry out their own health care procedures	Knowledge / Skills	2	2	15	609	
HSC 2007	T/601/8637	Support independence in the tasks of daily living	Knowledge / Skills	2	5	33	613	
HSC 2011	A/601/7926	Support individuals to access and use information about services and facilities	Knowledge / Skills	2	3	20	619	
HSC 2012	L/601/8143	Support individuals who are distressed	Knowledge / Skills	2	3	21	623	
HSC 2014	M/601/8054	Support individuals to eat and drink	Skills	2	2	15	627	
HSC 2015	F/601/8060	Support individuals to meet personal care needs	Skills	2	2	16	631	
HSC 2016	J/601/8058	Support individuals to manage continence	Knowledge / Skills	2	3	19	635	
HSC 2017	R/601/8063	Provide agreed support for foot care	Knowledge / Skills	2	3	23	639	
HSC 2022	R/601/8256	Contribute to the care of a deceased person	Knowledge / Skills	2	3	24	643	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
HSC 2024	T/601/8721	Undertake agreed pressure area care	Knowledge / Skills	2	4	30	647	
HSC 2025	L/601/8725	Support individuals undergoing healthcare activities	Knowledge / Skills	2	3	22	653	
HSC 2026	T/601/8850	Obtain and test capillary blood samples	Knowledge / Skills	3	4	30	657	
HSC 2027	J/601/8853	Obtain and test specimens from individuals	Knowledge / Skills	2	2	12	663	
HSC 2028	J/601/8027	Move and position individuals in accordance with their plan of care	Knowledge / Skills	2	4	26	667	
HSC 2030	Y/601/9490	Provide support for sleep	Knowledge / Skills	2	2	13	673	
HSC 3002	A/601/9028	Provide support to continue recommended therapies	Knowledge / Skills	3	3	20	677	
HSC 3003	L/601/8028	Provide support to maintain and develop skills for everyday life	Knowledge / Skills	3	4	28	683	
HSC 3007	M/601/9494	Support the development of community partnerships	Knowledge / Skills	4	5	33	687	
HSC 3008	D/601/9491	Implement therapeutic group activities	Knowledge / Skills	3	4	25	691	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
HSC 3010	H/601/9492	Support individuals to develop and run support groups	Knowledge / Skills	3	3	24	695	
HSC 3013	F/601/7927	Support individuals to access and use services and facilities	Knowledge / Skills	3	4	25	699	
HSC 3022	Y/601/7903	Support individuals to live at home	Knowledge / Skills	3	4	25	703	
HSC 3033	M/601/7907	Support individuals during a period of change	Knowledge / Skills	3	4	29	707	
HSC 3035	A/601/7909	Support individuals who are bereaved	Knowledge / Skills	3	4	30	711	
HSC 3038	H/601/8147	Work in partnership with families to support individuals	Knowledge / Skills	3	4	27	715	
HSC 3048	T/601/9495	Support individuals at the end of life	Knowledge / Skills	3	7	53	721	
HSC 3050	A/601/8980	Prepare for and carry out extended feeding techniques	Knowledge / Skills	3	4	27	729	
HSC 3051	Y/601/9022	Undertake tissue viability risk assessments	Knowledge / Skills	3	3	26	735	
HSC 3052	R/601/8662	Undertake physiological measurements	Knowledge / Skills	3	3	23	739	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
HSC 3053	D/601/8860	Obtain venous blood samples	Knowledge / Skills	3	3	24	745	
HSC 3054	J/601/8979	Undertake urethral catheterisation processes	Knowledge / Skills	3	4	28	751	
HSC 3062	Y/601/8825	Interact with and support individuals using telecommunications	Knowledge / Skills	3	5	36	755	
ASM 24	R/601/3526	Develop and sustain effective working relationships with staff in other agencies	Knowledge / Skills	3	4	24	759	
ASM 34	Y/501/0598	Administer medication to individuals and monitor the effects	Knowledge / Skills	3	5	30	763	
DEM 201	J/601/2874	Dementia awareness	Knowledge	2	2	17	767	
DEM 301	J/601/3538	Understand the process and experience of dementia	Knowledge	3	3	22	771	
CMH 301	F/602/0097	Understand mental well-being and mental health promotion	Knowledge	3	3	14	775	
CMH 302	J/602/0103	Understand mental health problems	Knowledge	3	3	14	779	
IC01	L/501/6737	The principles of infection prevention and control	Knowledge / Skills	2	3	30	787	

Unit no.	Unit ref.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
IC02	H/501/7103	Causes and spread of infection	Knowledge	2	2	20	791	
IC03	R/501/6738	Cleaning, decontamination and waste management	Knowledge	2	2	20	793	
HSC 024	A/601/8574	Principles of safeguarding and protection in health and social care	Knowledge	2	3	26	797	
HSC 036	Y/601/8145	Promote person-centred approaches in health and social care	Knowledge / Skills	3	6	41	803	
D 5	Y/600/9669	Plan, allocate and monitor work of a team	Skills	3	5	25	783	
TDA 2.20	A/601/9420	Assist in the administration of medication	Knowledge / Skills	2	4	25	809	

Unit matrix

M = Mandatory

O = Optional

x = Unit is not included within qualification

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
F/601/5465	SHC 21	Introduction to communication in health, social care or children's and young people's settings	2	3	23	M	X	M	X
L/601/5470	SHC 22	Introduction to personal development in health, social care or children's and young people's settings	2	3	23	M	X	M	X
R/601/5471	SHC 23	Introduction to equality and inclusion in health, social care or children's and young people's settings	2	2	20	M	X	M	X
H/601/5474	SHC 24	Introduction to duty of care in health, social care or children's and young people's settings	2	1	9	X	X	M	X
J/601/1434	SHC31	Promote communication in health, social care or children's and young people's settings	3	3	10	X	M	X	M
A/601/1429	SHC32	Engage in personal development in health, social care or children's and young people's settings	3	3	10	X	M	X	M
Y/601/1437	SHC33	Promote equality and inclusion in health, social care or children's and young people's settings	3	2	8	X	M	X	M
R/601/1436	SHC34	Principles for implementing duty of care in health, social care or children's and young people's settings	3	1	5	X	X	X	M
A/601/8574	HSC 024	Principles of safeguarding and protection in health and social care	2	3	26	O	O	M	M

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
J/601/8576	HSC 025	The role of the health and social care worker	2	2	14	M	M	M	M
A/601/8140	HSC 026	Implement person centred approaches in health and social care	2	5	33	X	X	M	X
R/601/8922	HSC 027	Contribute to health and safety in health and social care	2	4	33	M	X	M	X
J/601/8142	HSC 028	Handle information in health and social care settings	2	1	10	X	X	M	X
Y/601/8145	HSC 036	Promote person centred approaches in health and social care	3	6	41	X	O	X	M
F/601/8138	HSC 037	Promote and implement health and safety in health and social care	3	6	43	X	M	X	M
J/601/9470	HSC 038	Promote good practice in handling information in health and social care settings	3	2	16	X	X	X	M
L/501/6737	IC01	The principles of infection prevention and control	2	3	30	O	O	M	M
H/501/7103	IC02	Causes and spread of infection	2	2	20	O	O	M	M
R/501/6738	IC03	Cleaning, decontamination and waste management	2	2	20	O	O	O	M
F/600/6765	207	Collect mail	2	5	27	O	X	X	X
T/502/2287	211	Deep cleaning of internal equipment, surfaces and areas	2	4	32	O	X	X	X

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
D/600/6773	211	Sort mail	2	5	26	O	X	X	X
H/600/6774	212	Deliver mail	2	6	28	O	X	X	X
L/502/2294	216	Periodic cleaning of soft floors and furnishings	2	3	22	O	X	X	X
L/502/1212	301	Introduction to the role and responsibilities of a health trainer	3	4	20	X	O	X	O
R/502/1213	302	Establishing and developing relationships with communities while working as a health trainer	3	3	10	X	O	X	O
F/502/1224	303	Communicate with individuals about promoting their health and wellbeing while working as a health trainer	3	3	15	X	O	X	O
L/502/1226	304	Enable individuals to change their behaviour to improve their health and wellbeing while working as a health trainer	3	5	25	X	O	X	O
L/601/5016	1FS4/10	Provide a counter and take-away service	1	3	30	O	X	X	X
A/601/5027	1GEN5/10	Clean and store crockery and cutlery	1	3	27	O	X	X	X
Y/601/2457	2010_BA_2_56	Meet and welcome visitors	2	3	23	O	X	X	X
F/601/2467	2010_BA_2_01	Manage own performance in a business environment	2	2	9	O	O	O	O
T/601/2482	2010_BA_2_12	Produce documents in a business environment	2	4	15	O	X	X	X

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
R/601/2490	2010_BA_2_19	Store and retrieve information	2	3	17	O	X	X	X
Y/601/2491	2010_BA_2_20	Archive information	2	2	13	O	X	X	X
H/601/2493	2010_BA_2_21	Use office equipment	2	4	18	O	X	X	X
D/601/2542	2010_BA_3_22	Plan and organise meetings	3	5	25	O	O	X	O
F/601/2551	2010_BA_3_29	Deliver, monitor and evaluate customer service to external customers	3	3	12	X	X	X	O
F/601/4932	2BS8/10	Prepare and serve hot drinks using specialist equipment	2	4	36	O	X	X	X
A/601/5030	2GEN4/10	Maintain food safety when storing, holding and serving food	2	4	31	O	X	X	X
M/601/5039	2GEN9/10	Maintain and deal with payments	2	4	30	O	X	X	X
K/601/7923	2SfL25	Receive goods in logistics operations	2	3	15	O	X	X	X
J/601/7931	2SfL30	Assemble orders for dispatch in logistics operations	2	3	12	O	X	X	X
R/601/3526	ASM24	Develop and sustain effective working relationships with staff in other agencies	3	4	24	X	O	X	O
Y/501/0598	ASM34	Administer medication to individuals, and monitor the effects	3	5	30	X	X	X	O

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
M/602/2671	CC03	Care for individuals with urethral catheters	3	4	30	X	X	X	O
R/602/2677	CHS10	Undertake stoma care	3	4	30	X	X	X	O
J/602/4006	CHS147	Administer oral nutritional products to individuals	3	5	35	X	X	X	O
L/602/4007	CHS159	Support individuals to manage dysphagia	3	5	35	X	X	X	O
K/602/3995	CHS16	Care for individuals with naso-gastric tubes	2	3	20	X	X	X	O
R/602/4008	CHS160	Assist others to monitor individuals' progress in managing dysphagia	3	5	38	X	X	X	O
H/602/4000	CHS20	Conduct external ear examinations	3	4	28	X	X	X	O
F/602/4005	CHS21	Conduct hearing assessments	3	5	38	X	X	X	O
F/602/0097	CMH301	Understand mental well-being and mental health promotion	3	3	14	X	O	O	O
J/602/0103	CMH302	Understand mental health problems	3	3	14	X	O	O	O
J/601/9050	Common Unit 1	Protecting from the risk of violence at work	2	3	22	O	X	O	X
K/502/4098	CU16	Assist with maintaining structures and surfaces	1	2	18	O	X	X	X

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
Y/600/9669	D5	Plan, allocate and monitor work of a team	3	5	25	X	O	X	X
J/601/2874	DEM 201	Dementia awareness	2	2	17	X	X	O	X
J/601/3538	DEM 301	Understand the process and experience of dementia	3	3	22	X	O	X	O
L/602/2676	END21	Reprocess endoscopy equipment	3	4	30	X	X	X	O
D/502/4177	FLT21	Assist with the maintenance of grass surfaces	1	3	27	O	X	X	X
R/602/4011	GEN20	Support carers to meet the care needs of individuals	3	5	30	X	X	X	O
Y/602/2678	GEN26	Carry out transactions in a health facility	3	4	30	X	O	X	O
T/602/4521	GEN64	Manage the availability of physical resources to meet service delivery needs in a health setting	3	5	33	X	O	X	O
D/602/4013	GEN65	Make recommendations for the use of physical resources in a health setting	3	5	33	X	O	X	O
H/602/4014	GEN66	Control the use of physical resources in a health setting	3	3	25	X	O	X	O
K/602/2720	GEN73	Prepare and reproduce permanent radiographic images	3	4	23	X	X	X	O
R/602/2680	GEN74	Assure the effective functioning of radiographic image processing equipment	3	4	25	X	X	X	O

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
M/602/2685	GEN78	Conduct routine maintenance on clinical equipment	3	4	30	X	O	X	O
A/602/2687	GEN79	Coordinate the progress of individuals through care pathways	3	4	30	X	O	X	O
Y/602/4009	HAS3.1	Examine the feet of people with diabetes	3	4	32	X	X	X	O
L/602/4010	HAS3.2	Provide advice on foot care for individuals with diabetes	3	3	23	X	X	X	O
A/602/2690	HI11	Produce coded clinical data for external audit purposes	3	5	38	X	O	X	O
J/602/2692	HI12	Prepare, conduct and report the results of a clinical coding audit	3	5	38	X	O	X	O
K/602/2684	HI6	Identify information requirements in a health context	3	4	30	X	O	X	O
T/602/2686	HI8	Analyse and present health related data and information	3	4	30	X	O	X	O
R/502/3138	HP1	Principles of health promotion	2	2	13	X	X	O	X
R/502/3141	HP3	Promotion of general health and wellbeing	2	2	12	X	X	O	X
H/601/9024	HSC 2002	Provide support for mobility	2	2	14	X	X	X	O
M/601/9026	HSC 2004	Contribute to monitoring the health of individuals affected by health conditions	2	2	18	X	X	O	X

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
D/601/8017	HSC 2005	Support individuals to carry out their own health care procedures	2	2	15	X	X	O	X
T/601/8637	HSC 2007	Support independence in the tasks of daily living	2	5	33	X	X	X	O
A/601/7926	HSC 2011	Support individuals to access and use information about services and facilities	2	3	20	X	X	O	X
M/601/8054	HSC 2014	Support individuals to eat and drink	2	2	15	X	X	O	X
F/601/8060	HSC 2015	Support individuals to meet personal care needs	2	2	16	X	X	O	X
J/601/8058	HSC 2016	Support individuals to manage continence	2	3	19	X	X	O	X
R/601/8063	HSC 2017	Provide agreed support for foot care	2	3	23	X	X	X	O
R/601/8256	HSC 2022	Contribute to the care of a deceased person	2	3	24	X	X	O	X
T/601/8721	HSC 2024	Undertake agreed pressure area care	2	4	30	X	X	O	X
L/601/8725	HSC 2025	Support individuals undergoing healthcare activities	2	3	22	X	X	O	O
T/601/8850	HSC 2026	Obtain and test capillary blood samples	3	4	30	X	X	O	O
J/601/8853	HSC 2027	Obtain and test specimens from individuals	2	2	12	X	X	O	X

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
J/601/8027	HSC 2028	Move and position individuals in accordance with their plan of care	2	4	26	X	X	O	X
Y/601/9490	HSC 2030	Provide support for sleep	2	2	13	X	X	O	X
A/601/9028	HSC 3002	Provide support to continue recommended therapies	3	3	20	X	X	X	O
L/601/8028	HSC 3003	Provide support to maintain and develop skills for every day life	3	4	28	X	X	X	O
M/601/9494	HSC 3007	Support the development of community partnerships	4	5	33	X	O	X	O
D/601/9491	HSC 3008	Implement therapeutic group activities	3	4	25	X	X	X	O
H/601/9492	HSC 3010	Support individuals to develop and run support groups	3	3	24	X	O	X	O
F/601/7927	HSC 3013	Support individuals to access and use services and facilities	3	4	25	X	O	X	O
Y/601/7903	HSC 3022	Support individuals to live at home	3	4	25	X	X	X	O
M/601/7907	HSC 3033	Support individuals during a period of change	3	4	29	X	X	X	O
A/601/7909	HSC 3035	Support individuals who are bereaved	3	4	30	X	X	X	O
H/601/8147	HSC 3038	Work in partnership with families to support individuals	3	4	27	X	O	X	O

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
T/601/9495	HSC 3048	Support individuals at the end of life	3	7	53	X	X	O	O
R/601/8662	HSC 3052	Undertake physiological measurements	3	3	23	X	X	X	O
D/601/8860	HSC 3053	Obtain venous blood samples	3	3	24	X	X	X	O
Y/601/8825	HSC 3062	Interact with and support individuals using telecommunications	3	5	36	X	O	X	O
D/601/9023	HSC2001	Provide support for therapy sessions	2	2	14	X	X	O	X
K/601/9025	HSC2003	Provide support to manage pain and discomfort	2	2	15	X	X	O	X
A/601/8980	HSC3050	Prepare for and carry out extended feeding techniques	3	4	27	X	X	X	O
Y/601/9022	HSC3051	Undertake tissue viability risk assessments	3	3	26	X	X	X	O
J/601/8979	HSC3054	Undertake urethral catheterisation processes	3	4	28	X	X	X	O
R/602/0928	HSS/BDS001	Carry out pre-donation assessment at blood/blood component donation sessions	2	4	31	X	X	O	X
Y/602/0929	HSS/BDS003	Prepare donors for blood or blood component donation and monitor the donation process	2	5	38	X	X	O	X
Y/602/0932	HSS/BDS004	Conclude the collection of blood or blood component donations	2	3	27	X	X	O	X

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
A/602/0938	HSS/BDS005	Manage the refreshment area at blood donation sessions	2	3	23	X	X	O	X
T/602/0940	HSS/BDS006	Contribute to the promotion and effective functioning of blood and blood component sessions and services	2	3	23	X	X	O	X
F/602/0942	HSS/BDS007	Register donors at blood donation sessions	2	2	15	X	X	O	X
Y/602/0946	HSS/BDS008	Record and organise information related to blood donation sessions	2	2	17	X	X	O	X
H/602/0951	HSS/BDS009	Prepare blood donations, samples and documentation for transport	2	2	17	X	X	O	X
A/602/0955	HSS/BDS010	Welcome donors at donation sessions and provide information	2	2	15	X	X	O	X
K/602/3091	HSS/CHS001	Receive and store medication and products	2	2	18	X	X	O	X
A/602/3094	HSS/CHS011	Carry out personal hygiene for individuals unable to care for themselves	2	3	23	X	X	X	O
J/602/3101	HSS/CHS012	Undertake treatments and dressings of lesions and wounds	3	4	25	X	X	X	O
K/602/3169	HSS/CHS013	Carry out wound drainage care	3	4	32	X	X	X	O
Y/602/3538	HSS/CHS014	Remove wound closure materials	2	3	24	X	X	X	O
A/602/0972	HSS/CHS015	Insert and secure naso-gastric tubes	3	4	30	X	X	X	O

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
M/602/1004	HSS/CHS022	Perform intravenous cannulation	3	4	34	X	X	X	O
L/602/1009	HSS/CHS023	Carry out intravenous infusion	3	4	30	X	X	X	O
Y/602/1028	HSS/CHS024	Carry out arterial puncture and collect arterial blood	3	4	30	X	X	X	O
R/602/0959	HSS/CHS025	Carry out blood collection from fixed or central lines	3	4	30	X	X	X	O
J/602/0960	HSS/CHS130	Perform routine electrocardiograph (ECG) procedures	3	4	30	X	X	X	O
T/602/3093	HSS/CHS133	Remove wound drains	3	4	27	X	X	X	O
F/602/3095	HSS/CHS134	Carry out vision screening	3	4	27	X	X	X	O
T/602/4325	HSS/CHS168	Obtain a client history	3	3	22	X	X	X	O
Y/602/0963	HSS/CHS205	Manufacture equipment or medical devices for individuals within healthcare	3	4	30	X	X	X	O
J/602/3521	HSS/CHS206_223	Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs	3	6	37	X	X	X	O
M/602/4520	HSS/DEMO	Deliver training through demonstration and instruction	3	3	21	X	X	X	O
K/602/1034	HSS/GEN002	Select and wear appropriate personal protective equipment for work in health care settings	2	2	15	X	X	O	O

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
J/602/3096	HSS/GEN004	Prepare individuals for healthcare activities	2	3	17	X	X	O	O
K/602/3883	HSS/GEN007	Monitor and maintain the environment and resources during and after clinical/ therapeutic activities	2	3	20	X	X	O	O
J/602/3924	HSS/GEN008	Assist the practitioner to carry out health care activities	2	2	13	X	X	O	O
R/602/2999	HSS/GEN009	Prepare vehicles for the transport of people, materials and/or equipment within the health sector	2	3	18	O	X	X	X
D/602/4027	HSS/GEN010	Transporting passengers, materials and equipment within the health sector	2	3	21	O	X	X	X
T/602/3000	HSS/GEN011	Assess and respond to accidents, breakdowns and incidents during the transportation of people, materials and/or equipment	2	3	18	O	X	X	X
R/602/3943	HSS/GEN014	Advise and inform individuals on managing their condition	3	5	31	X	X	X	O
H/602/3980	HSS/GEN015	Support individuals in undertaking their chosen activities	3	4	24	X	X	X	O
J/602/4071	HSS/GEN016	Inform an individual of discharge arrangements	2	2	13	X	X	X	O
D/602/4092	HSS/GEN017	Contribute to the discharge of individuals to carers	2	2	14	X	X	X	O
H/602/0965	HSS/GEN023	Monitor own work practices in health, social care or children's and young people's settings	3	3	20	X	O	X	O
A/602/3001	HSS/GEN025	Administer appointments in a healthcare environment	2	3	18	O	X	O	X

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
T/602/0968	HSS/GEN039	Contribute to effective multidisciplinary team working	3	3	20	X	O	X	O
D/602/1029	HSS/GEN044	Liaise between primary, secondary and community teams	3	3	20	X	O	X	O
H/602/4028	HSS/GEN057	Collect blood/blood products from storage for transfusion	2	2	17	O	X	X	X
D/602/1032	HSS/GEN062	Collate and communicate health information to individuals	3	3	20	X	O	X	O
F/602/3002	HSS/GEN076	Store and transport medical gas cylinders	2	3	18	O	X	X	X
H/602/1033	HSS/GEN077	Perform first line calibration on clinical equipment to ensure it is fit for use	3	3	20	X	O	X	O
K/602/4029	HSS/GEN080	Moving and transporting individuals within a healthcare environment	2	2	18	O	X	X	X
J/602/3003	HSS/GEN081	Collect linen and make beds in a healthcare environment	2	2	15	O	X	X	X
D/602/4030	HSS/GEN082	Checking, connecting and disconnecting medical gas cylinders in a healthcare setting	2	3	22	O	X	X	X
L/602/3004	HSS/GEN083	Deliver a trolley service in a healthcare environment	2	3	23	O	X	X	X
R/602/3005	HSS/GEN087	Provide a table/tray service in a healthcare environment	2	3	23	O	X	X	X
L/602/4878	HSS/GoSkills002	Drive community transport safely and efficiently	3	4	30	O	X	X	X

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
L/602/4881	HSS/GoSkills011	Move and transport individuals with special requirements who use community transport vehicles	3	4	31	O	X	X	X
K/602/4032	HSS/IPC004	Clean and store care equipment to minimise the risks of spreading infection	2	2	17	O	X	X	X
A/602/4035	HSS/IPC008	Minimise the risk of infection when transporting and storing healthcare waste	2	3	20	O	X	X	X
J/602/4040	HSS/IPC009	Minimise the risk of infection during the removal of used linen	2	2	15	O	X	X	X
J/602/4765	HSS/IPC010	Minimise the risks of spreading infection when transporting linen	2	2	19	O	X	X	X
R/602/4767	HSS/IPC012	Minimise the risks of spreading infection when storing and using clean linen	2	2	11	O	X	X	X
H/602/3168	HSS/NOS/GEN018	Give presentations to groups	3	4	26	X	O	X	O
H/602/4188	HSS/NOS/GEN019	Assist others to plan presentations	2	2	16	X	O	X	O
L/602/4489	HSS/PCS001_23	Transport, transfer and position individuals and equipment within the perioperative environment	3	5	32	X	X	O	X
J/602/4913	HSS/RM006	Administer the current records system	2	3	23	O	X	X	X
L/602/4914	HSS/SS034	Provide authorised access to records	2	3	23	O	X	X	X
Y/602/4916	HSS/SS035	Protect records	2	3	23	O	X	X	X

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
H/602/4918	HSS/SS036	Maintain the arrangements of records	2	3	23	O	X	X	X
L/601/0933	ICS A4 2010	Give customers a positive impression of yourself and your organisation	2	5	33	O	O	O	X
J/601/1515	ICS C5 2010-2014	Monitor and solve customer service problems	3	6	40	X	O	X	O
L/601/8143	HSC 2012	Support individuals who are distressed	2	3	21	X	X	O	X
Y/502/3674	MQS2	Maintaining quality standards in the health sector (Tech Cert)	2	1	8	O	X	O	X
R/601/9469	PCVD 5	Provide professional customer service to passengers with additional needs on a bus or coach	2	4	19	O	X	X	X
L/601/3430	Pharm unit 203	Contribute to the effectiveness of teams	2	3	5	O	O	O	O
T/600/6312	QC 111	Clean surfaces using correct methods	1	3	18	O	X	X	X
K/600/6324	QC2 05	Clean and maintain internal surfaces and areas	2	4	33	O	X	X	X
J/600/6332	QC2 11	Clean food areas	2	4	32	O	X	X	X
M/600/6342	QC2 15	Clean glazed surfaces and facades	2	3	23	O	X	X	X
K/502/3680	SI2	Service improvement in the health sector (Tech Cert)	2	2	15	O	X	O	X

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	L2 Healthcare Support Services	L3 Healthcare Support Services	L2 Clinical Healthcare Support	L3 Clinical Healthcare Support
L/601/9213	SLP 12	Deal with disorderly and aggressive behaviour	2	2	11	X	O	X	X
J/502/1631	TBC	Contribute to the prevention of aggressive and abusive behaviour of people	3	4	26	X	O	X	O
F/502/3412	TBC	Maintaining quality standards in the health sector	3	2	13	X	O	X	O
J/502/3413	TBC	Service improvement in the health sector	3	3	20	X	O	X	O
J/502/1404	TBC	Transport physical resources within the work area	2	2	15	O	X	X	X
A/601/9420	TDA 2.20	Assist in the administration of medication	2	4	25	X	X	O	O
H/600/8847	Unit LDC 3c	Classify items and make up loads for cleaning	2	3	10	O	X	X	X
M/600/8849	Unit LDC 4c	Carry out the washing process	2	3	14	O	X	X	X
L/600/8857	Unit LDC 8c	Press and finish garments following laundry	2	2	10	O	X	X	X
D/600/8877	Unit LDC 16c	Repair, alter and maintain fabrics and materials	2	2	7	O	X	X	X

Section 2: Units

Unit Layout

For each unit the following material has been provided:

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

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

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

207: Collect Mail

Unit reference F/600/6765

Unit level 2

Credit value 5

GLH 27

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 207

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

Assessor name:

Signature:

Date:

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

211: Deep cleaning of internal equipment, surfaces and areas

Unit reference T/502/2287

Unit level 2

Credit value 4

GLH 32

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 211

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

Assessor name:

Signature:

Date:

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

211: Sort mail

Unit reference D/600/6773

Unit level 2

Credit value 5

GLH 26

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 211

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

Assessor name:

Signature:

Date:

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

212: Deliver mail

Unit reference H/600/6774

Unit level 2

Credit value 6

GLH 28

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 212

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

Assessor name:

Signature:

Date:

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

216: Periodic cleaning of soft floors and furnishings

Unit reference L/502/2294

Unit level 2

Credit value 3

GLH 22

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 216

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

Assessment requirements specified by Asset Skills.

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

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

Unit reference L/502/1212

Unit level 3

Credit value 4

GLH 20

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand the role of a Health Trainer.	1.1. Describe the role of a Health Trainer.		
	1.2. Outline the role of the Health Trainer in the context of local and national health and well-being policies.		
	1.3. Describe the limits of the Health Trainer role.		
	1.4. Analyse the consequences of acting beyond competence as a Health Trainer.		
	1.5. Identify appropriate routes for referring matters beyond competence.		
	1.6. Identify individuals who can advise on the Health Trainer role.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand legislation and policies related to the role of the Health Trainer.	2.1. Identify the legislation that relates to the role of a Health Trainer.		
	2.2. Identify organisational policies and procedures.		
	2.3. Outline potential consequences of non-compliance to organisational policies, procedures and protocol.		
	2.4. Explain the importance of confidentiality.		
	2.5. Explain key issues relating to equality and diversity and anti-discriminatory practice.		
	2.6. Explain the importance of assessing and managing risks.		
	2.7. Identify risks to self and others.		
	2.8. Use organisational data collection, storage and retrieval systems.		
3. Collect accurate information on clients.	3.1. Explain issues around handling confidential and sensitive information.		
	3.2. Explain the importance of systematic and accurate record keeping.		
	3.3. Record information in a systematic and accurate way to inform evaluation and future work.		
4. Manage and organise own time effectively.	4.1. Agree working arrangements with a line manager.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Explain the importance of making realistic commitments.		
	4.3. Plan work to ensure that commitments are met.		
	4.4. Explain the importance of knowing who to seek guidance and advice from.		
	4.5. Complete records of work activities when needed.		
5. Improve own competence, knowledge and skills.	5.1. Explain the benefits of improving own competence, knowledge and skills.		
	5.2. Identify areas for improvement of own competence.		
	5.3. Plan for improvement of own competence, knowledge and skills.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 301

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

Assessor name:

Signature:

Date:

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

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

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

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

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

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

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment.			
1. Make contact with communities, organisations and groups.	1.1. Identify people within a community to make contact with.		
	1.2. Explain the benefits and importance of making contact with different people, organisations and groups.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Use appropriate methods and styles of making contact with different people, organisations and groups.		
	1.4. Identify the most appropriate person to contact within an organisation.		
	1.5. Explain the role of a Health Trainer to different people, organisations and groups.		
2. Collect accurate information on communities, organisations and groups.	2.1. Identify services and sources of information.		
	2.2. Check that information is up to date and accurate.		
	2.3. Record information in a way that can be used in future work.		
	2.4. Explain the importance of regularly updating information and methods for achieving this.		
	2.5. Outline the consequences of using out of date or inaccurate information.		
3. Develop working relationships with communities.	3.1. Develop working relationships within communities.		
	3.2. Explain the importance of demonstrating respect for others.		
	3.3. Explain the importance of clearly agreeing ways of keeping in contact and reporting back.		
	3.4. Explain the importance of fulfilling commitments.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.5. Identify potential barriers to developing working relationships within communities.		
	3.6. Identify ways of referring matters or issues beyond the Health Trainer role to a more appropriate person.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 302

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

Assessor name:

Signature:

Date:

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

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

Unit reference F/502/1224

Unit level 3

Credit value 3

GLH 15

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

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

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Communicate appropriately with individuals.	4.1. Select and use ways to communicate appropriately with individuals.		
	4.2. Encourage an open and frank exchange of views.		
	4.3. Identify barriers to communication.		
	4.4. Use appropriate methods to reduce barriers to communications.		
	4.5. Acknowledge individuals' right to make their own decisions.		
	4.6. Support individuals to make their own decisions.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 303

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

Assessor name:

Signature:

Date:

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

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

Unit reference	L/502/1226	Unit level	3
Credit value	5	GLH	25
Unit aim	<p>This unit introduces learners to the process of engaging individuals to enable behaviour change and encourage health improvement.</p> <p>The aim of this unit is to provide the learner with knowledge and understanding of approaches and techniques that can support individuals to:</p> <ul style="list-style-type: none"> • identify how their way of life and specific behaviours might affect their health and well-being • develop an action plan to make the changes they want to • initiate change in their behaviour and maintain the change • monitor and evaluate their progress. 		

Learner name:	Centre no:
PIN:	ULN:

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Help individuals to identify potential barriers to change and ways of managing them.		
2. Establish 1-1 relationships with clients.	2.1. Explain the importance of establishing the ground rules for the relationship.		
	2.2. Establish ground rules for the relationship.		
	2.3. Build rapport with clients.		
	2.4. Identify the key factors to be considered when choosing a suitable environment for 1-1 contact.		
3. Develop Personal Health Plans for individuals.	3.1. Support individuals to prioritise their goals.		
	3.2. Support individuals to identify SMART goals for changing their behaviour.		
	3.3. Support individuals to develop a Personal Health Plan.		
	3.4. Identify key individuals who will be involved in the Personal Health Plan.		
	3.5. Use a range of techniques to ensure that individuals receive the appropriate support.		
	3.6. Review and record individuals' progress in achieving their plan.		
4. Support individuals to achieve their plan.	4.1. Take actions to help individuals achieve their goals.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Support individuals to develop confidence in achieving change.		
	4.3. Use methods to support individuals to strengthen their own motivation for change.		
	4.4. Explain how measures of behaviour are used in monitoring behaviour change.		
	4.5. Support individuals review their progress and adapt their Personal Health Plan.		
	4.6. Provide feedback, support and encouragements to individuals.		
	4.7. Recognise and value individuals' achievements.		
5. Support individuals to establish and maintain change.	5.1. Support individuals to prepare for setbacks.		
	5.2. Support individuals to manage setbacks.		
	5.3. Support individuals evaluate the effects of the changes implemented.		
	5.4. Support individuals to become their own health trainer.		
	5.5. Help individuals identify broader learning and development needs.		
6. Keep records of work in line with organisational procedures.	6.1. Keep accurate and complete records of work with individuals.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.2. Report problems and concerns to the line manager.		
	6.3. Work within own role and competences.		
	6.4. Explain the importance of working within own role and competences.		
	6.5. Explain the potential consequences of working outside own role and competences.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 304

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

Assessor name:

Signature:

Date:

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

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

Unit reference L/601/5016

Unit level 1

Credit value 3

GLH 30

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 1FS4/10

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

1GEN5/10: Clean and store crockery and cutlery

Unit reference A/601/5027

Unit level 1

Credit value 3

GLH 27

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 1GEN5/10

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

2010_BA_2_56: Meet and welcome visitors

Unit reference Y/601/2457

Unit level 2

Credit value 3

GLH 23

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_2_56

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

Assessor name:

Signature:

Date:

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

2010_BA_2_01: Manage own performance in a business environment

Unit reference F/601/2467

Unit level 2

Credit value 2

GLH 9

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand how to plan work and be accountable to others.	1.1. Outline guidelines, procedures and codes of practice relevant to personal work.		
	1.2. Explain the purpose of planning work, and being accountable to others for own work.		
	1.3. Explain the purpose and benefits of agreeing realistic targets for work.		
	1.4. Explain how to agree realistic targets.		
	1.5. Describe ways of planning work to meet agreed deadlines.		
	1.6. Explain the purpose of keeping other people informed about progress.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.7. Explain the purpose and benefits of letting other people know work plans need to be changed.		
	1.8. Describe types of problems that may occur during work.		
	1.9. Describe ways of seeking assistance with getting help to resolve problems.		
	1.10. Explain the purpose and benefits of recognising and learning from mistakes.		
2. Understand how to behave in a way that supports effective working.	2.1. Explain the purpose and benefits of agreeing and setting high standards for own work.		
	2.2. Describe ways of setting high standards for work.		
	2.3. Explain the purpose and benefits of taking on new challenges if they arise.		
	2.4. Explain the purpose and benefits of adapting to change.		
	2.5. Explain the purpose and benefits of treating others with honesty, respect and consideration.		
	2.6. Explain why own behaviour in the workplace is important.		
	2.7. Describe types of behaviour at work that show honesty, respect and consideration and those that do not.		

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_2_01

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

Assessor name:

Signature:

Date:

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

2010_BA_2_12: Produce documents in a business environment

Unit reference T/601/2482

Unit level 2

Credit value 4

GLH 15

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_2_12

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

Assessor name:

Signature:

Date:

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

2010_BA_2_19: Store and retrieve information

Unit reference R/601/2490

Unit level 2

Credit value 3

GLH 17

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_2_19

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

Assessor name:

Signature:

Date:

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

2010_BA_2_20: Archive information

Unit reference Y/601/2491

Unit level 2

Credit value 2

GLH 13

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_2_20

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

Assessor name:

Signature:

Date:

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

2010_BA_2_21: Use office equipment

Unit reference H/601/2493

Unit level 2

Credit value 4

GLH 18

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_2_21

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

Assessor name:

Signature:

Date:

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

2010_BA_3_22: Plan and organise meetings

Unit reference D/601/2542

Unit level 3

Credit value 5

GLH 25

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand the arrangements and actions required for planning and organising meetings.	1.1. Explain the role of the person planning and organising a meeting.		
	1.2. Describe the different types of meetings and their main features.		
	1.3. Explain how to plan meetings that meet agreed aims and objectives.		
	1.4. Explain the purpose of agreeing a brief for the meeting.		
	1.5. Explain how to identify suitable venues for different types of meetings.		
	1.6. Describe the types of resources needed for different types of meetings.		
	1.7. Outline the main points that should be covered by an agenda and meeting papers.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.8. Explain the purpose of meeting attendees' needs and special requirements, and providing them with information required for meetings.		
	1.9. Describe the health, safety and security requirements that need to be considered when organising meetings.		
	1.10. Explain the purpose and benefits of briefing the chair before a meeting.		
	1.11. Explain the purpose of welcoming and providing suitable refreshments to attendees, if required.		
	1.12. Describe the types of information, advice and support that may be need to be provided during a meeting.		
	1.13. Describe the types of problems that may occur during a meeting and how to solve them.		
	1.14. Explain what should be included in a record of a meeting, and the purpose of ensuring the record is accurate and approved.		
	1.15. Explain how to record actions and follow up, if required.		
	1.16. Explain the purpose of collecting and evaluating participant feedback from the meeting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.17. Describe how to agree learning points to improve the organisation of future meetings.		
2. Be able to prepare for a meeting.	2.1. Agree and prepare the meeting brief, checking with others, if required.		
	2.2. Agree a budget for the meeting, if required.		
	2.3. Prepare and agree an agenda and meeting papers.		
	2.4. Organise and confirm venue, equipment and catering requirements, when necessary.		
	2.5. Invite attendees, confirm attendance and identify any special requirements.		
	2.6. Arrange catering, if required.		
	2.7. Arrange the equipment and layout of the room, if required.		
	2.8. Make sure the chair receives appropriate briefing.		
3. Be able to support running a meeting.	3.1. Welcome attendees and offer suitable refreshments (if required).		
	3.2. Make sure attendees have full set of papers.		
	3.3. Make sure a person has been nominated to take minutes, if required.		
	3.4. Provide information, advice and support when required.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. How to follow up a meeting.	4.1. Produce a record of the meeting.		
	4.2. Seek approval for the meeting record, amend as required.		
	4.3. Respond to requests for amendments and arrange recirculation of a revised meeting record.		
	4.4. Follow up action points, if required.		
	4.5. Evaluate meeting arrangements, and external services where used.		
	4.6. Evaluate participant feedback from the meeting and share results with relevant people, where used.		
	4.7. Summarise learning points and use these to identify improvements that can be made to future meeting arrangements and support.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_3_22

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

Assessor name:

Signature:

Date:

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

2010_BA_3_29: Deliver, monitor and evaluate customer service to external customers

Unit reference	F/601/2551	Unit level	3
Credit value	3	GLH	12
Unit aim	This unit is about providing and continuously improving customer services to external customers.		

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 7, 8, 9 and 10 must be assessed in a real work environment.			
1. Understand the meaning of external customers.	1.1. Describe what is meant by external customers.		
2. Know the types of products and services relevant to external customers.	2.1. Describe the products and services offered by the organisation to external customers.		
3. Understand how to deliver customer service that meets or exceeds external customer expectations.	3.1. Explain the purpose and value of identifying customer needs and expectations.		
	3.2. Explain why customer service must meet or exceed customer expectations.		
	3.3. Explain the value of meeting or exceeding customer expectations.		
	3.4. Explain the purpose and value of building positive working relationships.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Understand the purpose of quality standards and timescales for customer service to external customers.	4.1. Identify quality standards for own organisation and work.		
	4.2. Explain the value of agreeing quality standards and timescales.		
	4.3. Explain how to set and meet quality standards and timescales with external customers.		
5. Understand how to deal with customer service problems for external customers.	5.1. Describe the types of problems that external customers may have.		
	5.2. Explain the consequences of not meeting external customer needs and expectations.		
	5.3. Explain ways of dealing with external customer services problems.		
	5.4. Explain the purpose and value of a complaints procedure.		
6. Understand how to monitor and evaluate external customer service and the benefits of this.	6.1. Explain the purpose and benefits of monitoring external customer satisfaction and how to do so.		
	6.2. Describe techniques for collecting and evaluating external customer feedback.		
	6.3. Explain the benefits of continuous improvement.		
7. Be able to build positive working relationships with external customers.	7.1. Identify external customers.		
	7.2. Confirm external customer needs in terms of products and services.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	7.3. Confirm external customer needs in terms of quality standards and timescales.		
	7.4. Agree procedures to be followed if external customer needs are not met.		
8. Be able to deliver external customer services to agreed quality standards and timescales.	8.1. Provide external customer service(s) to agreed quality standards.		
	8.2. Provide external customer service(s) to agreed timescales.		
	8.3. Check external customer needs and expectations have been met.		
9. Be able to deal with customer service problems and complaints for external customers.	9.1. Follow procedures, within agreed timescale, to: <ul style="list-style-type: none"> • process problems and complaints • resolve problems and complaints • refer problems and complaints, where necessary. 		
10. Be able to monitor and evaluate services to external customers.	10.1. Obtain and record external customer feedback.		
	10.2. Analyse and evaluate external customer feedback.		
	10.3. Take actions that will lead to improvement in service(s) to external customers.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 2010_BA_3_29

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

Assessor name:

Signature:

Date:

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

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

Unit reference F/601/4932

Unit level 2

Credit value 4

GLH 36

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 2BS8/10

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

Unit reference A/601/5030

Unit level 2

Credit value 4

GLH 31

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

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

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

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 2GEN4/10

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

Assessor name:

Signature:

Date:

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

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

2GEN9/10: Maintain and deal with payments

Unit reference M/601/5039

Unit level 2

Credit value 4

GLH 30

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 2GEN9/10

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

2SfL25: Receive goods in logistics operations

Unit reference K/601/7923

Unit level 2

Credit value 3

GLH 15

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 2SfL25

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

Assessor name:

Signature:

Date:

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

2SfL30: Assemble orders for dispatch in logistics operations

Unit reference J/601/7931

Unit level 2

Credit value 3

GLH 12

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: 2SfL30

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

Assessor name:

Signature:

Date:

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

CC03: Care for individuals with urethral catheters

Unit reference M/602/2671

Unit level 3

Credit value 4

GLH 30

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4, 5 and 6 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters.		
	1.2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out care activities.		
2. Understand the procedure of urethral catheterisation.	2.1. Describe the anatomy and physiology of the male and female lower urinary tract.		
	2.2. Describe lower urinary tract functions and continence status.		
	2.3. Describe the causative factors which determine the need for urethral urinary catheters.		

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 effects of urethral catheterisation on an individual's comfort and dignity.		
	2.5. Describe when to undertake urinalysis, obtain a catheter specimen of urine (CSU) or screen for multi resistant bacteria.		
3. Understand the use and application of catheter care equipment.	3.1. Describe catheter care equipment that can be used to meet individuals' specific needs.		
	3.2. Describe the types of catheter care advice to give to individuals.		
	3.3. Describe the indications, mode of action, side-effects, cautions, contra indications and potential interactions of urethral catheter care.		
	3.4. Describe the medication, antibiotics, anaesthetic agents and associated solutions used for individuals with urethral catheters.		
4. Be able to prepare individuals to carry out urethral catheters care.	4.1. Confirm the individual's identity and gain valid consent.		
	4.2. Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual.		
	4.3. Agree the level of support required with the individual.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Apply standard precautions for infection prevention and control.		
	4.5. Apply health and safety measures relevant to the procedure and environment.		
	4.6. Carry out preparatory checks against the individual's care plan.		
5. Be able to carry out care for individuals with urethral catheters.	5.1. Support the individual and relevant others to carry out catheter care in accordance with local policy and protocol.		
	5.2. Use catheter care equipment in line with manufacturer's guidance; reporting any failure/malfunction in line with local policy and protocol.		
	5.3. Use and store equipment and materials in accordance with local policy and protocol.		
	5.4. Dispose of catheter related equipment in accordance with local policy and protocol.		
	5.5. Measure and record any urethral output within local policy and protocol.		
6. Be able to monitor and check individuals undergoing urethral catheter care.	6.1. Monitor the individual's condition for adverse effects and potential complications, taking appropriate action in line with local policy and protocol.		
	6.2. Observe and maintain cleanliness of the meatus.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3. Terminate the use of a urethral catheter in accordance with local policy and protocol.		
	6.4. Terminate the use of a urethral catheter in accordance with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CC03

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

CHS10: Undertake stoma care

Unit reference	R/602/2677	Unit level	3
Credit value	4	GLH	30

Unit aim This unit is aimed at those who provide care to individuals with bowel/bladder stoma. This may be for individuals with new stomas or for individuals with established stomas who are unable to manage their own stoma care. This unit is applicable in a variety of care environments including hospitals, care homes, the individual's own home or other community environments such as GP surgeries.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to assessment for stoma care.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice related to undertaking stoma care.		
	1.2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out stoma care.		
2. Understand the anatomy and physiology in relation to conditions requiring stoma care.	2.1. Describe the reasons why a stoma may be fashioned.		
	2.2. Describe the anatomy in relation to the position, reasons for and function of colostomies, ileostomies, ileal conduits and nephrostomies.		

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Explain the action to take if the prepared stoma care equipment appears to be inappropriate or unsuitable.		
	4.5. Assist individuals to select and consume food and drink.		
	4.6. Assist individuals to take any medication prescribed to maintain effective stoma function.		
	4.7. Give individuals the opportunity to dispose of their own used stoma care equipment.		
	4.8. Give individuals the opportunity to maintain their personal hygiene.		
	4.9. Provide active support for individuals to manage their own stoma.		
	4.10. Dispose of equipment and soiled linen in line with local policy and protocol.		
5. Be able to monitor and check individuals following stoma care.	5.1. Monitor the individual's condition throughout the stoma care.		
	5.2. Check for any adverse effects and potential complications.		
	5.3. Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred.		
	5.4. Record the outcomes of stoma care activity in line with local policy and protocol.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.5. Report findings to colleagues in line with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CHS10

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

Assessor name:

Signature:

Date:

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

CHS147: Administer oral nutritional products to individuals

Unit reference J/602/4006

Unit level 3

Credit value 5

GLH 35

Unit aim This unit is aimed at those working in a range of care settings such as hospitals, nursing and residential homes, hospices and community settings to administer oral nutritional products to individuals who are otherwise incapable of doing so. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare nutritional products and to administer them to individuals, including ensuring stock levels are maintained.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4, 5 and 6 must be assessed in a real work environment.			
1. Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines.	1.1. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines affecting own practice related to administering oral nutritional products.		
	1.2. Explain how to take information from medication administration charts to inform the administration of oral nutritional products.		
	1.3. Explain how to prepare oral nutritional products.		
	1.4. Explain how to ensure the dignity, safety and privacy of an individual during the procedure.		
	1.5. Explain how to check if the individual has taken the oral nutritional product.		

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 common nutritional products and their uses.	2.1. Describe common nutritional products and their uses.		
	2.2. Explain how common nutritional products should be stored.		
	2.3. Describe the effects of common nutritional products, relevant to the individual's condition.		
	2.4. Explain the importance of information labelling of nutritional products.		
3. Understand how to manage possible reactions to the use of nutritional products.	3.1. Describe common adverse reactions to nutritional products and how to recognise them.		
	3.2. Explain how to deal with common adverse reactions.		
	3.3. Explain how to deal with non-compliance when attempting to administer nutritional products.		
	3.4. Identify support staff to help manage reactions to the use of nutritional products.		
	3.5. Explain how to minimise risk of any hazards and complications occurring during the administration of nutritional products.		
4. Be able to prepare for oral administration of nutritional products.	4.1. Apply standard precautions for infection control.		
	4.2. Apply health and safety measures relevant to administering nutritional products.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Confirm the individual's identity and gain valid consent prior to administering nutritional products.		
	4.4. Check the individual's administration record for accuracy prior to administering nutritional products, taking any necessary action.		
	4.5. Explain the procedure to the individual in a way that is sensitive to their personal beliefs and preferences.		
	4.6. Prepare an individual to receive oral administration of nutritional products.		
	4.7. Select and prepare nutritional products according to the administration record and standard hygiene precautions.		
	4.8. Select materials, equipment and aids which can be used for the oral administration of nutritional products.		
5. Be able to administer oral nutritional products to individuals.	5.1. Administer oral nutritional products to an individual according to the administration record and in a way which minimises pain, discomfort and trauma for the individual.		
	5.2. Monitor the individual's condition throughout, recognising any adverse effects and taking appropriate action immediately.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Dispose of waste products in line with local policy and protocol.		
	5.4. Update records in line with local policy and protocol.		
6. Be able to maintain stock of nutritional products.	6.1. Monitor and rotate stock levels, reporting any discrepancies to the appropriate person.		
	6.2. Maintain the correct storage conditions for oral nutritional products.		
	6.3. Dispose of out of date and part-used nutritional products in line with local policy and protocol.		
	6.4. Maintain stock records.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CHS147

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

Assessor name:

Signature:

Date:

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

CHS159: Support individuals to manage dysphagia

Unit reference L/602/4007

Unit level 3

Credit value 5

GLH 35

Unit aim This unit is aimed at those who support individuals who participate in therapy programmes to restore or maintain maximum independence in the management of dysphagia.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4 and 5 must be assessed in a real work environment.			
1. Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines.	1.1. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting individuals with dysphagia.		
	1.2. Describe why individuals with dysphagia should be encouraged to promote their own health and well-being.		
	1.3. Describe the types of skill development activities that can be carried out with individuals to help them develop swallowing skills.		
2. Understand how dysphagia affects individuals.	2.1. Describe the main clinical causes of dysphagia.		
	2.2. Outline how to recognise the main types of dysphagia.		
	2.3. Identify major risks and secondary difficulties associated with dysphagia.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Describe the anatomy and physiology relevant to maintaining a safe swallow.		
	2.5. Explain how an individual's ability to swallow is affected by: <ul style="list-style-type: none"> • sensory impairment • loss of bodily function • loss of cognition. 		
	2.6. Explain how to provide a suitable environment for affected individuals.		
3. Know the importance of nutritional intake for individuals with dysphagia.	3.1. Describe the impact of oral intake on nutrition for an individual with dysphagia.		
	3.2. Describe safe practices with regard to preparing oral intake.		
	3.3. Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia.		
4. Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes.	4.1. Confirm the individual's identity and gain valid consent prior to carrying out the therapy programme.		
	4.2. Explain the skill development activities to the individual/carer.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Support the individual's active participation with skill development activities as specified in the individual's care programme, seeking advice from the care team if the level of support required by the individual is beyond own scope of practice.		
	4.4. Provide oral intake in the consistency and appearance outlined in the individual's care programme.		
	4.5. Provide the individual with sufficient time to practise newly developed skills.		
	4.6. Provide the individual/carer with information and advice, as instructed by the specialist, in regards to self-management.		
5. Be able to provide information to colleagues regarding individuals' treatment.	5.1. Update records regarding the support provided, in line with local policy and protocol.		
	5.2. Provide feedback to the individual's therapist and care team to aid future care planning.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CHS159

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

Assessor name:

Signature:

Date:

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

CHS16: Care for individuals with nasogastric tubes

Unit reference K/602/3995

Unit level 2

Credit value 3

GLH 20

Unit aim This unit is aimed at those who care for individuals with nasogastric tubes. The learner will have the opportunity to develop knowledge, understanding and skills in order to aspirate stomach/intestinal contents via the nasogastric tube, measure output and remove tubes when directed to.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand how to care for individuals with nasogastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines.	1.1. Outline how current legislation, national guidelines, policies, protocols and good practice guidelines affects own practice related to caring for an individual with nasogastric tubes.		
	1.2. Describe the responsibilities and boundaries related to own role.		
	1.3. Outline how to prepare equipment and materials required for aspiration and the removal of nasogastric tubes.		
	1.4. Explain the importance of following health and safety procedures for aspiration and removal of nasogastric tubes.		

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

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Measure and record the volume of aspirate.		
	4.6. Pack up used equipment and materials and cover receptacles containing nasogastric aspirate prior to leaving the immediate care area.		
	4.7. Dispose of used equipment and materials and nasogastric aspirate in line with local policy and protocol.		
	4.8. Update records and make them available to the care team in line with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CHS16

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

Assessor name:

Signature:

Date:

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

CHS160: Assist others to monitor individuals' progress in managing dysphagia

Unit reference R/602/4008

Unit level 3

Credit value 5

GLH 38

Unit aim This unit is aimed at those who assist members of the care team to monitor individuals' progress with managing dysphagia.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4 and 5 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to monitoring individuals with dysphagia.	1.1. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice related to monitoring individuals with dysphagia.		
2. Understand how to assist others in monitoring the progress of individuals with dysphagia.	2.1. Explain the importance of regularly monitoring an individual's progress in managing dysphagia.		
	2.2. Explain how to assist others to monitor an individual's progress.		
	2.3. Explain the importance of monitoring an individual's progress in a constructive and encouraging manner.		
	2.4. Outline how to create an environment where open and confidential discussions with the individual can take place.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Explain the importance of the environmental conditions required by the individual.		
	2.6. Explain the importance of the support required by the individual.		
3. Know the action to take as a result of the monitoring undertaken.	3.1. Outline the action to take if adverse issues and risks emerge.		
	3.2. Outline how and when information should be fed back and to whom.		
	3.3. Outline record keeping practices and procedures in relation to diagnostic and therapeutic programmes.		
4. Be able to assist others in monitoring individual's progress in managing dysphagia.	4.1. Confirm the individual's identity and gain valid consent prior to carrying out the monitoring activity.		
	4.2. Work with the individual and others to identify areas of progress and difficulty.		
	4.3. Assist others in recording information.		
	4.4. Assist others in setting goals with the individual.		
	4.5. Reinforce positive feedback and advice provided by others, regarding the individual's approach to managing their dysphagia.		
	4.6. Assist others to support the individual's active participation in managing their dysphagia.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.7. Assist others to support the individual to increase their understanding of dysphagia.		
5. Be able to report and record an individual's progress in managing their dysphagia.	5.1. Provide regular feedback on the individual's progress to the care team, alerting them immediately with any specific issues or risks that need urgent attention.		
	5.2. Update records in line with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CHS160

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

Assessor name:

Signature:

Date:

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

CHS20: Conduct external ear examinations

Unit reference H/602/4000

Unit level 3

Credit value 4

GLH 28

Unit aim This unit is aimed at those who conduct examinations of the external ear in a variety of care settings. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare for and undertake examinations in a safe manner.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4, 5 and 6 must be assessed in a real work environment.			
1. Understand how to conduct external ear examinations in line with current legislation, national guidelines, policies, protocols and good practice guidelines.	1.1. Summarise how current legislation, national guidelines, policies, protocols and good practice guidelines affect practice related to conducting ear examinations.		
	1.2. Describe how to prepare an environment for ear examinations in line with local policy and protocol.		
	1.3. Describe how to prepare individuals for external ear examinations in line with local policy and protocol.		
	1.4. Explain the importance of positioning the individual and self correctly prior to undertaking the ear examination.		
	1.5. Describe how to maintain the privacy, safety, dignity and comfort of individuals throughout the examination.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Explain how to use an otoscope to examine the external ear.		
2. Know the anatomy of the ear as related to conducting ear examinations.	2.1. Identify the main components of the external ear.		
	2.2. Identify the main components of the middle and inner ear.		
3. Understand reasons for conducting an examination of the external ear.	3.1. Describe potential effects of abnormalities of the external ear.		
	3.2. Describe the signs and symptoms which may indicate an abnormality of the external ear.		
	3.3. Explain why it is important to examine the external ear only.		
4. Be able to prepare to conduct external ear examinations.	4.1. Apply standard precautions for infection control.		
	4.2. Apply health and safety measures relevant to the procedure and environment.		
	4.3. Prepare equipment for the ear examination.		
	4.4. Confirm the individual's identity and gain valid consent prior to beginning the examination.		
	4.5. Position the individual and self so that the examination can be conducted safely and comfortably.		
5. Be able to conduct external ear examinations.	5.1. Explain the procedure to the individual/carer in a way that is sensitive to their personal beliefs and preferences.		

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. Conduct an examination of the external ear.		
	5.3. Monitor the individual for adverse reactions throughout the examination, taking action in line with local policy and protocol.		
	5.4. Explain findings to the individual/carer.		
6. Be able to record and report results from external ear examinations.	6.1. Record findings in line with local policy and protocol.		
	6.2. Report any further actions to the appropriate member of staff in line with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CHS20

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

Assessor name:

Signature:

Date:

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

CHS21: Conduct hearing assessments

Unit reference F/602/4005

Unit level 3

Credit value 5

GLH 38

Unit aim This unit is aimed at those who conduct hearing tests in a variety of care settings, under the direction of a healthcare professional. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare for and undertake hearing assessments in a safe manner.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4, 5 and 6 must be assessed in a real work environment.			
1. Understand how to conduct hearing assessments in line with current legislation, national guidelines, policies, protocols and good practice guidelines.	1.1. Summarise how current legislation, national guidelines, policies, protocols and good practice guidelines affect practice related to assessing an individual's hearing.		
	1.2. Explain how to maintain the privacy, safety, dignity and comfort of individuals throughout the hearing assessment.		
	1.3. Explain how to prepare for and administer a hearing assessment in line with local policy and protocol.		
	1.4. Identify reasons for not conducting a hearing assessment on an individual.		
	1.5. Identify potential adverse reactions to hearing assessments.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Know the anatomy and physiology of the ear related to hearing.	2.1. Describe the anatomy and physiology of the ear.		
	2.2. Outline the reasons for hearing impairment.		
	2.3. Describe the levels of hearing loss.		
	2.4. Describe the effects that hearing loss can have on an individual.		
3. Understand how to maintain equipment required to assess individuals' hearing.	3.1. Identify materials and equipment required to assess an individual's hearing.		
	3.2. Explain how to maintain equipment.		
	3.3. Describe procedures and timescales for the calibration of equipment.		
4. Be able to prepare to conduct hearing assessments.	4.1. Apply standard precautions for infection control.		
	4.2. Apply health and safety measures relevant to conducting hearing assessments.		
	4.3. Prepare equipment for the hearing assessment.		
	4.4. Confirm the individual's identity and gain valid consent prior to beginning the hearing assessment.		
	4.5. Position the individual and self so that the assessment can be conducted safely and comfortably.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to conduct hearing assessments.	5.1. Explain the procedure to the individual/carer in a way that is sensitive to the individual's personal beliefs and preferences.		
	5.2. Conduct the hearing assessment.		
	5.3. Monitor the individual for adverse reactions throughout the assessment, taking action in line with local policy and protocol.		
	5.4. Provide follow-up advice and instructions, referring to healthcare professionals in line with local policy and protocol.		
6. Be able to record and report the results of hearing assessments.	6.1. Complete the audiology report in line with local policy and protocol.		
	6.2. Update individual's records.		
	6.3. Report results to the referring clinician, carrying out any post procedural instructions in line with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CHS21

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

Assessor name:

Signature:

Date:

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

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

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

Learner name:	Centre no:
PIN:	ULN:

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

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

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Common Unit 1

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

Assessor name:

Signature:

Date:

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

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

CU16: Assist with maintaining structures and surfaces

Unit reference K/502/4098

Unit level 1

Credit value 2

GLH 18

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CU16

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

Assessor name:

Signature:

Date:

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

END21: Reprocess endoscopy equipment

Unit reference L/602/2676

Unit level 3

Credit value 4

GLH 30

Unit aim This unit is aimed at those who reprocess endoscopy equipment. This involves preparing and testing the reprocessing equipment prior to use, and then reprocessing the endoscopy equipment, including the endoscope itself.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to the reprocessing of endoscopy equipment.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for related to the reprocessing of endoscopy equipment.		
	1.2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out the reprocessing of endoscopy equipment.		
2. Understand the procedures involved in reprocessing endoscopy equipment.	2.1. Explain the endoscopic procedures, equipment, and sedation that are used.		
	2.2. Describe the admission and discharge procedures for reprocessing endoscopic equipment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Explain the sources of authoritative information on endoscopic procedures, including evidence based information.		
3. Carry out the reprocessing procedure.	3.1. Check that all endoscopy equipment is accounted for after the endoscopic procedure.		
	3.2. Maintain compliance with health and safety guidance at all times relevant to reprocessing endoscopy equipment.		
	3.3. Test reprocessing equipment prior to use.		
	3.4. Reprocess the endoscopy equipment in accordance with local policy and protocol.		
	3.5. Dispose of any used, damaged, or out of date items in accordance with local policy and protocol.		
	3.6. Restore the endoscopy equipment and environmental conditions in preparation for the next procedure.		
4. Report and record on the reprocessing of endoscopy equipment.	4.1. Report any endoscopy or reprocessing equipment that is not functioning correctly or requires maintenance.		
	4.2. Keep records in accordance with local policy and procedure.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Liaise with the individual, relevant others, and agencies in line with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: END21

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

Assessor name:

Signature:

Date:

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

FLT21: Assist with the maintenance of grass surfaces

Unit reference D/502/4177

Unit level 1

Credit value 3

GLH 27

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: FLT21

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

Assessor name:

Signature:

Date:

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

GEN20: Support carers to meet the care needs of individuals

Unit reference R/602/4011

Unit level 3

Credit value 5

GLH 30

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 4 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals in the community.	1.1. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which influence practice related to supporting individuals in the community.		
2. Understand why some individuals may need to be supported.	2.1. Identify the potential future pattern of disorders which may affect the lifestyle of individuals.		
	2.2. Describe the potential effects of dysfunction on the lifestyle of individuals.		
	2.3. Explain how increased dependence may affect individuals, carers and the provision of services.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand how to ensure individuals receive the support they need from carers.	3.1. Explain reasons for linking support with need.		
	3.2. Explain the importance of establishing partnerships with carers.		
	3.3. Describe reasons for assessing a carer's strengths and weaknesses with regard to supporting individuals.		
	3.4. Describe the demands placed on a carer.		
	3.5. Describe potential tensions between the demands placed on a carer and other commitments.		
	3.6. Identify signs which would indicate potential problems with service delivery.		
	3.7. Explain how to report concerns regarding the care of an individual.		
4. Be able to support carers to meet the care needs of individuals.	4.1. Inform the carer of the individual's needs and care plan.		
	4.2. Discuss and agree the type of support needed by the carer for them to meet the individual's care needs.		
	4.3. Make arrangements for the provision of resources necessary for the carer to support to individual.		
	4.4. Provide the carer with information on how to contact the care team.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team.		
	4.6. Update records related to service delivery agreements in line with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: GEN20

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

Assessor name:

Signature:

Date:

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

GEN26: Carry out transactions in a health facility

Unit reference Y/602/2678

Unit level 3

Credit value 4

GLH 30

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: GEN26

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

Assessor name:

Signature:

Date:

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

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

Unit reference T/602/4521

Unit level 3

Credit value 5

GLH 33

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 3 must be assessed in a real work environment.			
1. Understand how to manage the availability and use of physical resources in a health setting.	1.1. Describe legal and organisational requirements for selecting suppliers.		
	1.2. Explain the need for confidentiality in the use of physical resources.		
	1.3. Identify links between work activities and the supplies needed.		
	1.4. Describe methods of monitoring supplies to ensure quality and quantity.		
	1.5. Explain why team members should be empowered to take responsibility for their own use of physical resources.		
	1.6. Discuss the corrective action to take when experiencing problems with obtaining supplies.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.7. Describe ways of agreeing amendments to orders when resource needs cannot be fully met.		
2. Know factors which may have an effect on use of resources in a health setting.	2.1. Describe the potential impact of resource usage on the environment.		
	2.2. Describe legal and organisational requirements for minimising the impact resources usage has on the environment.		
	2.3. Describe organisational requirements for controlling resource usage.		
3. Be able to manage the availability and use of physical resources to meet service delivery needs.	3.1. Identify specific physical resources to meet service delivery needs.		
	3.2. Select a supplier/s in line with local policy and protocol.		
	3.3. Negotiate with a supplier/s in a way that maintains good relations with them.		
	3.4. Order physical resources to meet service delivery needs, agreeing amendments to the order if resources cannot be obtained in full.		
	3.5. Monitor the use of resources at appropriate intervals in line with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: GEN64

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

Assessor name:

Signature:

Date:

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

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

Unit reference D/602/4013

Unit level 3

Credit value 5

GLH 33

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand how to make recommendations for the use of physical resources in a health setting.	1.1. Explain own role and responsibilities in relation to making recommendations for the use of physical resources.		
	1.2. Explain the types of information required in order to make recommendations for the use of physical resources.		
	1.3. Explain local plans and objectives in relation to programmes of work.		
	1.4. Identify possible trends and developments which might influence future expenditure.		
	1.5. Explain the principles and methods which underpin budgetary control.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to gather and interpret information to inform expenditure proposals, in line with organisational plans and objectives.	2.1. Gather information to inform proposals for expenditure.		
	2.2. Identify the level of physical resources required to maintain an effective service.		
	2.3. Demonstrate the use of cost-benefit analysis.		
	2.4. Collate suggestions for future expenditure from key stakeholders.		
	2.5. Interpret any data gathered to inform expenditure proposal.		
	2.6. Set targets and standards for the use of resources.		
	2.7. Outline proposed methods of monitoring expenditure.		
3. Be able to present proposals for expenditure for physical resources to stakeholders.	3.1. Prepare and present proposals for expenditure to stakeholders.		
	3.2. Summarise the expected benefits and any potential negative consequences of proposed expenditure.		
	3.3. Justify financial proposals, based on information gathered.		
	3.4. Provide an explanation to stakeholders why any other options for future expenditure have been rejected.		
4. Be able to negotiate proposals for expenditure for physical resources with stakeholders.	4.1. Negotiate proposals for expenditure with stakeholders, clarifying any areas of uncertainty or disagreement if necessary.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Conclude negotiations with stakeholders within the agreed timescale.		
	4.3. Use verbal and non-verbal skills to maintain positive relations with stakeholders.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: GEN65

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

Assessor name:

Signature:

Date:

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

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

Unit reference H/602/4014

Unit level 3

Credit value 3

GLH 25

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand how to control the use of physical resources in a health setting in line with local policy and protocol.	1.1. Explain the principles and systems which underpin expenditure control.		
	1.2. Explain organisational requirements for expenditure control, authorisation procedures and record keeping, including standing financial instructions.		
	1.3. Describe corrective action to take in response to actual variations from agreed budget.		
	1.4. Describe corrective action to take in response to potential variations from agreed budgets.		
	1.5. Describe how to respond to requests for additional expenditure, in line with local policy and protocol.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Describe the importance of effective expenditure control.		
	1.7. Describe the importance of accurate and comprehensive record keeping for expenditure control and systems to achieve this.		
2. Be able to advise team members on the control of expenditure and physical resource usage in a health setting.	2.1. Prepare advisory information for team members on the control of expenditure and resource usage.		
	2.2. Set targets for team members to take responsibility for monitoring and controlling expenditure.		
3. Be able to monitor expenditure and physical resource usage in a health setting.	3.1. Monitor expenditure and physical resource use against local targets.		
	3.2. Control expenditure and physical resource use in line with budgets and local requirements, including taking action in response to actual or potential variations from budget.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: GEN66

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

Assessor name:

Signature:

Date:

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

GEN73: Prepare and reproduce permanent radiographic images

Unit reference K/602/2720

Unit level 3

Credit value 4

GLH 23

Unit aim This unit is about processing radiographic images, post-processing activities and quality assurance in relation to processing equipment and procedures. It includes the production and reproduction of original and duplicate images (such as copies, slides and miniatures) for all radiographic imaging modalities. This unit is designed to be applicable in all settings where permanent radiographic images are produced.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand the legislation and codes of practice related to the preparation and reproduction of radiographic images.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for preparing and reproducing permanent radiographic images.		
2. Understand the materials and techniques involved in preparing and reproducing permanent images.	2.1. Explain why radiographic images and other materials must be handled carefully.		
	2.2. Explain why radiographic images and other materials must be correctly identified and labelled.		
	2.3. Explain the types and amounts of materials to use with different processors.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Explain how to prepare materials for use with different processors.		
	2.5. Explain the equipment, materials and systems to use for different radiographic image production and reproduction processes.		
	2.6. Explain the different stages of film processing and preparation.		
	2.7. Explain the procedures associated with using different radiographic image production and reproduction equipment and materials.		
3. Prepare equipment and materials to process radiographic images.	3.1. Confirm that the equipment is in good working order and fully operational prior to use.		
	3.2. Select image production and reproduction materials or systems appropriate to the modality, type of permanent image required and the method of image storage.		
	3.3. Monitor and maintain heating, lighting, ventilation and humidity at correct levels for the process and the materials being used.		
4. Carry out the processing of radiographic images.	4.1. Operate and handle equipment, materials or systems in line with local policy and protocol.		
	4.2. Explain how to identify and remedy any faults or minimise any damage to equipment and materials.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Label images where they are not automatically identified in line with local policy and protocol.		
	4.4. Prepare radiographic images for distribution.		
5. Monitor the processing procedure for radiographic images.	5.1. Monitor heating, lighting, ventilation and humidity at correct levels for the process and the materials being used throughout procedure.		
	5.2. Confirm the quality of permanent radiographic images in line with local standards and protocol.		
	5.3. Record where the quality of permanent radiographic images does not meet local standards and protocol.		
	5.4. Explain the remedial action to take if the quality of any image does not meet local standards and protocol.		
	5.5. Explain why the quality of processing equipment and procedures must be regularly monitored.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: GEN73

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

Assessor name:

Signature:

Date:

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

GEN74: Assure the effective functioning of radiographic image processing equipment

Unit reference	R/602/2680	Unit level	3
Credit value	4	GLH	25
Unit aim	This unit is about processing radiographic images, post-processing activities and quality assurance in relation to processing equipment and procedures. It covers the monitoring and maintenance work required for quality assurance within an imaging department, though it does not include actual repairs to equipment. This unit is designed to be applicable in all environments where permanent images are produced.		

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand the legislation, policy and good practice guidelines related to assuring the effective functioning of radiographic image processing equipment.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the functioning of radiographic image processing equipment.		
2. Understand the procedures and techniques involved in radiographic image processing equipment.	2.1. Explain how to prepare and handle quality assurance equipment and materials.		
	2.2. Explain the optimum frequency of quality control tests on equipment.		
	2.3. Explain how to monitor radiographic image processing equipment and memory.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Explain how to maintain radiographic image processing equipment.		
3. Monitor the functioning of radiographic image processing equipment and environments.	3.1. Prepare monitoring equipment and materials in line with health and safety guidance.		
	3.2. Use monitoring equipment and materials in line with health and safety guidance.		
	3.3. Obtain sufficient information to allow the quality and reliability of equipment and procedures to be accurately assessed.		
	3.4. Monitor the functioning of radiographic image processing equipment and environments in line with local policy and protocol.		
	3.5. Carry out any digital cleansing in line with local policy and procedures.		
4. Report on the functioning of radiographic image processing equipment.	4.1. Record the results of monitoring in line with local policy and procedures.		
	4.2. Describe how to investigate where any monitoring reveals actual or potential defects in equipment.		
	4.3. Describe how to report results of any investigation into actual or potential defects in line with local policy and procedure.		
	4.4. Store monitoring records in line with local policy and procedure.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: GEN74

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

Assessor name:

Signature:

Date:

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

GEN78: Conduct routine maintenance on clinical equipment

Unit reference M/602/2685

Unit level 3

Credit value 4

GLH 30

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: GEN78

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

Assessor name:

Signature:

Date:

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

GEN79: Coordinate the progress of individuals through care pathways

Unit reference A/602/2687

Unit level 3

Credit value 4

GLH 30

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: GEN79

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

Assessor name:

Signature:

Date:

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

HAS3.1: Examine the feet of people with diabetes

Unit reference Y/602/4009

Unit level 3

Credit value 4

GLH 32

Unit aim This unit is aimed at those who conduct foot examinations on individuals who have diabetes. Learners will have the opportunity to develop knowledge, understanding and skills required to conduct a foot examination and to communicate with individuals regarding how diabetes can affect foot health.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand good practice in diabetic foot care.	1.1. Summarise national and local guidelines on diabetes healthcare.		
	1.2. Describe local referral pathways for foot health.		
	1.3. Explain how to gather necessary information from the individual prior to conducting an examination.		
	1.4. Explain how to inform the individual/carer about the relationship between diabetes and foot health.		
	1.5. Explain how to work in partnership with individuals/carers.		
2. Understand the factors affecting foot health in individuals with diabetes.	2.1. Explain the causes of diabetes.		
	2.2. Describe the signs and symptoms of diabetes.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Identify the risks of diabetes to foot health.		
	2.4. Explain the importance of footwear to foot health for individuals with diabetes.		
	2.5. Explain the impact of nutrition, health and physical exercise on an individual with diabetes.		
3. Be able to prepare to conduct an examination on the feet of individuals who have diabetes.	3.1. Confirm the individual's identity and gain valid consent prior to beginning the examination.		
	3.2. Gather information about the individual's general health, including any relevant symptoms.		
	3.3. Explain the procedures used for examining foot health and identifying risks to foot health linked to diabetes.		
4. Be able to conduct an examination on the feet of an individual with diabetes.	4.1. Apply health and safety measures relevant to the procedure and environment.		
	4.2. Apply standard precautions for infection control.		
	4.3. Explain the foot examination process to the individual.		
	4.4. Select the equipment used to examine foot health.		
	4.5. Use tools to assess for peripheral sensory neuropathy.		
	4.6. Palpate pedal pulses to assess for peripheral vascular disease.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.7. Check feet for gross deformities, trauma, current infection and ulcerations.		
	4.8. Examine the individual's footwear to assess suitability and risk status.		
	4.9. Advise the individual/carer about how diabetes can affect foot health.		
	4.10. Assess factors which may limit an individual's ability to self-care.		
5. Be able to report the outcome of foot examinations.	5.1. Record outcomes of activities in line with local policy and protocol, seeking advice for any concerns identified.		
	5.2. Obtain and pass on relevant information on individual's care requirements to other team members in line with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HAS3.1

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

Assessor name:

Signature:

Date:

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

HAS3.2: Provide advice on foot care for individuals with diabetes

Unit reference L/602/4010

Unit level 3

Credit value 3

GLH 23

Unit aim This unit is aimed at those who care for individuals who have diabetes. Learners will have the opportunity to develop knowledge, understanding and skills required to provide advice to individuals with diabetes in order to help them care for their feet.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand good practice in diabetic foot care.	1.1. Summarise national and local guidelines on diabetes healthcare.		
	1.2. Describe local referral pathways for foot health.		
2. Understand the factors affecting foot health in individuals with diabetes.	2.1. Explain the causes of diabetes.		
	2.2. Describe the signs and symptoms of diabetes.		
	2.3. Identify the risks of diabetes to foot health.		
	2.4. Explain the importance of footwear to foot health for individuals with diabetes.		
	2.5. Explain the impact of nutrition, health and physical exercise on an individual with diabetes.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.6. Explain the treatment options for specific foot disorders often experienced by individuals with diabetes.		
3. Be able to discuss foot examination results with individuals/carers.	3.1. Discuss the results of the foot examination with the individual/carer.		
	3.2. Discuss and agree arrangements for review with the individual/carer or the need for referral on for further tests.		
4. Be able to advise individuals/carers on the management of foot health.	4.1. Discuss with the individual/carer the best options for managing foot health.		
	4.2. Provide written information on foot health to support the individual/carer.		
5. Be able to complete records.	5.1. Update records in line with local policy and protocol.		
	5.2 Record any actions to be taken by the individual/carer and other members of the care team.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HAS3.2

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

Assessor name:

Signature:

Date:

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

HI11: Produce coded clinical data for external audit purposes

Unit reference A/602/2690

Unit level 3

Credit value 5

GLH 38

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HI11

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

Assessor name:

Signature:

Date:

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

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

Unit reference J/602/2692

Unit level 3

Credit value 5

GLH 38

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HI12

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

Assessor name:

Signature:

Date:

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

HI6: Identify information requirements in a health context

Unit reference K/602/2684

Unit level 3

Credit value 4

GLH 30

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HI6

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

Assessor name:

Signature:

Date:

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

HI8: Analyse and present health related data and information

Unit reference T/602/2686

Unit level 3

Credit value 4

GLH 30

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to the analysis and presentation of health related data and information.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the analysis and presentation of health related data and information.		
	1.2. Describe the health and business context for data and information requirements.		
	1.3. Explain the importance of the quality of data and information in a health context.		
2. Prepare to analyse data and information and present outputs in a health context.	2.1. Describe tools and techniques to analyse data and information.		
	2.2. Assess the available tools and techniques for their relevance and applicability to the work being carried out.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Select tools and techniques paying attention to the quality of the data and information available.		
	2.4. Determine the resources required to apply the selected tools and techniques.		
	2.5. Record the rationale for the selection of tools and techniques.		
3. Carry out analysis of data and information.	3.1. Check conformity with information governance in line with local policy and protocol.		
	3.2. Analyse the data and information using the selected tools and techniques.		
	3.3. Identify and highlight any anomalies and limitations in the data analysis or information.		
	3.4. Summarise and draw justifiable conclusions from the analysis.		
4. Review and present outputs of the analysis.	4.1. Inform the appropriate person(s) where there are any implications that require decision-making.		
	4.2. Clarify any assumptions made and degrees of uncertainty in the data and information.		
	4.3. Record changes to the source data and information in line with local policy and protocol.		
	4.4. Select a presentation method that is appropriate to the data and information and audience.		

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HI8

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

Assessor name:

Signature:

Date:

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

HP1: Principles of health promotion



Unit reference R/502/3138

Unit level 2

Credit value 2

GLH 13

Unit aim The aim of this unit is to allow learners to be able to describe the factors that influence people's health and to state the role of effective communication in promoting a healthy living.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Describe factors that influence health.	1.1. Define concepts of health and health promotion.		
	1.2. Outline the effect of social class, housing, employment, culture, attitudes, values and beliefs on health.		
	1.3. Explore national health policies and local initiatives.		
2. Explore behaviour change.	2.1. Outline theories of behaviour change.		
	2.2. Discuss factors that influence behaviour change.		
	2.3. Investigate barriers to change.		
3. State the role of effective communication in health promotion.	3.1. Identify appropriate and inappropriate methods of communication.		
	3.2. Outline the range of health promotion communication methods.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Discuss the effectiveness of health promotion materials.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HP1

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

There are no additional assessment requirements specified by sector or regulatory bodies.

HP3: Promotion of general health and well-being



Unit reference R/502/3141

Unit level 2

Credit value 2

GLH 12

Unit aim The aim of this unit is to allow learners to gain the understanding of health promotion planning.

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. Describe methods of health promotion planning.	1.1. Outline the stages of a health promotion project.		
	1.2. Distinguish between aims and objectives.		
	1.3. Explain the importance of needs assessments.		
2. Identify opportunities for the practical application of health promotion.	2.1. Recognise appropriate applications of own health promotion knowledge.		
	2.2. Identify opportunities for health promotion within own workplace.		
	2.3. Outline strategies for health promotion opportunities.		
3. Outline the scientific basis of health promotion.	3.1. Describe the evidence available for the cause(s) of one body system-related disease.		
	3.2. Identify the effect of this disease on general health and well-being.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Review current methods of disease prevention.		
	3.4. State appropriate health promotion messages.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HP3

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

Assessor name:

Signature:

Date:

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

HSS/BDS001: Carry out pre-donation assessment at blood/blood component donation sessions

Unit reference	R/602/0928	Unit level	2
Credit value	4	GLH	31

Unit aim This unit is aimed at those who meet and greet potential donors at blood and blood component donation sessions. It covers the pre-assessment of regular or established blood donors and applies to whole blood and/or automated blood component collection/apheresis and to all types of donation session. The knowledge and skills in this unit are limited to reviewing donors' responses, asking scripted questions and noting donor responses against donor deferral and acceptance criteria.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Know current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to assessment for blood donation.	1.1. Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to pre-donation assessment.		
	1.2. Outline own responsibilities and accountability in relation to carrying out pre-donation assessment.		
2. Know the process of pre-donation assessment.	2.1. Outline how to set up a confidential health screening assessment area.		
	2.2. Describe the importance of applying health and safety measures relevant to pre-donation assessment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Outline different types of donor status and the impact this has on the information required.		
3. Be able to promote individuals understanding of procedures for blood donation.	3.1. Greet each donor in a polite and friendly manner taking into account their individual needs.		
	3.2. Explain to the individual the importance of the health screening and of providing correct and complete information.		
	3.3. Confirm the individual's identity, donor status, details and eligibility using specified selection criteria, referring on any issues outside own role.		
	3.4. Explain to the individual the procedures which require valid consent.		
	3.5. Check the individual's understanding of the procedures for blood donation and obtain valid consent.		
4. Be able to obtain information from individuals attending blood donor sessions.	4.1. Gather specific information from an individual, in relation to their suitability to donate blood.		
	4.2. Check information that has been provided is complete and sufficient.		
	4.3. Describe procedures for referring the individual to the appropriate team member when an individual is not able to provide the information or consent needed.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Outline the procedures to follow when the individual's suitability to donate falls outside the defined selection criteria.		
	4.5. Record information in line with local policies and protocols.		
	4.6. Maintain confidentiality according to local policies and protocols.		
5. Be able to support individuals following pre-donation assessment.	5.1. Describe how to respond to any concerns the individual may have, including when these need to be referred on and to whom.		
	5.2. Provide support, information and advice if the individual is assessed as not suitable for donation.		
	5.3. Inform the individual of the next stage in the procedure.		
	5.4. Implement the donor award system.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/BDS001

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

Assessor name:

Signature:

Date:

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

HSS/BDS003: Prepare donors for blood or blood component donation and monitor the donation process

Unit reference Y/602/0929

Unit level 2

Credit value 5

GLH 38

Unit aim This unit covers preparing donors, materials and equipment for blood, or blood component donation and monitoring donors during the donation process in line with relevant legislation.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to preparing donors.	1.1. Describe the current legislation, national guidelines, policies, protocols, standard operating procedures and good practice when preparing and monitoring donors, materials and equipment for blood or blood component donation.		
	1.2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice in relation to preparing and monitoring donors, materials and equipment for blood or blood component donation.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Explain the importance of applying standard precautions to the preparation of donors, materials and equipment for blood or blood component donation and the potential consequences of poor practice.		
2. Understand the procedures involved in blood donation.	2.1. Explain the volume of blood or blood components which may be collected and the amount of time which can safely be allowed to collect them.		
	2.2. Explain of how to prepare, set up and check relevant materials and equipment, including packs or harnesses or intra venous solutions.		
	2.3. Explain why good blood flow is important, how it is monitored and what action to take if blood flow is poor.		
	2.4. Explain how to recognise problems with the collection procedure and packs or harnesses or medical devices and what action to take to resolve.		
3. Be able to prepare donors for blood or blood component donation.	3.1. Confirm the individual's identity and gain valid consent.		
	3.2. Confirm the donor has fully completed the required pre-donation assessment.		
	3.3. Identify the occasions when the procedure should be stopped.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Help the donor into a suitable position to obtain an unrestricted venous access site.		
	3.5. Maintain the donor's dignity, self-respect, and comfort.		
	3.6. Apply health and safety measures relevant to the procedure and environment.		
4. Be able to prepare the venous access site for blood donation.	4.1. Apply standard precautions for infection control.		
	4.2. Prepare the venous access site for the next stage in the procedure.		
	4.3. Assist with gaining venous access and obtain the required number and volume of blood samples in line with local policy.		
	4.4. Describe the procedures for informing a team member, in line with local policy, if unable to obtain the required number and volume of samples.		
5. Be able to monitor the condition of donors.	5.1. Monitor the donor's condition, behaviour and blood flow, identifying signs of adverse reaction to the procedure.		
	5.2. Offer reassurance and emotional support to an individual while they are donating blood or blood components.		
	5.3. Recognise changes in the donor's condition and take appropriate action.		

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. Respond to any questions or concerns from the donor.		
	5.5. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.		
	5.6. Identify when to refer to an appropriate person if the questions and concerns are beyond own responsibility and knowledge.		
6. Be able to complete the collection process.	6.1. Monitor the donation and equipment, taking prompt action to assure the quality of the product.		
	6.2. Take appropriate action if faults are identified in the collection pack or harness, or in the procedure.		
	6.3. Label donations, samples and relevant documents in line with local policy.		
	6.4. Identify the types of instruments and equipment that may be reused and those which must be discarded.		
	6.5. Update records in line with local policy.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/BDS003

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

Assessor name:

Signature:

Date:

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

HSS/BDS004: Conclude the collection of blood or blood component donations

Unit reference Y/602/0932

Unit level 2

Credit value 3

GLH 27

Unit aim This unit covers concluding blood, or blood component donation, monitoring donors following the donation process and providing post-donation advice and support.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to the conclusion of collecting donations.	1.1. Identify the current legislation, national guidelines, policies, protocols, standard operating procedures and good practice in relation to concluding the collection of blood or blood component donations.		
	1.2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols when concluding the collection of blood or blood component donations.		
2. Understand the procedures involved in concluding donation.	2.1. Explain the reasons for and importance of cleaning instruments, equipment, machines and blood spills and splashes effectively.		
	2.2. Explain what is hazardous and non-hazardous waste and how to dispose of each.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Explain the importance of avoiding damaging donation packs and samples.		
	2.4. Explain the importance of checking that the identification labels and numbers on packs, donor records and sample tubes match and what to do if discrepancies are found.		
	2.5. Explain the importance of checking and recording batch numbers and expiry dates.		
3. Be able to conclude the collection of blood from individuals.	3.1. Apply standard precautions for infection control.		
	3.2. Maintain compliance with health and safety guidance at all times.		
	3.3. Treat the needle site in line with organisational procedure.		
	3.4. Give the donor instructions on how to care for the needle site.		
	3.5. Remove, clean or dispose of equipment and materials from the donor in line with local policy.		
	3.6. Explain how long the donor should rest for and what food and drink they should have immediately after donation.		
	3.7. Monitor the length of the donor's rest period.		
	3.8. Recognise signs of adverse reactions in the donor, taking remedial actions in line with local policy as necessary.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.9. Verify that the donation samples and records correspond prior to transport or storage, reporting any discrepancies to the appropriate person.		
4. Be able to provide relevant advice and information to donors.	4.1. Respond to questions or concerns from the donor, referring any that are beyond own level of responsibility to an appropriate person.		
	4.2. Give the donor clear and accurate instructions on their own aftercare.		
	4.3. Ensure transport or escort arrangements are made for the donor, in line with organisational policy.		
	4.4. Update records in line with local policy.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/BDS004

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

Assessor name:

Signature:

Date:

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

HSS/BDS005: Manage the refreshment area at blood donation sessions

Unit reference A/602/0938

Unit level 2

Credit value 3

GLH 23

Unit aim This unit covers the provision of refreshments and distribution of donor information. This includes the preparation of the refreshment area together with preparing and serving refreshments to donors and their accompanying friends or relatives. It also covers monitoring donors in the refreshment area, and dealing with adverse reactions/events.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to managing the refreshment area.	1.1. Identify the current legislation, national guidelines, policies, protocols, standard operating procedures and good practice which affect work practice in relation to managing the refreshment area at a blood donation session.		
	1.3. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols in relation to managing the refreshment area at a blood donation session.		
2. Be able to prepare the refreshment area at blood donation sessions.	2.1. Apply standard precautions for infection control.		
	2.2. Apply health and safety measures relevant to the procedure and environment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Identify a suitable location for the refreshment area.		
	2.4. Prepare materials and equipment ready for use.		
	2.5. Display current donor information in the designated sites.		
	2.6. Set up the area to be used in accordance with health and safety legislation and organisational policy.		
3. Be able to manage the refreshment area at blood donation sessions.	3.1. Maintain compliance with health and safety guidance at all times.		
	3.2. Use electrical equipment in accordance with manufacturer's instructions.		
	3.3. Identify and report any problems with materials and equipment taking appropriate action.		
	3.4. Maintain supplies of self-service items and ensure that they are easily accessible.		
4. Be able to offer assistance and information at the donation refreshment area.	4.1. Explain the importance of valuing and thanking donors for attending the session.		
	4.2. Provide accurate information about the availability of refreshments.		
	4.3. Prepare and serve refreshments efficiently and safely.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Respond to any questions as appropriate, and refer questions beyond own roles and responsibilities to an appropriate member of staff.		
	4.5. Monitor donors for any sign of adverse reactions and take action in line with local policy and protocol.		
	4.6. Maintain records in line with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/BDS005

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

Assessor name:

Signature:

Date:

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

HSS/BDS006: Contribute to the promotion and effective functioning of blood and blood component sessions and services

Unit reference T/602/0940

Unit level 2

Credit value 3

GLH 23

Unit aim This unit covers the promotion of blood and blood component donation and services, and the way in which learners contribute to making donation sessions run effectively.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to sessions and services.	1.1. Identify the current legislation, national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions and services.		
	1.2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols in relation to promoting the effective functioning of blood and blood component donation sessions and services.		
2. Be able to contribute to effective team work for the delivery of services.	2.1. Support the team to help the flow of donors through the blood donation session.		

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. Respond to requests from colleagues in a manner which is likely to promote goodwill.		
	2.3. Consider other colleagues' work demands when seeking support and advice.		
	2.4. Explain the roles and responsibilities of others within the team.		
3. Be able to suggest areas for improving systems at blood donation sessions.	3.1. Explain issues which can affect the flow of donors through the session.		
	3.2. Suggest areas for improvement to session systems and resources.		
	3.3. Explain how sessions and services operate.		
	3.4. Explain how donations will be used.		
4. Be able to offer assistance and information at donation sessions.	4.1. Greet visitors to the session in line with local policy and protocol.		
	4.2. Explain to the donor about blood and blood component collection services.		
	4.3. Encourage the donor to ask questions and seek clarification on any aspects they are unsure of.		
	4.4. Monitor the donor's progress throughout the session, reporting any issues promptly.		
	4.5. Check that the donor is aware of how to give feedback on their experiences.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.6. Communicate any feedback to the appropriate person as necessary.		
	4.7. Provide information and advice to the donor in order to encourage them to promote blood and blood component collection services to their family, friends and colleagues.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/BDS006

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

Assessor name:

Signature:

Date:

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

HSS/BDS007: Register donors at blood donation sessions

Unit reference F/602/0942

Unit level 2

Credit value 2

GLH 15

Unit aim This unit is for those registering donors at a blood donation session. It covers both whole blood and blood component collection.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to blood donation sessions.	1.1. Identify the current legislation, national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions.		
	1.2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols in relation to registering donors at blood donation sessions.		
	1.3. Explain the importance of working within own role and of seeking advice when faced with situations outside this role.		
2. Be able to obtain information from donors.	2.1. Obtain required information in a way which encourages the donor to provide sufficient answers.		

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. Confirm an individual's identity and gain valid consent for the donation of blood.		
	2.3. Check the information given against existing records, identifying any discrepancies.		
	2.4. Seek further details and clarification if the information obtained does not match existing records.		
	2.5. Update donor's records in line with local policy and protocol, maintaining confidentiality at all times.		
3. Be able to offer assistance and information at blood donation sessions.	3.1. Respond to questions from the donor.		
	3.2. Refer to an appropriate person if questions asked are beyond own responsibility and knowledge.		
	3.3. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.		
	3.4. Provide the donor with information on the donation procedure appropriate to the individual's needs and concerns including the next stage in the process.		
	3.5. Check the donor's understanding of information given.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/BDS007

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

Assessor name:

Signature:

Date:

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

HSS/BDS008: Record and organise information related to blood donation sessions

Unit reference Y/602/0946

Unit level 2

Credit value 2

GLH 17

Unit aim This unit covers entering and organising information related to blood donors and donation outcomes onto record systems. This unit applies to both whole blood and blood component collection, to all types of donor sessions and a range of donors.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to blood donation sessions.	1.1. Identify the current legislation, national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions relation to blood donation sessions.		
	1.2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols related to gathering and recording blood donor information.		
	1.3. Explain the importance of working within own role and of seeking advice when faced with situations outside own sphere of competence.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Explain how to deal with breakdowns in information systems.		
2. Be able to gather and record blood donation information.	2.1. Organise information ready for input to the record system.		
	2.2. Input the donation outcome onto the record system in line with local policy and protocol.		
	2.3. Communicate with colleagues when further action is required.		
	2.4. Update records when provided with new documentation.		
	2.5. Maintain confidentiality of information in line with local policy and protocol.		
3. Understand the types of donor information which needs to be recorded.	3.1. Explain the importance of registration and management of donor information.		
	3.2. Explain how the information required differs for a range of donors.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/BDS008

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

Assessor name:

Signature:

Date:

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

HSS/BDS009: Prepare blood donations, samples and documentation for transport

Unit reference H/602/0951

Unit level 2

Credit value 2

GLH 17

Unit aim This unit covers the preparation of donations, samples and associated documentation for transport and storage.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to the preparation of donations, samples and documentation.	1.1. Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions when preparing documentation, donations and samples.		
	1.2. Explain responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols.		
	1.3. Describe the record systems used in own work area.		
2. Be able to receive and handle blood donations and samples.	2.1. Apply standard precautions for infection prevention and control.		
	2.2. Maintain compliance with health and safety guidance 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
	2.3. Receive and handle blood donations, samples and documentation in line with local policy and protocol.		
	2.4. Inspect blood donation packs to confirm that they are correctly sealed and free from damage, taking appropriate action as necessary.		
	2.5. Clean any spills and splashes of blood in line with local policy and protocol.		
	2.6. Dispose of waste safely in line with local policy and protocol.		
	2.7. Explain the differences between new, returning and regular donors and how this affects the information which should be documented.		
3. Be able to prepare documents, blood donations and samples for transportation.	3.1. Place samples in numerical order in storage racks.		
	3.2. Pack donations, samples and documentation for transportation or storage in line with local policy and protocol.		
	3.3. Document information in line with local policy and protocol.		
	3.4. Establish identification of person collecting documentation, blood/blood components and samples for transfer.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.5. Explain the importance of applying standard precautions when preparing donations and samples for transport and the potential consequences of poor practice.		
	3.6. Explain the importance of preparing documentation in line with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/BDS009

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/BDS010: Welcome donors at donation sessions and provide information

Unit reference	A/602/0955	Unit level	2
Credit value	2	GLH	15

Unit aim This unit covers welcoming donors and providing them with information prior to both whole blood and blood component donation. The learner will be expected to deal with donors of differing status and apply a limited range of donor selection criteria to alleviate unnecessary donor waiting time.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to own role.	1.1. Identify the current legislation, national guidelines, policies, protocols, standard operating procedures and good practice which relate to welcoming donors and the provision of information.		
	1.2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols.		
2. Be able to welcome donors at blood donation sessions.	2.1. Greet the individual in line with local policy and protocol.		
	2.2. Identify the reason for individual's attendance at the service and if required direct them to other areas within the session.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.		
	2.4. Co-ordinate appointments to meet donor needs.		
	2.5. Co-ordinate queuing systems in order to promote an efficient service.		
	2.6. Inform the donor of delays and where necessary make alternative arrangements in line with local policy and protocol.		
3. Be able to check blood donor details and information.	3.1. Obtain and communicate information about individual donor status.		
	3.2. Explain the differences between donor categories and how this affects the information required from them.		
	3.3. Offer support if a donor requires assistance to complete their documentation.		
	3.4. Check the personal details of a donor if they are deferred or suspended, amending as necessary.		
	3.5. Maintain confidentiality of information and documentation.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/BDS010

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS001: Receive and store medication and products

Unit reference K/602/3091

Unit level 2

Credit value 2

GLH 18

Unit aim This unit is aimed at individuals receiving and storing medications and products in a variety of settings, such as hospitals and nursing and residential homes. The medication and products may be from a number of different sources. It does not include the storage of controlled drugs.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in a real work environment.			
1. Understand relevant legislation, policy and good practice related to receiving and storing medication and products.	1.1. Summarise current legislation, national guidelines, and good practice guidelines appropriate for receiving and storing medication and products.		
	1.2. Describe local policy and protocols impacting on own role and that of others in relation to receiving and storing medication and products.		
2. Be able to receive and store medication and products.	2.1. Apply standard precautions for infection prevention and control.		
	2.2. Apply health and safety measures relevant to receiving and storing medication and products.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Check that the individual has handed over any medication and products for storage and inform them what will happen to these.		
	2.4. Inform staff about medication and products: <ul style="list-style-type: none"> • on receipt prior to storage • when problems are identified during receipt and storage • when stocks are low and require replenishing. 		
	2.5. Store all medication and products in line with environmental, legal and local policy requirements.		
	2.6. Maintain all records on completion of: <ul style="list-style-type: none"> • receipt of medication and products • stock checking • stock rotation and date checking. 		
	2.7. Dispose of out of date or unwanted medication or products in line with national and local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS001

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS011: Carry out personal hygiene for individuals unable to care for themselves

Unit reference A/602/3094

Unit level 2

Credit value 3

GLH 23

Unit aim The learner will develop skills in providing personal hygiene for those individuals who are unable to care for themselves. This includes care of the skin, mouth, nose, eyes and ears and requires knowledge of the organs' anatomy and physiology. Application of infection prevention and control is required. The ability to follow a care plan is central to carrying out the activities.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Know about safety measures specific to undertaking personal hygiene for individuals.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking personal care for individuals.		
	1.2. Explain the importance of maintaining compliance with health and safety guidance at all times.		
	1.3. Explain the importance of using aseptic techniques which follow local guidelines and procedures.		
2. Know the anatomy and physiology of the skin, nose, mouth, eyes and ears.	2.1. Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears relevant to cleansing these areas.		

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 prepare to undertake personal hygiene activities for individuals.	3.1. Confirm the individual's identity and gain valid consent.		
	3.2. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.		
	3.3. Explain why resources should be identified and prepared before commencing the procedure.		
	3.4. Confirm all equipment and materials to be used are appropriate and fit for purpose as outlined in the care plan.		
	3.5. Explain the importance of following the care plan and the potential consequences of failing to do so.		
4. Be able to undertake personal hygiene activities for individuals.	4.1. Implement health and safety measures relevant to the procedure and the environment.		
	4.2. Apply standard precautions for infection control.		
	4.3. Carry out personal hygiene activities in accordance with the care plan.		
	4.4. Ensure that the individual's privacy and dignity is maintained at all times.		
	4.5. Observe the individual while providing support and reassurance and addressing any concerns.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.6. Describe potential adverse reactions to personal hygiene activities and how these should be dealt with and reported.		
5. Be able to record and report the outcome of the activity.	5.1. Record the outcome of activity in line with local policy.		
	5.2. Report the outcomes of the activity to a member of the care team in line with local policy.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS011

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS012 Undertake treatments and dressings of lesions and wounds

Unit reference J/602/3101

Unit level 3

Credit value 4

GLH 25

Unit aim This unit develops the learner in carrying out treatments and dressings for the care of individuals' lesions and wounds. A strong emphasis is placed on knowledge of general infection control and the specific application to the care of wounds/lesions. An insight into the process of wound healing is also required.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4, 5 and 6 must be assessed in a real work environment.			
1. Understand safety measures specific to undertaking treatments and dressings of lesions and wounds.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking treatments and dressings of lesions and wounds.		
	1.2. Explain the importance of maintaining compliance with health and safety guidance at all times.		
	1.3. Explain the importance of using aseptic techniques which follow local guidelines and procedures.		
	1.4. Explain the importance of wearing personal protective equipment.		
2. Understand wound infection and healing.	2.1. Define and explain asepsis, antisepsis and cross infection.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Describe the aspects of the anatomy and physiology of the skin which inform the application of dressings.		
	2.3. Explain the process of wound healing and identify factors which promote and delay the process.		
	2.4. Outline potential sources and consequences of wound contamination and appropriate measures to avoid and deal with these.		
3. Understand the rationale for carrying out procedures when treating wounds/lesions.	3.1. Identify the types and functions of equipment, materials and dressings used in own work area.		
	3.2. Explain the importance of following procedures outlined in the care plan and the potential consequences of poor practice.		
4. Be able to prepare to treat and dress lesions and wounds.	4.1. Identify own responsibilities and accountability with regard to legislation, policies and procedures while caring for lesions/wounds.		
	4.2. Confirm the individual's identity and gain valid consent to carry out the procedure.		
	4.3. Provide information, support and reassurance to address the individual's needs and concerns.		
	4.4. Confirm all equipment and materials to be used are fit for purpose as outlined in the care plan.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Maintain the sterility of dressings prior to and during application.		
5. Be able to carry out treatments and dressings to lesions/wounds.	5.1. Apply standard precautions for infection control.		
	5.2. Implement health and safety measures relevant to the procedure and environment.		
	5.3. Scrutinise the lesion/wound for any change in appearance.		
	5.4. Explain the importance of referring any changes in the lesion/wound or adverse reactions which are outside own competence to the practitioner.		
	5.5. Carry out treatments using techniques as outlined in the care plan.		
	5.6. Observe the individual for adverse reactions while carrying out treatment in accordance with the care plan.		
	5.7. Apply/attach dressings in line with the care plan.		
	5.8. Dispose of hazardous waste before leaving the care area.		
6. Be able to record and report outcomes of the activities.	6.1. Record outcomes of the activity in line with national/local policy.		
	6.2. Report the outcomes of the activity to a member of the care team in line with national/local policy.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS012

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS013: Carry out wound drainage care

Unit reference K/602/3169

Unit level 3

Credit value 4

GLH 32

Unit aim This unit develops the learner's ability in undertaking wound drainage care and monitoring. It focuses on an understanding of the principles of wound drainage, the use of related equipment and the application of infection prevention and control procedures.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4, 5 and 6 must be assessed in a real work environment.			
1. Understand safety measures specific to undertaking wound drainage care.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking wound drainage care.		
	1.2. Explain the importance of maintaining compliance with health and safety guidance at all times.		
	1.3. Explain the importance of using aseptic techniques which follow local guidelines and procedures.		
2. Understand the principles of wound drainage and use of related equipment.	2.1. Explain the principles of wound drainage.		
	2.2. Describe the types, purposes and function of wound drainage measurement materials and equipment.		

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

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

Learning outcomes 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 record and report outcomes from procedure.	6.1. Record and report measurement and outcomes of the activity in line with national/local policy.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS013

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

Assessor name:

Signature:

Date:

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

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

HSS/CHS014: Remove wound closure materials

Unit reference Y/602/3538

Unit level 2

Credit value 3

GLH 24

Unit aim This unit develops the learner's ability to remove wound closure materials from individuals when directed by a health practitioner, following local guidelines and procedures. Emphasis is placed on knowledge of general infection control and the specific application to the removal of wound closure materials. An insight into the anatomy and physiology of the skin and the process of wound healing is also required.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4, 5 and 6 must be assessed in a real work environment.			
1. Know the anatomy and physiology of the skin and underlying tissues.	1.1. Describe the aspects of the anatomy and physiology of the skin and underlying tissues which inform wound closures and their removal.		
2. Understand wound healing and contamination.	2.1. Define and explain asepsis, antisepsis and cross infection.		
	2.2. Explain the process of wound healing and identify factors which promote and delay the process.		
	2.3. Describe potential sources of wound contamination and the required measures to avoid and deal with them.		
	2.4. Describe the consequences of wound contamination.		

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS014

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS015: Insert and secure nasogastric tubes

Unit reference A/602/0972

Unit level 3

Credit value 4

GLH 30

Unit aim This unit covers the insertion of nasogastric tubes following agreed protocols and procedures as and when directed. All of these activities must be undertaken using an aseptic technique.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for inserting and securing nasogastric tubes.		
	1.2. Summarise own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines.		
	1.3. Explain the duty to report any acts or omissions in care that could be detrimental.		
	1.4. Explain the importance of working within own role and of seeking advice when faced with situations outside this role.		
2. Understand the purpose and functions of nasogastric tubes and associated procedures.	2.1. Explain the anatomy of the upper gastro-intestinal tract in relation to inserting nasogastric tubes.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Describe the physiology of the stomach and small intestine in relation to potential contents of gastric aspirate.		
	2.3. Explain the types of nasogastric tubes that can be used and why the most appropriate tube must be selected for the individual.		
	2.4. Explain the normal appearance and content of stomach/intestinal fluid and how it could be affected by the individual's presenting medical condition.		
	2.5. Describe the potential sources of contamination when inserting nasogastric tubes and how these can be reduced.		
	2.6. Explain how aseptic technique contributes to the control of infection.		
3. Be able to prepare the insertion of a nasogastric tube.	3.1. Implement health and safety measures relevant to the procedure and environment.		
	3.2. Apply standard precautions for infection control.		
	3.3. Confirm the individual's identity and gain valid consent.		
	3.4. Explain the planned procedure according to the individual's care plan and in line with local policy/protocol.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.5. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.		
	3.6. Prepare the equipment required in accordance with local policy/protocol.		
4. Be able to insert a nasogastric tube.	4.1. Maintain compliance with health and safety guidance at all times.		
	4.2. Ensure the individual is positioned in a way that will maintain their safety and comfort and will facilitate the insertion of the nasogastric tube.		
	4.3. Ensure that an individual's privacy and dignity is maintained at all times.		
	4.4. Insert the nasogastric tube in accordance with local policy and protocol.		
	4.5. Observe the individual throughout the procedure, reporting any adverse reactions in line with local policy.		
	4.6. Ensure the nasogastric tube is correctly positioned in the stomach.		
	4.7. Ensure the drainage bag is securely attached in a way that prevents discomfort and promotes dignity of the individual.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to provide aftercare for individuals following nasogastric tube insertion.	5.1. Observe, report and document any changes in appearance to nasogastric aspirate.		
	5.2. Measure and record the volume of aspirate in line with local policy.		
	5.3. Seek assistance promptly from an appropriate person should it be required at any stage.		
	5.4. Ensure the comfort of the individual following insertion of the nasogastric tube.		
	5.5. Dispose of waste according to local procedures.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS015

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS022: Perform intravenous cannulation

Unit reference	M/602/1004	Unit level	3
Credit value	4	GLH	34

Unit aim	This unit covers the insertion of intravenous cannula to facilitate access to the blood system for treatment or diagnostic purposes. Access may be required for serial sampling, or for administration of fluid or drug treatments. This procedure may be performed with adults or children and will usually take place in hospital with individuals receiving healthcare. It may also take place in a therapeutic, research or emergency situation.
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Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect own role in relation to performing intravenous cannulation.		
	1.2. Explain the importance of working within own role and of seeking advice when faced with situations outside this role.		
2. Understand the purpose and functions of intravenous cannulation.	2.1. Explain the anatomy and physiology of the circulatory system in relation to the insertion and maintenance of intravenous cannulae.		
	2.2. Summarise the indications and reasons for intravenous cannulation.		

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

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

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. Report and record the cannulation procedure in accordance with agreed procedures.		
	5.3. Maintain the cannulation site at regular intervals to avoid infection and maintain access.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS022

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS023: Carry out intravenous infusion

Unit reference L/602/1009

Unit level 3

Credit value 4

GLH 30

Unit aim This unit covers setting up equipment and attaching prescribed intravenous fluids to existing intravenous cannulae. This procedure may be performed with adults or children and will usually take place in hospital with individuals receiving healthcare. It may also take place in a therapeutic, research or emergency situation.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice for performing intravenous cannulation.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing intravenous cannulation.		
	1.2. Explain responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines.		
	1.3. Explain the importance of working within own role and of seeking advice when faced with situations outside this role.		
2. Understand the purpose and functions of intravenous infusion.	2.1. Explain the anatomy and physiology of the circulatory system in relation to the administration of intravenous fluids.		

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS023

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS024: Carry out arterial puncture and collect arterial blood

Unit reference Y/602/1028

Unit level 3

Credit value 4

GLH 30

Unit aim This unit covers obtaining arterial blood samples by arterial puncture. This would normally be an investigative procedure, and may be performed in respiratory laboratories, in hospitals, and in outpatient clinics. It would not be performed in the individual's home. The procedure will be performed with adults and children and with individuals in critical care areas such as intensive care units. It may include the use of a range of equipment, blood collection systems and techniques relating to arterial sites.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice in arterial puncture and collecting arterial blood.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice in relation to carrying out arterial puncture and collecting arterial blood.		
	1.2. Explain the importance of applying standard precautions to the preparation of materials and equipment and the potential consequences of poor practice.		
2. Understand the procedures involved in carrying out arterial puncture and the collection of arterial blood.	2.1. Describe the types and categories of risks which may be encountered when performing arterial puncture, and explain their implications.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Explain the different types of blood collection equipment and explain the factors affecting choice of equipment for collecting arterial blood specimens.		
	2.3. Explain the importance of correctly identifying the individual's current level of oxygen intake and its impact upon the arterial puncture process.		
3. Be able to prepare to carry out arterial puncture and collect arterial blood.	3.1. Confirm the individual's identity and gain valid consent.		
	3.2. Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual.		
	3.3. Apply standard precautions for infection control.		
	3.4. Apply health and safety measures relevant to the procedure and environment.		
	3.5. Follow protocols in accordance with local policy to prepare the selected site for arterial puncture.		
4. Be able to carry out arterial puncture and collect arterial blood.	4.1. Position the individual for arterial puncture.		
	4.2. Check to ensure local anaesthetic has been effective.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Insert the blood collection equipment, avoiding blockage or damage to arteries or blood vessels.		
	4.4. Obtain the arterial blood sample in the correct volume and of suitable quality for purpose.		
	4.5. Apply sufficient pressure for a sufficient timescale to stop the blood flow and ensure haemostasis.		
5. Be able to monitor and report on arterial puncture and the collection of arterial blood.	5.1. Report any condition or behaviour which may signify adverse reactions to the procedure and take action in accordance with local policy and protocol.		
	5.2. Seek immediate assistance when remedial action is required and is beyond own scope of practice.		
6. Be able to record, report and forward on blood samples.	6.1. Label the arterial blood sample according to local policy and protocol.		
	6.2. Request analysis of the blood sample in line with local policy and protocol.		
	6.3. Ensure that sample is in position for collection in line with local policy and protocol.		
	6.4. Document arterial blood collection procedure in accordance with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS024

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS025: Carry out blood collection from fixed or central lines

Unit reference	R/602/0959	Unit level	3
Credit value	4	GLH	30

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for collecting blood from fixed or central lines.		
	1.2. Explain the importance of applying standard precautions to the preparation of materials and equipment and identify the potential consequences of poor practice.		
2. Understand the procedures involved in the collection of arterial blood.	2.1. Explain the types and categories of risks which may be involved when carrying out blood collection and the action to take if these occur.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Describe the different types of fixed or central line blood collection systems and equipment and explain the situations in which they may be used.		
	2.3. Explain the importance of disposing of used equipment and clinical waste from collection of blood from fixed or central lines in line with local policy and protocol.		
3. Be able to prepare to carry out blood collection.	3.1. Confirm the individual's identity and gain valid consent.		
	3.2. Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual.		
	3.3. Apply standard precautions for infection control.		
	3.4. Apply health and safety measures relevant to the procedure and environment.		
4. Be able to carry out blood collection procedures.	4.1. Control the blood flow throughout the collection procedure in line with local policy and protocol.		
	4.2. Attach the blood collection equipment to the blood collection site in the fixed or central line.		
	4.3. Collect the blood sample in sufficient volume into a sterile container in accordance with local policy and protocol.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Follow local protocols when unable to collect the required sample of blood.		
	4.5. Flush the line with sterile solution to maintain patency on completion of the blood collection.		
5. Be able to record, report and forward on blood samples.	5.1. Label the blood sample according to local protocol.		
	5.2. Request analysis of the blood sample in line with local policy and protocol.		
	5.3. Request analysis of the blood sample in line with local policy and protocol.		
	5.4. Document blood collection procedure in accordance with local policy and protocol.		
6. Be able to monitor and report on blood collection.	6.1. Monitor the individual and report any condition or behaviour which may signify adverse reactions to the procedure and take action in accordance with local policy and protocol.		
	6.2. Seek immediate assistance when remedial action is required and is beyond own scope of practice.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS025

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS130: Perform routine electrocardiograph (ECG) procedures

Unit reference J/602/0960

Unit level 3

Credit value 4

GLH 30

Unit aim This unit covers the performance of recording electrocardiograph (ECG) at rest and ambulatory electrocardiograph (ECG) procedures. The unit includes connection and disconnection of electrodes and acquisition of data ready for analysis. The procedures may be performed in a number of care settings such as outpatient departments, ward areas and GP practices.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing routine electrocardiograph procedures.		
	1.2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines.		
	1.3. Explain the duty to report any acts or omissions in care that could be detrimental.		
2. Understand the purpose and functions of electrocardiographs.	2.1. Explain the purpose of electrocardiograph procedures.		

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS130

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS133: Remove wound drains

Unit reference T/602/3093

Unit level 3

Credit value 4

GLH 27

Unit aim This unit is about the removal of wound drains, following agreed protocols and procedures.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand current legislation, policy and good practice related to removing wound drains.	1.1. Summarise the current legislation, national guidelines and local policies and protocols which affect own role.		
	1.2. Identify the procedures relating to removing wound drains.		
	1.3. Explain when good practice suggests it may be necessary to seek assistance.		
2. Understand factors related to the removal of wound drains.	2.1. Describe the anatomy and physiology of the skin and underlying structures.		
	2.2. Identify the types, purpose and function of materials and equipment required in relation to removing wound drains.		
	2.3. Summarise the methods and techniques for preparing and applying dressings and wound supports.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Explain how to measure the individual's wound drainage prior to removal as directed by an appropriate person.		
	2.5. Explain the hazards associated with measuring wound drainage and removing wound drains.		
3. Be able to prepare to remove wound drains.	3.1. Select relevant equipment and check that it is fit for purpose.		
	3.2. Prepare the drainage system in accordance with local policies and procedures and manufacturer's guidance.		
4. Be able to remove wound drains.	4.1. Apply health and safety measures relevant to removing wound drains.		
	4.2. Apply standard precautions for infection control.		
	4.3. Confirm the individual's identity and obtain valid consent.		
	4.4. Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual.		
	4.5. Carry out wound drain removal in accordance with local policy and protocol.		
	4.6. Dispose of used wound drainage systems and equipment according to local policy and protocol.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to care for and support the individual during and after the procedure.	5.1. Reassure the individual throughout the activity.		
	5.2. Identify potential adverse reactions and discomfort and describe the action to be taken.		
	5.3. Observe the drainage site for signs of leakage and apply the relevant dressing.		
	5.4. Record and report outcomes of the activity in line with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS133

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS134: Carry out vision screening

Unit reference F/602/3095

Unit level 3

Credit value 4

GLH 27

Unit aim This unit is about assessing the visual acuity of individuals as a routine element of locally planned child health surveillance programmes, or other community/health settings, as part of a health assessment for individuals of all ages.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand current legislation, policy and good practice related to carrying out vision screening.	1.1. Describe the current legislation, national guidelines and local policies, protocols and guidance which affect own role.		
	1.2. Identify the procedures related to carrying out vision screening.		
	1.3. Summarise when good practice suggests it may be necessary to seek assistance.		
2. Understand the factors related to vision screening.	2.1. Describe the structure and function of the eyes.		
	2.2. Identify the types, purpose and function of materials and equipment required in relation to carrying out vision screening.		
	2.3. Explain the methods and techniques for carrying out vision screening.		

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 prepare to carry out vision screening.	3.1. Select equipment and check that it is fit for purpose.		
	3.2. Identify any needs the individual has which may affect the accuracy of screening and describe the relevant actions to take to meet these needs.		
4. Be able to carry out vision screening.	4.1. Apply health and safety measures relevant to vision screening.		
	4.2. Apply standard precautions for infection control.		
	4.3. Confirm the individual's identity and obtain valid consent.		
	4.4. Explain the procedure to the individual according to their level of understanding, age and development.		
	4.5. Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual.		
	4.6. Carry out vision screening in accordance with local policy and protocol.		
5. Be able to support individuals during and after the procedure.	5.1. Reassure the individual throughout the activity.		
	5.2. Refer the individual to the relevant service in accordance with local policy and protocol.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Record and report outcomes of the activity in line with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS134

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS168: Obtain a client history

Unit reference T/602/4325

Unit level 3

Credit value 3

GLH 22

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice related to obtaining a client history.	1.1. Identify own roles and responsibilities with regard to the current legislation, national guidelines, policies, protocols and good practice guidelines when obtaining an individual's history.		
	1.2. Explain the guidelines to be followed if the individual is unable to provide a relevant history.		
	1.3. Explain how to check a third party's authority and ability to provide information about an individual.		
	1.4. Outline the steps to be taken to clarify and confirm any missing or ambiguous information in an individual's history.		
2. Be able to prepare to obtain a client history.	2.1. Confirm the individual's identity.		

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS168

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS205: Manufacture equipment or medical devices for individuals within healthcare

Unit reference	Y/602/0963	Unit level	3
Credit value	4	GLH	30
Unit aim	This unit covers the manufacture and assembly of customised and/or rehabilitation equipment, medical devices and assertive technology.		

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 current legislation, national guidelines, policies, protocols and good practice related to manufacture of medical devices.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the manufacture of equipment or medical devices.		
	1.2. Explain how the prescription requirement is integrated in the manufacture of equipment or medical devices.		
	1.3. Describe how to assess and manage risks within the manufacturing environment and for the item under construction.		
2. Prepare to carry out the manufacturing of equipment or medical devices.	2.1. Identify and assess existing manufacturing components for suitability.		
	2.2. Select the materials, tools and techniques for producing the equipment or device.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Interpret the specification for the manufacture of the equipment or device.		
	2.4. Determine those aspects of specification which relate to an adaptation of existing equipment and/or device to meet the prescribed customised solution.		
3. Carry out the manufacturing of equipment or medical devices.	3.1. Work with stakeholders and others involved in the manufacture process.		
	3.2. Implement health and safety measures relevant to the manufacturing of equipment or medical devices.		
	3.3. Manufacture and assemble the component parts to the agreed specification.		
4. Monitor operations and conditions.	4.1. Maintain environmental conditions as required by the manufacturing procedure.		
	4.2. Carry out the testing, monitoring, inspection and risk assessment for the operation of equipment and materials.		
	4.3. Respond to any faults or breakdowns to equipment in line with local policy and protocol.		
5. Test and adjust the finished equipment or medical device.	5.1. Confirm that the product meets agreed specification, prescription and performance parameters.		
	5.2. Apply standard precautions for infection control.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Test the product with the individual.		
	5.4. Adapt the product to meet the customised solution.		
	5.5. Compile and maintain records and user information for the equipment or medical device in line with local policy and protocol.		
	5.6. Store records in line with local policy and protocol.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS205

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/CHS206_223: Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs

Unit reference	J/602/3521	Unit level	3
Credit value	6	GLH	37
Unit aim	This unit aims to develop the learner's ability to adapt and fit prescribed items. Knowledge and understanding of technical specifications and requirements informs work practice.		

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4 and 5 must be assessed in a real work environment.			
1. Understand relevant legislation, policy and good practice related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs.	1.1. Describe current legislation, national guidelines, local policies, protocols and good practice guidelines related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products.		
	1.2. Outline own roles, responsibilities and accountability when adapting and fitting prescribed items.		
	1.3. Outline the procedures and systems used within own work place for authorising prescribed items.		
2. Understand anatomy and physiology relevant to adapting and fitting prescribed items to meet individuals' needs.	2.1. Outline the aspects of anatomy and physiology which impact on adapting and fitting prescribed items within own role.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand specialist technical requirements of healthcare equipment, medical devices, assistive technology, associated systems or products.	3.1. Identify the measurements and limits of use for the prescribed items encountered in own work practice to ensure any adaptation maintains its: <ul style="list-style-type: none"> • integrity • safety • fitness for purpose. 		
	3.2. Identify the range of measurements used in adaptations of prescribed items encountered in own work practice, to ensure specification of the original prescription is met.		
	3.3. Explain the importance of checking the impact of a prescribed item on other devices and systems used by the individual.		
	3.4. Identify the parameters used when assessing the fit of prescribed items encountered in own role.		
	3.5. Describe the process of making minor adjustments to ensure best fit and comfort for prescribed items.		
4. Be able to adapt prescribed items to meet individuals' needs.	4.1. Liaise with those involved in the adaptation and check authorisation for the work.		
	4.2. Check that the prescribed item conforms to required standards.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Make adaptations in line with prescribed recommendations, in accordance with national/local policy and protocol.		
	4.4. Confirm the prescribed item is in safe working order within expected performance parameters.		
	4.5. Inform those involved and the individual that the prescribed item is ready for fitting.		
	4.6. Record details of the adjustments in line with national/local policy.		
5. Be able to fit prescribed items to meet the needs of individuals.	5.1. Confirm the individual's identity and gain valid consent.		
	5.2. Explain to the individual the purpose and instruct in the use of the prescribed item.		
	5.3. Maintain compliance with health and safety guidance at all times.		
	5.4. Apply standard precautions for infection control.		
	5.5. Fit the prescribed item and activate, if necessary.		
	5.6. Check the safety and performance measurements of the prescribed item.		
	5.7. Ensure the item is comfortable, acceptable and meets the individual's needs and clinical requirements.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.8. Hand over the prescribed item with documentation, instructions on maintenance and how to report malfunction.		
	5.9. Record details of the fitting and instruction process in line with national/local policy.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/CHS206_223

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/DEMO: Deliver training through demonstration and instruction

Unit reference M/602/4520

Unit level 3

Credit value 3

GLH 21

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand how to deliver training through demonstration and instruction.	1.1. Identify key current national guidelines, policies or protocols relevant to the subject area in which the training is to be delivered.		
	1.2. Describe the resources required to deliver the training.		
	1.3. Describe what constitutes an appropriate environment for the delivery of the training.		
	1.4. Explain how to overcome barriers that learners may encounter whilst undertaking training.		
	1.5. Assess the use of demonstration and instruction as a teaching strategy.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Explain the skills required for the effective delivery of demonstration and instruction as a teaching method.		
2. Be able to deliver training by demonstration and instruction.	2.1. Explain the learning aims and objectives of the training session to the learners.		
	2.2. Deliver the training programme to the learners through demonstration and instruction.		
	2.3. Maintain communication with learners during demonstration and instruction.		
	2.4. Check the learners' understanding at regular intervals.		
	2.5. Encourage learners to ask questions and seek clarification during training.		
	2.6. Provide learners with opportunities and support to demonstrate the learning achieved through the training.		
	2.7. Respond to the learners' needs during the training.		
	2.8. Provide constructive feedback to learners on their progress.		
3. Be able to review learning and training.	3.1. Gather feedback from learners on the effectiveness of the training.		
	3.2. Assess whether the training programme delivers the required learning outcomes.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Review the effectiveness of the training programme.		
	3.4. Identify ways to improve or adapt the training.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/DEMO

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN002: Select and wear appropriate personal protective equipment for work in healthcare settings

Unit reference K/602/1034

Unit level 2

Credit value 2

GLH 15

Unit aim This unit aims to develop the learner in achieving a professional standard when dressing for work. Aspects of the control of cross-infection impact on correctly preparing and dressing for work in healthcare areas. Emphasis is placed on following requirements for wearing personal protective equipment and hand cleansing.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in a real work environment.			
1. Understand legislation, local policy and protocol in relation to dressing for work in a healthcare setting.	1.1. Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings.		
	1.2. Explain standard precautions for infection prevention and control which affect own practice in preparing and dressing for work.		
	1.3. Explain how and when to cleanse own hands in line with local policy and protocol.		
	1.4. Explain the importance of maintaining a professional appearance and presentation.		
	1.5. Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting.		

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 select and use personal protective equipment (PPE) in a healthcare setting.	2.1. Check the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken.		
	2.2. Wear PPE in the designated work area only according to own role and procedures to be undertaken.		
	2.3. Describe how PPE may become unsuitable for use and the actions to take if this happens.		
	2.4. Remove and dispose of PPE in line with local policy and protocol to minimise cross infection.		
	2.5. Confirm what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation.		
	2.6. Confirm the importance of promptly reporting reduction in stocks of PPE.		
	2.7. Confirm when synthetic non-powdered un-sterile gloves and apron should be used.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN002

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN004: Prepare individuals for healthcare activities

Unit reference J/602/3096

Unit level 2

Credit value 3

GLH 17

Unit aim This unit is aimed at those undertaking the preparation of individuals in readiness for healthcare activities in accordance with the requirements of the activity to be performed, the practitioner and the assessed needs of the individual. The individual may be in a conscious or unconscious state. Healthcare contexts and roles cover emergency, primary and secondary care.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities.	1.1. Describe current legislation, national guidelines, local policies, protocols and good practice guidelines appropriate to the preparation of an individual for healthcare activities.		
	1.2. Describe own role activities and accountabilities in relation to preparing individuals for healthcare activities.		
2. Be able to prepare individuals for healthcare activities.	2.1. Confirm the individual's identity and obtain valid consent.		
	2.2. Maintain the individual's privacy and dignity at all times.		
	2.3. Apply standard precautions for infection prevention and control.		

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. Confirm that the individual has complied with any pre-procedural instruction.		
	2.5. Provide support and reassurance to the individual being sensitive to their personal beliefs and preferences.		
	2.6. Respond to any questions the individual may have referring to others when required.		
	2.7. Prepare the individual for the healthcare activity in accordance to the requirements of the activity ensuring: <ul style="list-style-type: none"> • optimal position of the individual • optimal position of medical equipment • secure storage of personal articles. 		
	2.8. Explain how to respond to any issue or emergency situation that arises.		
3. Be able to record and report healthcare activities.	3.1. Record information in line with national and local policy and protocol.		
	3.2. Describe how to report any issues that arise to the appropriate person.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN004

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN007: Monitor and maintain the environment and resources during and after clinical/therapeutic activities

Unit reference K/602/3883

Unit level 2

Credit value 3

GLH 20

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

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. Know the procedures for monitoring and maintaining the environment and resources.	1.1. Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability when monitoring and managing the environment and resources.		
	1.2. Identify the procedures relating to monitoring the environment during specific clinical/therapeutic activities in own work practice.		
	1.3. Identify the resources needed during specific clinical/therapeutic activities in own work practice.		
	1.4. Explain the procedures for reporting and dealing with problems with the environment and resources, beyond own scope of practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Outline the risks associated with procedures carried out in own work practice and how these are controlled.		
2. Be able to operate equipment.	2.1. Explain the importance of monitoring equipment and confirming it is safe for use.		
	2.2. Apply standard precautions for infection control when handling equipment.		
	2.3. Implement health and safety measures when handling equipment.		
	2.4. Operate equipment consistent with manufacturer's instructions, required parameters and national/local policies and procedures.		
3. Be able to monitor and maintain the environment and resources.	3.1. Monitor and maintain environmental conditions at the levels required by the activity.		
	3.2. Monitor, replenish and replace resources as required for the activity.		
	3.3. Explain the importance of checking resources are of the correct quality and quantity for the activity.		
	3.4. Return unused and/or surplus resources to the storage location.		
	3.5. Store resources in line with local policy or protocol at the end of the activity.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.6. Maintain monitoring records in line with national/local policies and protocols.		
4. Be able to clean resources in own work area.	4.1. Identify the levels of cleanliness required in own work area.		
	4.2. Clean fixed resources after use in line with national/local policies and protocols.		
	4.3. Clean reusable resources and make safe prior to storage.		
	4.4. Dispose of waste in line with national/local policy.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN007

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN008: Assist the practitioner to carry out healthcare activities

Unit reference J/602/3924

Unit level 2

Credit value 4

GLH 13

Unit aim This unit develops the assistant's role and skills in supporting the healthcare practitioner and can be evidenced in a range of environments. It requires an understanding of relevant legislation, policies, protocols, guidance and procedures. The learner assists the practitioner, but may not be directly involved with an individual.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in a real work environment.			
1. Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out healthcare activities.	1.1. Summarise own roles, responsibilities and accountability with regard to current legislation, national guidelines, policies, protocols and good practice guidelines when assisting with a range of specific healthcare activities.		
2. Be able to assist the practitioner in carrying out healthcare activities.	2.1. Identify the information that may be needed by the practitioner prior to and during a range of specific activities.		
	2.2. Confirm the identity of the individual and confirm valid consent has been obtained.		
	2.3. Carry out tasks as required by the practitioner, the care plan and own scope of practice.		

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. Communicate information to other team members while maintaining confidentiality.		
	2.5. Collaborate during activities that require close team work.		
	2.6. Make records as directed by the practitioner in line with national/local policy.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN008

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

Assessor name:

Signature:

Date:

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

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

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

Unit reference R/602/2999

Unit level 2

Credit value 3

GLH 18

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN009

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

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

Learner name:	Centre no:
PIN:	ULN:

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

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

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN010

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

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

Learner name:	Centre no:
PIN:	ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN011

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN014: Advise and inform individuals on managing their condition

Unit reference R/602/3943

Unit level 3

Credit value 5

GLH 31

Unit aim This unit develops the learner's ability to establish the information and advice needs of individuals in order to change their lifestyle. Knowledge and understanding of the effects of change is required as is knowledge of health conditions encountered and information gathering techniques.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4 and 5 must be assessed in a real work environment.			
1. Understand good practice in identifying information requirements.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role in advising and informing individuals on how to manage their condition.		
	1.2. Explain the importance of identifying appropriate information to enable individuals to make informed lifestyle choices.		
	1.3. Explain how to recognise the information and advice an individual may require but be unable to express.		
	1.4. Explain the procedures for dealing with issues beyond own role, in accordance with local protocol.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand health conditions.	2.1. Describe the range of conditions encountered within the scope of own role.		
	2.2. Describe the effects of health conditions on individuals and their families.		
3. Understand the effects of change on individuals' lifestyles.	3.1. Explain how change can be perceived by an individual and identify strategies for overcoming resistance to change.		
	3.2. Identify how adapting a lifestyle can empower an individual.		
	3.3. Describe the impact that empowering an individual to manage their own conditions has upon the individual, their family/carers and health services.		
4. Be able to ascertain the information and advice needs of individuals.	4.1. Maintain the individual's privacy and dignity at all times.		
	4.2. Explain to the individual who you are and what your role is in providing confidential advice and information.		
	4.3. Access information about the individual's lifestyle.		
	4.4. Work with the individual to identify their information and advice requirements relating to their health condition.		
	4.5. Review the range of local and national advice and information services.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.6. Explain how to refer the individual to other sources of information and advice.		
5. Be able to agree plans with individuals to adapt their lifestyle.	5.1. Explain to the individual the possible benefits of adapting their lifestyle while respecting their culture, needs and right to make their own decisions.		
	5.2. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.		
	5.3. Develop realistic plans and objectives with the individual to adapt their lifestyle.		
	5.4. Agree targets with the individual to optimise their health and well-being.		
	5.5. Discuss with the individual any concerns raised about adapting their lifestyle.		
	5.6. Agree dates to review the individual's progress.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN014

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

Assessor name:

Signature:

Date:

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

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

HSS/GEN015: Support individuals in undertaking their chosen activities

Unit reference H/602/3980

Unit level 3

Credit value 4

GLH 24

Unit aim This unit aims to develop the learner's ability to work with the individual and/or significant other to identify chosen activities to enhance well-being. Research on the ability of the individual to achieve the activities is required as well as the provision of support to carry out the activities.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice when supporting individuals to undertake chosen activities.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in supporting individuals to undertake their chosen activities.		
2. Understand concepts for supporting individuals to undertake chosen activities.	2.1. Explain factors which could motivate an individual to change behaviour and/or lifestyle.		
	2.2. Explain the benefits to the individual's sense of well-being and personal development which can be gained when accessing services and facilities.		
	2.3. Describe how to identify the physical, psychological and social demands of an individual's chosen activities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Describe how to set the individual SMART goals.		
3. Be able to make plans with individuals to undertake chosen activities.	3.1. Maintain the individual's privacy and dignity at all times.		
	3.2. Access and interpret any previous assessment of the individual's needs to inform future requirements.		
	3.3. Communicate sensitively and actively listen to the individual or relevant other to establish an understanding of their needs, interests, values and beliefs.		
	3.4. Identify the physical, social, safety and psychological demands of the chosen activities.		
	3.5. Agree with the individual, steps to develop their ability to undertake their chosen activities.		
	3.6. Identify the range of local services and facilities available.		
	3.7. Check availability and evaluate the relevance with the individual.		
	3.8. Identify and agree with the individual any information, resources, adaptations and assistance required to access and use chosen services and facilities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to support individuals to undertake chosen activities.	4.1. Organise any required resources, adaptations and assistance to enable the individual to access chosen activities.		
	4.2. Support and motivate an individual to access and undertake their chosen activities in line with own sphere of competence and national/local policy.		
	4.3. Describe coping strategies that an individual may require to fulfil their chosen activities.		
	4.4. Evaluate and review the effectiveness of the activities in line with national/local policy.		
	4.5. Maintain clear records of advice and support given to the individual and any agreed actions in accordance with national/ local policy.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN015

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

Assessor name:

Signature:

Date:

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

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

HSS/GEN016: Inform an individual of discharge arrangements

Unit reference J/602/4071

Unit level 2

Credit value 2

GLH 13

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 2 must be assessed in a real work environment.			
1. Understand discharge and post discharge information needs of individuals.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to informing an individual of discharge arrangements.		
	1.2. Describe the general information an individual might need about discharge recovery.		
2. Be able to inform individuals of discharge arrangements.	2.1. Obtain information and clarify with the practitioner the potential side effects of treatment to which the individual should be aware of on discharge.		
	2.2. Obtain information and clarify with the practitioner any advice and information to be given to the individual.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Gain any necessary authorisation prior to passing on discharge information to the individual.		
	2.4. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.		
	2.5. Confirm and clarify the individual's and/or relevant other's understanding of general and after care information.		
	2.6. Maintain confidentiality throughout the procedure.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN016

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit must be assessed in line with Skills for Health's assessment principles.

HSS/GEN017: Contribute to the discharge of individuals to carers

Unit reference	D/602/4092	Unit level	2
Credit value	2	GLH	14

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes 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 procedures for discharging individuals to a carer.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform the discharge of an individual to a carer.		
	1.2. Explain the national/local policies with regard to sharing clinical records and information.		
	1.3. Explain the procedures for contacting carers to which the individual is being discharged.		
	1.4. Explain the procedures to follow when the receiving carer cannot accommodate the individual.		
2. Be able to prepare individuals for discharge.	2.1. Inform the individual of the decisions made in relation to their discharge.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Explain to the individual about discharge arrangements.		
	2.3. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual.		
	2.4. Check that the individual understands the arrangements that have been made.		
3. Be able to contribute to the discharge of individuals to carers.	3.1. Explain the reasons for arranging transport and escorts for an individual.		
	3.2. Explain the procedures for arranging transport and escorts in line with local policy.		
	3.3. Make arrangements for transport and escort in line with local procedures.		
	3.4. Advise the receiving carer of the individual's discharge and transmit information in line with local procedures.		
	3.5. Check and ensure that discharge records are updated in line with local procedures and within own role and responsibilities.		
	3.6. Maintain confidentiality in accordance with national/local policies and procedures.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN017

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand the importance of monitoring work practices.	1.1. Explain the statutory and professional standards and codes of practice as applied to own work practice.		
	1.2. Explain how deviations from agreed working procedures may impact on outcomes to be achieved.		
	1.3. Explain actions to take and the timescales for responding to cases of non-compliance or variance with quality standards.		
	1.4. Describe how to access advice and support for quality improvement.		
2. Be able to prepare to carry out monitoring activities.	2.1. Identify and agree the purpose, method and requirements for monitoring work activities and outcomes.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Allocate monitoring activities at regular intervals consistent with legal, professional and organisational requirements.		
	2.3. Adjust the frequency of monitoring where necessary to ensure compliance with quality systems and whenever risks are identified.		
	2.4. Obtain the correct and complete data relevant to the monitoring activity.		
3. Be able to carry out monitoring activities.	3.1. Monitor work activities and outcomes against relevant quality indicators and standards.		
	3.2. Access information in line with local policy.		
	3.3. Report any non-compliance or variance in work activities and outcomes against relevant quality indicators.		
4. Be able to respond to the outcomes of monitoring activities.	4.1. Review monitoring results to improve working practices and outcomes.		
	4.2. Act on any recommendations to improve performance and quality outcomes.		
	4.3. Review any changes to working practices as required in order to confirm and sustain improvements.		
	4.4. Maintain clear, accurate and complete records of monitoring activities and outcomes in accordance with local policies and protocols.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN023

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN025: Administer appointments in a healthcare environment

Unit reference A/602/3001

Unit level 2

Credit value 3

GLH 18

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN025

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN039: Contribute to effective multidisciplinary team working

Unit reference T/602/0968

Unit level 3

Credit value 3

GLH 20

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand the workings of the multidisciplinary team.	1.1. Describe roles and responsibilities within the multidisciplinary team.		
	1.2. Explain the contribution that different professions can make to the evaluation and planning of patient care.		
	1.3. Summarise the communication structures in own organisation.		
2. Be able to participate in multidisciplinary team working.	2.1. Identify examples of good and poor practice and make suggestions for improvements to team practice.		
	2.2. Clarify any team issues and the views of colleagues.		
	2.3. Provide examples of ways to address issues within the group positively and constructively.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Record any issues in the team that cannot be resolved, passing this information on to someone who has the authority and capability to reach a solution.		
	2.5. Identify development needs against the demands of the work role and requirements of the team.		
3. Be able to communicate effectively when working in a multidisciplinary team.	3.1. Provide information on work in progress to enable the team to effectively carry out their work.		
	3.2. Provide colleagues with help and advice when requested and when this is consistent with other responsibilities.		
	3.3. Explain how to adapt communication styles in ways which are appropriate to different people.		
	3.4. Maintain confidentiality of information relating to other members of the team.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN025

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

Assessor name:

Signature:

Date:

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

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

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

Unit reference D/602/1029

Unit level 3

Credit value 3

GLH 20

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand the relationships and tensions between primary, secondary and community teams.	1.1. Describe roles and responsibilities of those working in primary, secondary and community teams.		
	1.2. Summarise the potential opportunities and benefits that can arise from co-operation between teams.		
	1.3. Identify potential conflicts between those who are providing services.		
	1.4. Identify strategies to deal with any potential conflicts.		
2. Understand the needs of individuals receiving treatment.	2.1. Evaluate the effects of dependence and independence on the individual, carers and the provision of service.		
	2.2. Describe the significance of an individual's care plan.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Explain the safe conditions required for effective treatment in a setting outside of the hospital environment.		
	2.4. Describe the equipment and materials which may be needed by an individual who is receiving treatment at home.		
	2.5. Identify the potential problems related to equipment and materials which the individual may encounter when carrying out treatment at home.		
	2.6. Explain how to deal with any potential problems relating to the treatment.		
	2.7. Summarise local policies and procedures for dealing with any emergency calls from individuals and carers.		
3. Be able to agree the needs of individuals with primary, secondary and community teams.	3.1. Confirm that collaborative working arrangements comply with legal, regulatory and local policies and procedures.		
	3.2. Confirm that teams are aware of and agree with the individual's needs, goals, aspirations and expectations of remaining independent.		
	3.3. Implement strategies to deal with any potential conflicts between those who are providing services.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Enable effective communication between individuals and primary, secondary and community teams.	4.1. Confirm that the individual is aware of the variety of people that are supporting them and who may contact them.		
	4.2. Identify and agree arrangements for contact in order to establish and maintain relationships.		
	4.3. Seek and gain permission from the individual and carer, where appropriate, to provide relevant information about them to teams that can provide support.		
	4.4. Check that all teams and individuals have information that is consistent, up-to-date and accurate.		
	4.5. Pass on information to other members of the team about the detail, sources and manner of the support the individual may wish to receive.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN044

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

Assessor name:

Signature:

Date:

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

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

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

Unit reference	H/602/4028	Unit level	2
Credit value	2	GLH	17

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN057

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN062: Collate and communicate health information to individuals

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

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals.	1.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for accessing, updating and maintaining individuals' health records and confidentiality in accordance with information governance.		
	1.2. Explain own roles, responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice concerning the collection and provision of information.		
	1.3. Explain the ethics concerning confidentiality, and the tensions which may exist between an individual's request for information and the organisation's responsibilities within information governance.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to identify the information to be collated and communicated.	2.1. Respond to individual needs in accordance with clinical governance and local policies and protocols.		
	2.2. Confirm the purpose of the communication and needs of the recipients.		
	2.3. Adhere to legislation, protocols and guidelines relating to giving/sharing information, confidentiality and record keeping in relation to information governance.		
	2.4. Use relevant secure sources to access the required health information.		
3. Be able to communicate health information.	3.1. Communicate with the individual and relevant carers or family at a pace and level appropriate to their understanding.		
	3.2. Identify and overcome any barriers to communication.		
	3.3. Present health information in a format that is consistent with the individual's level of understanding, culture, background and preferred ways of communicating.		
	3.4. Actively listen to the recipient's reactions to information provided and clarify any issues raised.		
	3.5. Confirm that the information needs of the recipient have been met.		

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN062

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GEN076: Store and transport medical gas cylinders

Unit reference F/602/3002

Unit level 2

Credit value 3

GLH 18

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN076

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

Assessor name:

Signature:

Date:

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

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

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

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

Learner name:	Centre no:
PIN:	ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN077

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

Unit reference K/602/4029

Unit level 2

Credit value 2

GLH 18

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN080

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN081

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

Assessor name:

Signature:

Date:

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

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

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

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN082

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

Assessor name:

Signature:

Date:

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

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

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

Unit reference L/602/3004

Unit level 2

Credit value 3

GLH 23

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN083

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

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

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GEN087

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/GoSkills002: Drive community transport safely and efficiently

Unit reference L/602/4878

Unit level 3

Credit value 4

GLH 30

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GoSkills002

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/GoSkills011

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

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

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/IPC004

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

Unit reference A/602/4035

Unit level 2

Credit value 3

GLH 20

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/IPC008

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

Unit reference J/602/4040

Unit level 2

Credit value 2

GLH 15

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/IPC009

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

Assessor name:

Signature:

Date:

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

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

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

Unit reference J/602/4765

Unit level 2

Credit value 2

GLH 19

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/IPC010

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

Unit reference R/602/4767

Unit level 2

Credit value 2

GLH 11

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/IPC012

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/NOS/GEN018: Give presentations to groups

Unit reference H/602/3168

Unit level 3

Credit value 4

GLH 26

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/NOS/GEN019: Assist others to plan presentations

Unit reference H/602/4188

Unit level 2

Credit value 2

GLH 16

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/PCS001_23: Transport, transfer and position individuals and equipment within the perioperative environment

Unit reference L/602/4489

Unit level 3

Credit value 5

GLH 32

Unit aim This unit is aimed at those who work in a perioperative environment to transfer, transport and position individuals. Learners will have the opportunity to develop knowledge, understanding and skills needed to avoid musculo-skeletal injury to staff and tissue damage to the individual.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in a real work environment.			
1. Understand the importance of health and safety measures when transporting, transferring and positioning individuals and equipment in the perioperative care environment.	1.1. Explain the standard health and safety precautions used when moving, handling and transporting individuals and equipment and the potential consequences if these are not applied.		
	1.2. Explain the safe techniques and procedures used for moving and positioning individuals and equipment in the perioperative environment, according to local and organisational policies and procedures.		
	1.3. Explain the importance of using personal protective equipment.		
	1.4. Identify situations when additional protective equipment may be required.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand the requirements for pressure area care in the perioperative environment.	2.1. Explain how to contribute to the maintenance of individuals' skin integrity in the perioperative environment.		
	2.2. Explain how to use risk assessment documents for pressure area care during transfers and positioning.		
	2.3. Explain the importance of using appropriate equipment to minimise the risk of tissue damage.		
	2.4. Explain the importance of recording and reporting using the appropriate documents in line with local policies and protocols.		
3. Be able to prepare to transport individuals within the perioperative care environment.	3.1. Identify the nature of the task required in discussion with the appropriate person/registered practitioner.		
	3.2. Apply standard precautions for infection control.		
	3.3. Implement health and safety measures relevant to transporting individuals within the perioperative care environment.		
	3.4. Check that the transport equipment is clean, safe and functioning in line with local policies and protocols.		
	3.5. Report any potential hazards to the appropriate team member.		
	3.6. Identify the individual who needs to be moved.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.7. Inform the individual of the nature and purpose of the transfer and the role of people involved.		
	3.8. Confirm that any required documents are available to accompany the individual.		
4. Be able to assist in the transfer and positioning of individuals within the perioperative environment.	4.1. Use safe moving and handling techniques which minimise risk to all involved, including pain, friction and discomfort for those being moved.		
	4.2. Transfer and position individuals according to instructions, confirming they are positioned safely, comfortably and in accordance with guidelines.		
	4.3. Maintain the privacy, dignity, safety, security and comfort of individuals while using equipment for transfer and positioning.		
	4.4. Identify the effects of premedication and anaesthesia on the ability of individuals to move independently.		
	4.5. Use verbal and non-verbal skills to support individuals, closely observing and reporting any changes in condition to the appropriate team member.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.6. Transfer the individual and their associated documentation over to the appropriate member of staff in the perioperative environment.		
	4.7. Return equipment to the correct location in good working order.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/PCS001_23

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit must be assessed in line with Skills for Health's assessment principles.

HSS/RM006: Administer the current records system

Unit reference J/602/4913

Unit level 2

Credit value 3

GLH 23

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/RM006

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/SS034: Provide authorised access to records

Unit reference L/602/4914

Unit level 2

Credit value 3

GLH 23

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/SS034

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/SS035: Protect records

Unit reference Y/602/4916

Unit level 2

Credit value 3

GLH 23

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/SS035

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

HSS/SS036: Maintain the arrangements of records

Unit reference H/602/4918

Unit level 2

Credit value 3

GLH 23

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

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: HSS/SS036

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

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

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

Learner name:	Centre no:
PIN:	ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: ICS A4 2010

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

Assessor name:

Signature:

Date:

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

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

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

Unit reference J/601/1515

Unit level 3

Credit value 6

GLH 40

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

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

MQS2: Maintaining quality standards in the health sector



Unit reference Y/502/3674

Unit level 2

Credit value 1

GLH 8

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

Learner name:

Centre no:

PIN:

ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: MQS2

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

Assessor name:

Signature:

Date:

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

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

Unit reference R/601/9469

Unit level 2

Credit value 4

GLH 19

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: PCVD 5

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

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

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

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

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

Pharm Unit 203: Contribute to the effectiveness of teams

Unit reference L/601/3430

Unit level 2

Credit value 3

GLH 5

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

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Explain the importance of own role and how it contributes to the team performance.	1.1. Describe the team's overall objectives and purpose.		
	1.2. Explain how own role and responsibilities contribute to team activities, objectives and purposes.		
	1.3. Identify other team members, their roles and responsibilities within the team.		
	1.4. Inform other members in the team of their activities and ideas.		
2. Use feedback to improve personal team performance.	2.1. Use feedback or suggestions from others to enable them to improve own practice within the team.		
	2.2. Propose suggestions or ideas to benefit team members and improve team working.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Agree, seek support and take responsibility for any development and learning that can help you to interact with the team more effectively.		
3. Manage time and commitments effectively.	3.1. Fulfil own commitments to other team members within agreed timescales and according to overall work priorities.		
	3.2. Inform appropriate team members when they cannot fulfil commitments within specified timescales.		
4. Establish effective working relationships with all members of the team.	4.1. Behave towards other team members in a way that supports the effective functioning of the team.		
	4.2. Resolve differences of opinion and conflicts within the team in ways which respect other team members' points of view.		
	4.3. Select appropriate advice and guidance in order to resolve issues with other team members.		
	4.4. Support other team members in the completion of activities or objectives.		
5. Comply with organisational, national and European legislation.	5.1. Comply with legal and organisational requirements, standards and codes of practice on equality, diversity, discrimination and rights relevant to own role and responsibilities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Comply with current local, UK and European legislation, and organisational requirements, procedures and practices		
	5.3. Access up-to-date copies of the organisation's workplace policies, procedures and systems, and practice and service standards related to team working.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: Pharm Unit 203

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

QC 111: Clean surfaces using correct methods

Unit reference T/600/6312

Unit level 1

Credit value 3

GLH 18

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: QC 111

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance –
provided by the sector

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

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

QC2 05: Clean and maintain internal surfaces and areas

Unit reference K/600/6324

Unit level 2

Credit value 4

GLH 33

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: QC2 05

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance –
provided by the sector

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

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

QC2 11: Clean food areas

Unit reference J/600/6332

Unit level 2

Credit value 4

GLH 32

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: QC2 11

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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QC2 15: Clean glazed surfaces and facades

Unit reference	M/600/6342	Unit level	2
Credit value	3	GLH	23

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: QC2 15

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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SI2: Service improvement in the health sector



Unit reference K/502/3680

Unit level 2

Credit value 2

GLH 15

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

Learner name:

Centre no:

PIN:

ULN:

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: SI2

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

Assessor name:

Signature:

Date:

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

SLP12: Deal with disorderly and aggressive behaviour

Unit reference L/601/9213

Unit level 2

Credit value 2

GLH 11

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

Learner name:

Centre no:

PIN:

ULN:

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

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: SLP 12

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

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

Learners should demonstrate their competence through naturally occurring evidence.

TBC: Contribute to the prevention of aggressive and abusive behaviour of people

Unit reference J/502/1631

Unit level 3

Credit value 4

GLH 26

Unit aim The aim of this unit is to provide the learner with the knowledge, understanding and skills required to contribute to the prevention of aggressive and abusive behaviour. The learner will identify signs of disruptive behaviour and how their own actions and behaviour can affect that of others.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcome 1 must be assessed in a real work environment.			
1. Be able to take action to discourage aggressive and abusive behaviour of people.	1.1. Approach individual(s) in a manner which is likely to be perceived as non-threatening and which is consistent with any legal and organisational constraints.		
	1.2. Communicate with individual/s in a manner which: <ul style="list-style-type: none"> • is free from discrimination and oppression • is not likely to antagonise the situation • encourages an open exchange of information • is appropriate • acknowledges the rights of everyone present. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Explain clearly to the individual what your role is and the required outcome of the encounter.		
	1.4. Ensure your behaviour towards individual(s) is supportive of diverting aggression or abuse, and resolving the situation peacefully.		
	1.5. Monitor the situation and give appropriate warnings to people who are becoming aggressive or abusive, consistent with good practice and relevant legislation.		
	1.6. Take appropriate action if the situation deteriorates.		
2. Understand the actions to take to discourage aggressive and abusive behaviour of people.	2.1. Describe the signs of potentially disruptive behaviour - verbal and non-verbal.		
	2.2. Explain how the principles of equality, diversity and anti-discriminatory practice apply and the dangers of stereotyping.		
	2.3. Explain how to communicate effectively and how this may promote the behaviour wanted.		
	2.4. Explain how your own behaviour and language could be interpreted.		
	2.5. Describe the types of constructive behaviour and techniques which can be taken to diffuse situations.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.6. Describe actions that could trigger aggressive or abusive behaviour.		
	2.7. Explain the warnings which may be necessary to give people in relation to their behaviour.		
	2.8. Explain the importance of constantly assessing the risks of a situation and what actions to take if the situation deteriorates.		
	2.9. Summarise how to report and record incidents of abusive and aggressive behaviour.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TBC

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

TBC: Maintaining quality standards in the health sector



Unit reference F/502/3412

Unit level 3

Credit value 2

GLH 13

Unit aim The unit aim is to develop an understanding of the importance of maintaining the quality of own work and that of others through monitoring competences to meet quality standards. Learners will learn the importance of prioritising workload, using and maintaining resources and the benefits of working with others. The unit will help the learner understand how legislation, policies and procedures determine quality standards.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how to provide a quality service within legislation, policies and procedures.	1.1. Explain the importance of meeting quality standards as determined by legislation, policies and procedures.		
	1.2. Explain how others could be encouraged to meet quality standards.		
	1.3. Explain the benefits of maintaining quality standards.		
2. Understand the importance of working with others to provide a quality service.	2.1. Explain personal responsibilities for working with others.		
	2.2. Explain accountability when working with others.		
	2.3. Explain the importance of working effectively with others to provide a quality service.		
3. Know how to monitor quality standards.	3.1. Describe methods of monitoring quality standards.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. State how to inform other staff of quality issues.		
	3.3. Describe how resources can be monitored and maintained.		
	3.4. Outline the benefits of monitoring quality to maintain and improve standards.		
4. Understand the importance of prioritising own workload to reduce risks to quality.	4.1. Review factors that can affect own workload.		
	4.2. Evaluate how prioritising work will ensure the maintenance and improvement of a quality service.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TBC

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

TBC: Service improvement in the health sector



Unit reference J/502/3413

Unit level 3

Credit value 3

GLH 20

Unit aim The unit aim is to develop the ability to contribute to service improvement in the health sector. The unit looks at how to identify, discuss and implement service improvements. Learners will consider how to implement change and how to support others in making changes.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how to evaluate own work and that of others to identify potential improvements.	1.1. Illustrate how to benchmark own work and that of others.		
	1.2. Explain how feedback can be obtained and used to identify potential service improvements.		
	1.3. Review the policies and strategies for service improvements.		
2. Understand how to make constructive suggestions about how services can be improved.	2.1. Explain key issues related to potential improvements.		
	2.2. Explain why service improvements are required.		
	2.3. Discuss how service improvements could be implemented.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand how to discuss and agree improvements with others.	3.1. Explain the importance of agreeing changes with others.		
	3.2. Illustrate how working with others can support service improvements.		
4. Understand how to make agreed improvements to own work and how to support others to make changes.	4.1. Evaluate strategies for making changes effective within own work role.		
	4.2. Explain how to support others in implementing changes.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TBC

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

TBC: Transport physical resources within the work area

Unit reference J/502/1404

Unit level 2

Credit value 2

GLH 15

Unit aim The aim of this unit is to provide the learner with the knowledge and skills required to transport physical resources within the work area. The type of physical resources and methods of transportation can be applied to a number of environments.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in a real work environment.			
1. Be able to transport physical resources within the work area.	1.1. Transport resources using powered or manual transportation equipment.		
	1.2. Minimise damage to the resources and environment during manoeuvres and transit.		
	1.3. Ensure that load is secure and protected from contamination and adverse weather conditions.		
	1.4. Monitor load during transit and take action if required.		
	1.5. Provide clear and accurate information for recording purposes.		
2. Be able to select, use and maintain relevant equipment.	2.1. Select appropriate equipment for this area of work.		
	2.2. Use equipment according to relevant legislation.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Prepare, maintain and store equipment in a safe and effective working condition.		
3. Be able to work safely and minimise environmental damage.	3.1. Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements.		
4. Know how to transport physical resources within the work area.	4.1. Describe the ways of handling transportation equipment to minimise damage to resources in transit.		
	4.2. Describe the methods of protecting resources from contamination and adverse weather conditions during transit.		
	4.3. State the reasons for monitoring loads during transit and the actions to take in case of problems with: <ul style="list-style-type: none"> • imbalance • contamination • adverse weather. 		
5. Know the types of equipment required and how to maintain them.	5.1. Describe the equipment which will be required for the activity and relevant legal restrictions on operation.		
	5.2. Describe the methods of maintaining the equipment used.		
6. Know relevant health and safety legislation and environmental good practice.	6.1. Outline the current health and safety legislation, codes of practice and any additional requirements.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TBC

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

Simulation will not be acceptable where this unit is included in qualifications which verify competent performance. Please refer to Lantra's Assessment Strategy for further guidance.

Unit LDC 3c: Classify items and make up loads for cleaning

Unit reference	H/600/8847	Unit level	2
Credit value	3	GLH	10
Unit aim	This unit addresses the skills required to classify items and make up loads for cleaning.		

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.			
1. Be able to handle items with care and remove those which are unsuitable for the cleaning process.	1.1. Handle items carefully.		
	1.2. Redirect items which are unsuitable for the cleaning process.		
2. Be able to check for foreign objects and deal with them according to the organisation's procedures.	2.1. Check for foreign objects.		
	2.2. Deal with foreign objects according to the organisation's procedures.		
3. Be able to sort items according to the appropriate classifications.	3.1. Sort items according to appropriate classifications.		
	3.2. Identify items requiring stain removal.		
	3.3. Deal with foul and infected items.		
	3.4. Identify delicate/sensitive items.		
4. Be able to make up loads of the correct weight and label loads clearly.	4.1. Make up correct weight loads for the weight capacity of machines and types of items.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Label loads clearly.		
5. Be able to prioritise loads and store them carefully.	5.1. Prioritise loads.		
	5.2. Store loads carefully.		
6. Be able to keep accurate records, complete forms, reports and other documentation.	6.1. Keep up to date accurate records		
	6.2. Complete forms, reports and other documentation as required in line with the organisation's rules, guidelines and standards.		
7. Be able to communicate effectively with colleagues and customers.	7.1. Communicate effectively with colleagues and customers using the most appropriate form of communication.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit LDC 3c

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit should be assessed in a work environment and is subject to the requirements set out in the Assessment Strategy for the sector in which it is being assessed.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking 'How to classify items and make up loads for cleaning.'

Unit LDC 4c: Carry out the washing process

Unit reference M/600/8849

Unit level 2

Credit value 3

GLH 14

Unit aim This unit addresses the skills required to carry out the washing process.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4, 5, 6, 7 and 8 must be assessed in a real work environment.			
1. Be able to make services and machinery ready for use.	1.1. Make services and machines ready for safe use.		
2. Be able to select work required for washing processes.	2.1. Plan how to carry out instructions making best use of resources.		
	2.2. Identify any problems which may arise in carrying out the work.		
3. Be able to load machines.	3.1. Check loads for classification and process requirements.		
	3.2. Identify and redirect unsuitable items.		
	3.3. Use appropriate detergents, chemicals and additives as required.		
	3.4. Select correct programme for classification.		
	3.5. Load machines in accordance with operating procedures.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to control the washing process.	4.1. Control the washing process.		
	4.2. Operate machinery in accordance with supervisor's instructions.		
	4.3. Check the progress of selected work.		
5. Be able to unload machines.	5.1. Unload machines and handle items with care in accordance with operating procedures.		
6. Be able to check that work has been carried out as planned.	6.1. Remove any items that are not washed satisfactorily or have been damaged.		
	6.2. Identify and report any machine faults.		
7. Be able to keep accurate records, complete forms, reports and other documentation.	7.1. Keep up to date accurate records.		
	7.2. Complete forms, reports and other documentation as required in line with the organisation's rules, guidelines and standards.		
8. Be able to communicate effectively with colleagues and customers.	8.1. Communicate effectively with colleagues and customers using the most appropriate form of communication.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit LDC 4c

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit should be assessed in a work environment and is subject to the requirements set out in the Assessment Strategy for the sector in which it is being assessed.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking 'How to carry out the washing process.'

Unit LDC 8c: Press and finish garments following laundry

Unit reference L/600/8857

Unit level 2

Credit value 2

GLH 10

Unit aim This unit addresses the skills required to press and finish garments following laundry.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.			
1. Be able to make machinery and equipment ready for use.	1.1. Decide which machines will be used i.e. rotary presses, scissor presses, iron and/or rotary iron.		
	1.2. Make machines and equipment safe and ready for use.		
	1.3. Check and adjust the locking pressure on scissor presses as appropriate.		
	1.4. Evaluate the efficiency of the vacuum as appropriate.		
	1.5. Check thermostat settings.		
2. Be able to select the work for pressing.	2.1. Select the work for pressing.		
	2.2. Plan the work to make the best use of resources available.		
	2.3. Check that garments are ready for pressing.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to correctly and safely operate presses.	3.1. Follow procedures to set up and close down machine.		
	3.2. Press items to the required standard of finish.		
	3.3. Inspect items for stains, repairs, creasing, shrinkage, etc.		
4. Be able to identify any problems which may arise.	4.1. Identify and deal with any problems/faults which may occur.		
	4.2. Take the appropriate action if safety mechanisms malfunction.		
5. Be able to check that work has been carried out as planned.	5.1. Identify unsatisfactorily pressed garments and direct to the appropriate locations as required by company procedures.		
	5.2. Pass items for packing and dispatch.		
6. Be able to keep accurate records, complete forms and other documentation.	6.1. Keep up to date accurate records.		
	6.2. Complete forms, reports and other documentation in line with the organisation's rules, guidelines and standards.		
7. Be able to communicate effectively with colleagues and customers.	7.1. Communicate effectively with colleagues and customers using the most effective form of communication.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit LDC 8

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit should be assessed in a work environment and is subject to the requirements set out in the Assessment Strategy for the sector in which it is being assessed.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking 'How to press and finish garments following laundry.'

Unit LDC 16c: Repair, alter and maintain fabrics and materials

Unit reference D/600/8877 **Unit level** 2

Credit value 2 **GLH** 7

Unit aim This unit enables learners to repair, alter and maintain fabrics and materials, identify and correctly use the relevant equipment, and effectively keep records, communicate with others and identify any problems that might arise.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Be able to make equipment ready for use.	1.1. Prepare and check that equipment is safe and ready to use.		
	1.2. Conduct routine maintenance of machinery.		
2. Be able to select the work required.	2.1. Select and classify work for repair or alteration.		
	2.2. Count and record items for repair.		
	2.3. Sort items so that the best use is made of time.		
	2.4. Identify and redirect items which are unsuitable for repair or alteration.		
	2.5. Remove any extraneous objects and dispose of them or forward them for return to the customer.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.6. Identify items that have priority for repair.		
	2.7. Store items prior to repair.		
3. Be able to repair and alter items to the required standard safely.	3.1. Operate repair equipment.		
	3.2. Make any necessary adjustments to the sewing machine.		
	3.3. Repair items using an appropriate method.		
	3.4. Alter items according to requirements.		
	3.5. Repair items using a method appropriate to the damage sustained and the type of fabric.		
	3.6. After inspection, return items to the correct place.		
4. Be able to identify any problems which may occur.	4.1. Identify any problems/faults which may arise in carrying out the work.		
	4.2. Follow the appropriate procedures to report and rectify any problems which may arise.		
5. Be able to keep accurate records, complete forms and other documentation.	5.1. Keep up to date accurate records.		
	5.2. Complete forms, reports and other documentation in line with the organisation's rules, guidelines and standards.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Be able to communicate effectively with colleagues and customers.	6.1. Communicate effectively with colleagues and customers using the most effective form of communication.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit LDC 16c

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

This unit should be assessed in a work environment and is subject to the requirements set out in the Assessment Strategy for the sector in which it is being assessed.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking 'How to repair, alter and maintain fabrics and materials.'

HSC 2001: Provide support for therapy sessions

Unit reference D/601/9023

Level 2

Credit value 2

GLH 14

Unit aim This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, observation, recording and review of therapy sessions.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.			
1. Understand the benefits of therapy sessions.	1.1 Identify different types of therapy sessions in which an individual may participate.		
	1.2. Describe how therapy sessions can benefit an individual.		
2. Be able to prepare for therapy sessions.	2.1. Establish own responsibilities in preparing for a therapy session.		
	2.2. Identify with the individual their preferences and requirements for the therapy session.		
	2.3. Follow instructions to prepare the environment, materials, equipment and self for the session.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to provide support in therapy sessions.	3.1. Provide support during a therapy session that takes account of: <ul style="list-style-type: none"> the therapist's directions the individual's preferences and requirements. 		
	3.2. Promote active participation of the individual during the session.		
	3.3. Describe ways to overcome fears or concerns an individual may have about a therapy session.		
4. Be able to observe and record therapy sessions.	4.1. Agree what observations need to be carried out during therapy sessions.		
	4.2. Agree how observations will be recorded.		
	4.3. Carry out agreed observations.		
	4.4. Record agreed observations as required.		
5. Be able to contribute to the review of therapy sessions.	5.1. Contribute to a review of therapy sessions to identify issues and progress.		
	5.2. Contribute to agreeing changes to therapy sessions with the individual and 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: HSC 2001

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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 212.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Therapy sessions may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy.

An **individual** is someone requiring care or support.

Others may include:

- therapist
- line manager
- family
- friends
- advocates
- others who are important to the individual's well-being.

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

<p>Additional unit assessment requirements - provided with the unit</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work situation.</p>
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HSC 2002: Provide support for mobility

Unit reference H/601/9024

Level 2

Credit value 2

GLH 14

Unit aim This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand the importance of mobility.	1.1. Define mobility.		
	1.2. Explain how different health conditions may affect and be affected by mobility.		
	1.3. Outline the effects that reduced mobility may have on an individual's well-being.		
	1.4. Describe the benefits of maintaining and improving mobility.		
2. Be able to prepare for mobility activities.	2.1. Agree mobility activities with the individual and others .		
	2.2. Remove or minimise hazards in the environment before beginning a mobility activity.		
	2.3. Check the suitability of an individual's clothing and footwear for safety and mobility.		

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. Check the safety and cleanliness of mobility equipment and appliances .		
3. Be able to support individuals to keep mobile.	3.1. Promote active participation during a mobility activity.		
	3.2. Assist an individual to use mobility appliances correctly and safely.		
	3.3. Give feedback and encouragement to the individual during mobility activities.		
4. Be able to observe, record and report on activities to support mobility.	4.1. Observe an individual to monitor changes and responses during a mobility activity.		
	4.2. Record observations of mobility activity.		
	4.3. Report on progress and/or problems relating to the mobility activity including: <ul style="list-style-type: none"> • choice of activities • equipment • appliances • the support provided. 		

Learner declaration of 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 2002

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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 215

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Mobility activities may include:

- exercises
- physiotherapy
- occupational therapy
- household activities
- group activities.

An **individual** is someone requiring care or support

Others may include:

- family
- friends
- advocates
- mobility specialists
- line manager
- others who are important to the individual's well-being.

	<p>Mobility equipment and appliances may include:</p> <ul style="list-style-type: none">• wheel chairs• sticks• walking frames• custom-made appliances. <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

HSC 2003: Provide support to manage pain and discomfort

Unit reference K/601/9025

Level 2

Credit value 2

GLH 15

Unit aim This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills to provide support for managing pain and discomfort.

It covers approaches to pain management, assistance in minimising pain and discomfort and monitoring, recording and reporting on the management of pain and discomfort.

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 approaches to managing pain and discomfort.	1.1. Explain the importance of a holistic approach to managing pain and discomfort.		
	1.2. Describe different approaches to alleviate pain and minimise discomfort.		
	1.3. Outline agreed ways of working that relate to managing pain and discomfort.		
2. Be able to assist in minimising individuals' pain or discomfort.	2.1. Describe how pain and discomfort may affect an individual's well-being and communication.		
	2.2. Encourage an individual to express feelings of discomfort or pain.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Encourage an individual to use self-help methods of pain control.		
	2.4. Assist an individual to be positioned safely and comfortably.		
	2.5. Carry out agreed measures to alleviate pain and discomfort.		
3. Be able to monitor, record and report on the management of individuals' pain or discomfort.	3.1. Carry out required monitoring activities relating to management of an individual's pain or discomfort.		
	3.2. Complete records in required ways.		
	3.3. Report findings and concerns as required.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 2003

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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	HSC216 CHS 6
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	An individual is someone requiring care or support. Agreed ways of working will include policies and procedures where these exist.
Additional unit assessment requirements - provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

HSC 2004: Contribute to monitoring the health of individuals affected by health conditions

Unit reference M/601/9026

Level 2

Credit value 2

GLH 18

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to observe, monitor, record and report on the health of individuals affected by health conditions.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes 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 monitoring of the health of individuals affected by health conditions.	1.1 Explain the importance of monitoring the health of individuals affected by a health condition.		
	1.2. Describe ways in which the health of individuals can be monitored.		
2. Be able to carry out observations of the health of individuals affected by health conditions.	2.1. Identify what observations have been agreed to monitor the health condition of an individual .		
	2.2. Carry out required observations in ways that: <ul style="list-style-type: none"> • respect the individual's dignity and privacy • reassure the individual and minimise any fears or concerns • follow agreed ways of working. 		

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 record and report on observations.	3.1. Record required indicators of an individual's condition.		
	3.2. Report changes in the individual's condition, in line with agreed ways of working.		
	3.3. Explain when changes may be needed to usual recording and reporting requirements about an individual's health condition.		
4. Be able to respond to changes in an individual's condition.	4.1. Take immediate action in line with agreed ways of working when changes in an individual's health cause concern.		
	4.2. Work with others to review information about changes in an individual's health.		
	4.3. Clarify own understanding about changes to requirements for monitoring.		
	4.4. Implement required changes to monitoring processes.		

Learner declaration of 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 2004

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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	HSC224
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Health may include aspects that affect:</p> <ul style="list-style-type: none"> • physical health • psychological well-being. <p>An individual is someone requiring care or support.</p> <p>Agreed ways of working will include policies and procedures, where these exist.</p> <p>Observations may include:</p> <ul style="list-style-type: none"> • informal observations • physical measurements • other agreed ways of monitoring. <p>Others may include:</p> <ul style="list-style-type: none"> • the individual • family members • line manager • other professionals • others who are important to the individual's well-being.
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

HSC 2005: Support individuals to carry out their own health care procedures

Unit reference D/601/8017

Level 2

Credit value 2

GLH 15

Unit aim This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to carry out their own health care procedures safely.

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 health care procedures likely to be undertaken by individuals .	1.1. Identify treatments and physical measurements likely to be undertaken by individuals.		
	1.2. Explain reasons why physical measurements and specimens might need to be taken.		
	1.3. Describe possible adverse reactions individuals may experience when undertaking their own health care procedures.		
2. Be able to support individuals to prepare to carry out their own health care procedures.	2.1. Establish with others own role in supporting individuals to carry out their own health care procedures.		
	2.2. Promote safe storage of supplies.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Support the individual to prepare equipment and the environment to carry out procedures.		
	2.4. Support the individual's understanding about correct techniques for procedures.		
	2.5. Check the individual's understanding about when to seek advice or take immediate action when carrying out health care procedures.		
3. Be able to support individuals to carry out health care procedures.	3.1. Assist the individual to carry out health care procedures in a way that promotes active participation .		
	3.2. Promote safe disposal of supplies used for procedures.		
	3.3. Support the individual to record measurements and store records safely.		
4. Be able to monitor health care procedures undertaken by individuals.	4.1. Monitor the accuracy, timing and outcomes of health care procedures carried out by the individual.		
	4.2. Record and report any adverse reactions or other concerns, in line with agreed ways of working .		
	4.3. Describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed.		

Learner declaration of 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 2005

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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	HSC225.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An individual is someone requiring care or support.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • family • friends • advocates • health care professionals • others who are important to the individual's well-being. <p>Correct techniques may include:</p> <ul style="list-style-type: none"> • timings • hygiene • use of equipment • safe disposal • recording. <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>Agreed ways of working will include policies and procedures where these exist.</p>
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning Outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

HSC 2007: Support independence in the tasks of daily living

Unit reference T/601/8637

Level 2

Credit value 5

GLH 33

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas.

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 principles for supporting independence in the tasks of daily living.	1.1. Explain how individuals can benefit from being as independent as possible in the tasks of daily living.		
	1.2. Explain how active participation promotes independence in the tasks of daily living.		
	1.3. Describe how daily living tasks may be affected by an individual's culture or background.		
	1.4. Explain the importance of providing support that respects the individual's culture and preferences.		
	1.5. Describe how to identify suitable opportunities for an individual to learn or practice skills for daily living.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.6. Explain why it is important to establish roles and responsibilities for providing support.		
2. Be able to establish what support is required for daily living tasks.	2.1. Access information about support for daily living tasks, using an individual's care plan and agreed ways of working .		
	2.2. Clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks.		
	2.3. Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks.		
3. Be able to provide support for planning and preparing meals.	3.1. Support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences.		
	3.2. Support the individual to store food safely.		
	3.3. Support the individual to prepare food in a way that promotes active participation and safety.		
4. Be able to provide support for buying and using household and personal items.	4.1. Identify different ways of buying household and personal items.		
	4.2. Work with the individual to identify household and personal items that are needed.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Support the individual to buy items in their preferred way.		
	4.4. Support the individual to store items safely.		
	4.5. Support the individual to use items safely.		
5. Be able to provide support for keeping the home clean and secure.	5.1. Support the individual to keep their home clean, in a way that promotes active participation and safety.		
	5.2. Describe different risks to home security that may need to be addressed.		
	5.3. Support the individual to use agreed security measures.		
6. Be able to identify and respond to changes needed in support for daily living tasks.	6.1. Enable the individual to express views about the support provided to increase independence in daily living tasks.		
	6.2. Record changes in the individual's circumstances that may affect the type or level of support required.		
	6.3. Adapt support in agreed ways to address concerns, changes or increased independence.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 2007

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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 27 HSC 29.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An individual is someone requiring care or support.</p> <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>A care plan may be known by other names e.g.: support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.</p> <p>Agreed ways of working will include policies and procedures where these exist.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • family or friends of the individual • advocate • line manager. <p>Difficulties or concerns may include:</p> <ul style="list-style-type: none"> • risks to the individual's health, safety or security • concerns about the ability, skills or willingness of the individual to participate in daily living tasks • insufficient time, equipment or other resources to provide agreed support. <p>A healthy diet is one that:</p> <ul style="list-style-type: none"> • follows current guidelines for healthy eating • meets any specific nutritional requirements for the individual.
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>

HSC 2011: Support individuals to access and use information about services and facilities

Unit reference A/601/7926

Level 2

Credit value 3

GLH 20

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and give feedback on information about services and facilities.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Know ways to support individuals to access information on services and facilities.	1.1. Identify the types of services and facilities about which individuals may require information.		
	1.2. Identify possible barriers to accessing and understanding information.		
	1.3. Describe ways to overcome barriers to accessing information.		
	1.4. Identify a range of formats, translations and technology that could make information more accessible for individuals.		
	1.5. Describe types of support individuals may need to enable them to identify and understand information.		

Learning outcomes 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 work with individuals to select and obtain information about services and facilities.	2.1. Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities.		
	2.2. Work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes.		
	2.3. Support an individual to obtain selected information in their preferred format and language.		
3. Be able to work with individuals to access and use information about services and facilities.	3.1. Support an individual to access the content of information about services and facilities.		
	3.2. Demonstrate ways to check an individual's understanding of the information.		
	3.3. Work with an individual to access a service or facility using the information, in ways that promote active participation .		
	3.4. Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information.		
4. Be able to support individuals to evaluate the information accessed on services and facilities.	4.1. Support an individual to give feedback on whether information on services and facilities has met their needs and preferences.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information.		
	4.3. Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals.		

Learner declaration of 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 2011

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An individual is someone requiring care or support.</p> <p>Services and facilities may include:</p> <ul style="list-style-type: none">• services provided within an individual's home• services to enable individuals to meet their social care needs• community facilities. <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support rather than a passive recipient.</p> <p>Issues or concerns may include those relating to:</p> <ul style="list-style-type: none">• ineligibility• lack of availability• conditions for access.
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

HSC 2012: Support individuals who are distressed

Unit reference L/601/8143

Level 2

Credit value 3

GLH 21

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes 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 causes and effects of distress.	1.1. Identify common causes of distress.		
	1.2. Describe signs that may indicate an individual is distressed.		
	1.3. Explain how distress may affect the way an individual communicates.		
	1.4. Explain how working with an individual who is distressed may impact on own well-being.		
2. Be able to prepare to support individuals who are experiencing distress.	2.1. Access information and advice about supporting an individual through a time of distress.		
	2.2. Establish signs of distress that would indicate the need for specialist intervention.		
	2.3. Describe how to access specialist intervention.		

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 sources of support to manage own feelings when working with an individual who is distressed.		
3. Be able to support individuals through periods of distress.	3.1. Communicate empathy and reassurance in ways that respect the individual's dignity, culture and beliefs.		
	3.2. Demonstrate ways to alleviate immediate distress.		
	3.3. Adapt support in response to the individual's reactions.		
	3.4. Demonstrate how to involve others in supporting an individual who is distressed.		
4. Be able to support individuals to reduce distress.	4.1. Encourage the individual to express thoughts and feelings about troubling aspects of their life.		
	4.2. Work with the individual and others to identify triggers for distress.		
	4.3. Work with an individual and others to reduce triggers or alleviate causes of distress.		
	4.4. Encourage the individual to review their usual ways of coping with distress.		
5. Be able to record and report on an individual's distress.	5.1. Maintain records relating to the individual's distress and the support provided.		
	5.2. Report on periods of distress in line with agreed ways of working.		

Learner declaration of 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 2012

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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 226.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Causes of distress may be:</p> <ul style="list-style-type: none"> • internal to the individual • related to support needs • related to support provision • related to loss • related to change <p>Individual: An individual is someone requiring care or support.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • family • friends • advocates • line manager • other professionals • others who are important to the individual's well-being.
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>

HSC 2014: Support individuals to eat and drink

Unit reference M/601/8054

Level 2

Credit value 2

GLH 15

Unit aim This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes 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. Be able to support individuals to make choices about food and drink.	1.1. Establish with an individual the food and drink they wish to consume.		
	1.2. Encourage the individual to select suitable options for food and drink.		
	1.3. Describe ways to resolve any difficulties or dilemmas about the choice of food and drink.		
	1.4. Describe how and when to seek additional guidance about an individual's choice of food and drink.		
2. Be able to prepare to provide support for eating and drinking.	2.1. Identify the level and type of support an individual requires when eating and drinking.		
	2.2. Demonstrate effective hand-washing and use of protective clothing when handling food and drink.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences.		
	2.4. Provide suitable utensils to assist the individual to eat and drink.		
3. Be able to provide support for eating and drinking.	3.1. Describe factors that help promote an individual's dignity, comfort and enjoyment while eating and drinking.		
	3.2. Support the individual to consume manageable amounts of food and drink at their own pace.		
	3.3. Provide encouragement to the individual to eat and drink.		
	3.4. Support the individual to clean themselves if food or drink is spilt.		
	3.5. Adapt support in response to an individual's feedback or observed reactions while eating and drinking.		
4. Be able to clear away after food and drink.	4.1. Explain why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away.		
	4.2. Confirm that the individual has finished eating and drinking.		
	4.3. Clear away used crockery and utensils in a way that promotes active participation .		
	4.4. Support the individual to make themselves clean and tidy after eating or drinking.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to monitor eating and drinking and the support provided.	5.1. Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter.		
	5.2. Carry out and record agreed monitoring processes.		
	5.3. Report on the support provided for eating and drinking in accordance with agreed ways of working .		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 2014

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 213 HSC 214.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An individual is someone requiring care or support.</p> <p>Suitable options will take account of:</p> <ul style="list-style-type: none"> • expressed wishes and preferences • general nutrition principles • specific dietary requirements • religious, cultural and personal beliefs • resources available. <p>Ways to prepare to eat and drink may include:</p> <ul style="list-style-type: none"> • choosing where to eat • choosing with whom to eat • protecting clothes from potential spills • taking up a comfortable position <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>Agreed ways of working will include policies and procedures where these exist.</p>
Additional unit assessment requirements - provided with the unit	Unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

HSC 2015: Support individuals to meet personal care needs

Unit reference F/601/8060

Level 2

Credit value 2

GLH 16

Unit aim This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills needed to support individuals to meet personal care needs. It covers supporting the individual to use toilet facilities, maintain personal hygiene and manage their personal appearance.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Be able to work with individuals to identify their needs and preferences in relation to personal care.	1.1. Encourage an individual to communicate their needs, preferences and personal beliefs affecting their personal care .		
	1.2. Establish the level and type of support and individual needs for personal care.		
	1.3. Agree with the individual how privacy will be maintained during personal care.		
2. Be able to provide support for personal care safely.	2.1. Support the individual to understand the reasons for hygiene and safety precautions.		
	2.2. Use protective equipment, protective clothing and hygiene techniques to minimise the risk 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
	2.3. Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care.		
	2.4. Describe ways to ensure the individual can summon help when alone during personal care.		
	2.5. Ensure safe disposal of waste materials.		
3. Be able to support individuals to use the toilet.	3.1. Provide support for the individual to use toilet facilities in ways that respect dignity.		
	3.2. Support the individual to make themselves clean and tidy after using toilet facilities.		
4. Be able to support individuals to maintain personal hygiene.	4.1. Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care.		
	4.2. Ensure toiletries, materials and equipment are within reach of the individual.		
	4.3. Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation .		
5. Be able to support individuals to manage their personal appearance .	5.1. Provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation.		

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. Encourage the individual to keep their clothing and personal care items clean, safe and secure.		
6. Be able to monitor and report on support for personal care.	6.1. Seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences.		
	6.2. Monitor personal care functions and activities in agreed ways.		
	6.3. Record and report on an individual's personal care in agreed ways.		

Learner declaration of 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 2015

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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

HSC218.

Guidance for developing assessment arrangements for the unit:	
<p>Guidance for developing unit assessment arrangements – provided with the unit</p>	<p>Personal care in this unit refers to using toilet facilities, maintaining personal hygiene and attending to personal appearance.</p> <p>An individual is someone requiring care or support.</p> <p>Toilet facilities may include:</p> <ul style="list-style-type: none"> • toilet • commode • bedpan • urinal <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>Activities an individual may use to manage their personal appearance may include:</p> <ul style="list-style-type: none"> • hair care • nail care • shaving • skin care • use of cosmetics • use of prostheses & orthoses. <p>Others may include:</p> <ul style="list-style-type: none"> • family • friends • advocates • specialists • health care professionals • others who are important to the individuals well-being.
<p>Additional unit assessment requirements - provided with the unit</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's .Assessment Principles.</p> <p>All learning outcomes must be assessed in a real work environment.</p>

HSC 2016: Support individuals to manage continence

Unit reference J/601/8058

Level 2

Credit value 3

GLH 19

Unit aim This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to manage continence. It covers the factors affecting continence, the management of continence and the use of continence equipment.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand factors that affect the management of continence.	1.1. Explain how difficulties with continence can affect an individual's self-esteem, health and their day to day activities.		
	1.2. List common causes of difficulties with continence.		
	1.3. Explain how an individual's personal beliefs and values may affect the management of continence.		
	1.4. Describe ways to protect an individual's privacy whilst managing continence.		
2. Be able to support individuals to manage their own continence.	2.1. Encourage an individual to express preferences and concerns about continence needs.		
	2.2. Support the individual to understand the effects of lifestyle on continence.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Explain how and when to access additional guidance about support for continence.		
3. Be able to support the use of equipment to manage continence.	3.1. Access information about continence equipment recommended for the individual.		
	3.2. Agree with the individual their preferred times and places for using continence equipment.		
	3.3. Agree the level and type of support required for use of equipment.		
	3.4. Support the individual to use continence equipment in ways that respect dignity and privacy and promote active participation .		
4. Be able to support continence safely.	4.1. Identify risks that may arise while supporting continence.		
	4.2. Encourage the individual to maintain personal hygiene whilst managing continence.		
	4.3. Dispose of used equipment and soiled materials safely.		
	4.4. Ensure the environment is clean, tidy and accessible before and after use.		
	4.5. Use protective equipment, protective clothing and hygiene techniques to minimise risks.		
5. Be able to monitor and report on support for managing continence.	5.1. Use agreed processes to monitor continence and support for managing continence.		

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. Record and report on support for managing continence in agreed ways.		

Learner declaration of 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 2016

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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 219.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit.	<p>This unit must be assessed in accordance with Skills for Care Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p> <p>An individual is someone requiring care or support.</p> <p>Lifestyle factors affecting continence may include:</p> <ul style="list-style-type: none"> • diet • patterns of eating and drinking • exercise and mobility • use of medication • daily routines. <p>Equipment may include:</p> <ul style="list-style-type: none"> • pads • commode • bedpan • urinal. <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>Risks may include risks to:</p> <ul style="list-style-type: none"> • the individual • the learner • others.
Additional unit assessment requirements - provided with the unit.	Unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

HSC 2017: Provide agreed support for foot care

Unit reference R/601/8063

Level 2

Credit value 3

GLH 23

Unit aim This unit is aimed at those working in a wide range of settings. It is for learners who provide foot care for individuals as specified by a podiatrist. It covers the practical treatment of feet as well as knowledge about common conditions of the feet.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.			
1. Understand the signs and causes of foot and toe-nail abnormalities.	1.1. Describe the effects of common medical conditions on the feet and toe-nails.		
	1.2. Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toe-nails.		
2. Be able to prepare to provide support for assessed foot care needs .	2.1. Ascertain information about an individual's assessed foot care needs.		
	2.2. Ensure the setting for foot care meets the individual's preferences and maintains privacy.		
	2.3. Prepare the equipment required for treatment.		
	2.4. Prepare the individual's feet for treatment, in a way that promotes active participation .		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Describe how and when to access additional guidance about assessed foot care needs.		
3. Be able to promote the individual's engagement in their own foot care.	3.1. Support the individual's understanding of any treatments, equipment or dressings to be used.		
	3.2. Invite feedback from the individual on how their foot care is carried out.		
	3.3. Explain why advice should not be given unless agreed with the podiatrist.		
4. Be able to provide foot care safely.	4.1. Carry out agreed foot care treatments in accordance with instructions.		
	4.2. Operate equipment safely and in accordance with instructions.		
	4.3. Use protective equipment, protective clothing and hygiene techniques to minimise risks.		
	4.4. Dispose of waste products safely.		
5. Be able to record and report on foot care.	5.1. Record the condition of the individual's feet before treatment.		
	5.2. Record treatments carried out.		
	5.3. Explain how to record any adverse reactions or responses to treatments or dressings.		

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. Report on foot care treatments, conditions and reactions in agreed ways.		

Learner declaration of 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 2017

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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 220
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p> <p>Medical conditions may include:</p> <ul style="list-style-type: none"> • diabetes • arthritis • peripheral vascular disease • eczema • Hallux abductovalgus operations. <p>Assessed foot care needs are the needs and treatments specified for an individual by a podiatrist.</p> <p>An individual is someone requiring care or support.</p> <p>Equipment may include:</p> <ul style="list-style-type: none"> • rasps • files • scissors • forceps • drills • probes. <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>
Additional unit assessment requirements - provided with the unit	Unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

HSC 2022: Contribute to the care of a deceased person

Unit reference R/601/8256 **Level** 2

Credit value 3 **GLH** 24

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes 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. Know the factors that affect how individuals are cared for after death.	1.1. Outline legal requirements and agreed ways of working that underpin the care of deceased individuals.		
	1.2. Describe how beliefs and religious and cultural factors affect how deceased individuals are cared for.		
	1.3. Identify the physical changes that take place after death and how this may affect laying out and moving individuals.		
	1.4. Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals.		
	1.5. Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions.		

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 contribute to supporting those who are close to deceased individuals.	2.1. Describe the likely immediate impact of an individual's death on others who are close to the deceased individual.		
	2.2. Support others immediately following the death of the individual in ways that: <ul style="list-style-type: none"> • reduce their distress • respect the deceased individual. 		
3. Be able to contribute to preparing deceased individuals prior to transfer.	3.1. Follow agreed ways of working to ensure that the deceased person is correctly identified.		
	3.2. Carry out agreed role in preparing the deceased individual in a manner that respects their dignity, beliefs and culture.		
	3.3. Use protective clothing to minimise the risk of infection during preparation of the deceased individual.		
	3.4. Contribute to recording any property and valuables that are to remain with the deceased individual.		
4. Be able to contribute to transferring deceased individuals.	4.1. Carry out agreed role in contacting appropriate organisations .		
	4.2. Carry out agreed role in transferring the deceased individual in line with agreed ways of working and any wishes expressed by the individual.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Record details of the care and transfer of the deceased person in line with agreed ways of working.		
5. Be able to manage own feelings in relation to the death of individuals.	5.1. Identify ways to manage own feelings in relation to an individual's death.		
	5.2. Utilise support systems to deal with own feelings in relation to an individual's death.		

Learner declaration of 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 2022

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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	HSC239.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Agreed ways of working will include policies and procedures where these exist.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • family • friends • own colleagues • others who were involved in the life of the individual. <p>Appropriate organisations may include:</p> <ul style="list-style-type: none"> • mortuary • funeral directors • places of worship.
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of those involved.</p>

HSC 2024: Undertake agreed pressure area care

Unit reference T/601/8721

Level 2

Credit value 4

GLH 30

Unit aim

This unit is aimed at health and social care staff providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.

Learner name:**Centre no:****PIN:****ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 5 and 6 must be assessed in a real work environment.			
1. Understand the anatomy and physiology of the skin in relation to pressure area care.	1.1. Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores.		
	1.2. Identify pressure sites of the body.		
	1.3. Identify factors which might put an individual at risk of skin breakdown and pressure sores.		
	1.4. Describe how incorrect handling and moving techniques can damage the skin.		
	1.5. Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores.		
	1.6. Describe changes to an individual's skin condition that should be reported.		

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 good practice in relation to own role when undertaking pressure area care.	2.1. Identify legislation and national guidelines affecting pressure area care.		
	2.2. Describe agreed ways of working relating to pressure area care.		
	2.3. Describe why team working is important in relation to providing pressure area care.		
3. Be able to follow the agreed care plan.	3.1. Describe why it is important to follow the agreed care plan.		
	3.2. Ensure the agreed care plan has been checked prior to undertaking the pressure area care.		
	3.3. Identify any concerns with the agreed care plan prior to undertaking the pressure area care.		
	3.4. Describe actions to take where any concerns with the agreed care plan are noted.		
	3.5. Identify the pressure area risk assessment tools which are used in own work area.		
	3.6. Explain why it is important to use risk assessment tools.		
4. Understand the use of materials, equipment and resources available when undertaking pressure area care.	4.1. Identify a range of aids or equipment used to relieve pressure.		
	4.2. Describe safe use of aids and equipment.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Identify where up-to-date information and support can be obtained about: <ul style="list-style-type: none"> • materials • equipment • resources. 		
5. Be able to prepare to undertake pressure area care.	5.1. Prepare equipment and environment in accordance with health and safety guidelines.		
	5.2. Obtain valid consent for the pressure area care.		
6. Be able to undertake pressure area care.	6.1. Carry out pressure area care procedure in a way that: <ul style="list-style-type: none"> • respects the individual's dignity and privacy • maintains safety • ensures the individual's comfort • promotes active participation • promotes partnership working. 		
	6.2. Apply standard precautions for infection prevention and control.		
	6.3. Carry out the pressure area care procedure without obstruction from bedding and clothing.		
	6.4. Move an individual using approved techniques and in accordance with the agreed care plan.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.5. Use pressure relieving aids in accordance with the care plan and any safety instructions.		
	6.6. Communicate effectively with the individual throughout the intervention.		
	6.7. Complete all records and documentation accurately and legibly.		

Learner declaration of 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 2024

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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	CHS 5
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Agreed ways of working includes policies and procedures where these exist.</p> <p>Valid consent must be in line with agreed UK country definition.</p> <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with the Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 3, 5 and 6 must be assessed in a real work environment.</p>

HSC 2025: Support individuals undergoing healthcare activities

Unit reference L/601/8725

Level 2

Credit value 3

GLH 22

Unit aim This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes 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 healthcare activities in order to support individuals.	1.1. Describe relevant anatomy and physiology in relation to the healthcare activity.		
	1.2. Explain the purposes and use of medical equipment and devices required for the procedure.		
	1.3. Explain the roles and responsibilities of team members.		
	1.4. State protection/precautionary measures: <ul style="list-style-type: none"> • appropriate to the procedure being carried out • how they should be applied • the implications and consequences of not applying these measures. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states.		
	1.6. Explain how to complete records of the actions taken and the individual's condition during the healthcare activity.		
2. Be able to prepare individuals to undergo healthcare activities.	2.1. Confirm the individual's identity and gain valid consent.		
	2.2. Describe any concerns and worries that an individual may have in relation to healthcare activities.		
	2.3. Describe ways of responding to these concerns.		
	2.4. Explain the procedure to the individual.		
	2.5. Agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences.		
	2.6. Refer any concerns or questions to others if unable to answer.		
	2.7. Support an individual to prepare and position for the procedure ensuring that privacy and dignity is maintained at all times.		
3. Be able to support individuals undergoing healthcare activities.	3.1. Inform and reassure individuals.		
	3.2. Apply standard precautions for infection prevention and control.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Apply health and safety measures relevant to the healthcare activity and environment.		
	3.4. Recognise any ill effects or adverse reactions.		
	3.5. Take actions in response to any ill effects or adverse reactions.		
	3.6. Ensure that an individual's privacy and dignity is maintained at all times.		
4. Be able to support individuals following the healthcare activities.	4.1. Provide the individual with the facilities and support for the period of recovery.		
	4.2. Monitor an individual and recognise signs of ill effects or adverse reactions.		
	4.3. Take action in response to any ill effects or adverse reactions.		
	4.4. Give individuals and relevant others instructions and advice where this is within own role.		
	4.5. Confirm any requirements for transport and escorts.		
	4.6. Maintain confidentiality of information in accordance with guidelines and procedure.		

Learner declaration of 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 2025

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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 222 (GEN 5).

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Prepare and position includes assisting the individual to move into the required position.

Others may include:

- the individual
- family members
- line manager
- other health professionals
- others who are important to the individual's well-being.

Additional unit assessment requirements - provided with the unit

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

HSC 2026: Obtain and test capillary blood samples

Unit reference T/601/8850

Level 3

Credit value 4

GLH 30

Unit aim This unit is aimed at health & social care workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples.	1.1. Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples.		
2. Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples.	2.1. Describe the structure and purpose of capillary blood vessels.		
	2.2. Explain blood clotting processes and the factors that influence blood clotting.		
3. Be able to prepare to obtain capillary blood samples.	3.1. Confirm the individual's identity and obtain valid consent .		
	3.2. Select and prepare an appropriate site for obtaining the sample taking into account the individual's preferences.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Provide support and reassurance to address the individual's needs and concerns.		
	3.4. Communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences.		
4. Be able to obtain capillary blood samples.	4.1. Apply health and safety measures relevant to the procedure and environment.		
	4.2. Apply standard precautions for infection prevention and control.		
	4.3. Describe the different reasons for obtaining capillary blood samples.		
	4.4. Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual.		
	4.5. Use the selected materials, equipment and containers/slides in accordance with agreed procedures.		
	4.6. Obtain blood samples in the correct sequence when obtaining multiple samples.		
	4.7. Ensure stimulation of blood flow.		
	4.8. Select alternative sites where necessary.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.9. Carry out the correct procedure for encouraging closure and blood clotting at the site.		
	4.10. Respond to any indication of an adverse reaction, complication or problem during the procedure.		
	4.11. Demonstrate correct labelling, packaging, transportation, storage and use of appropriate attached documentation in relation to blood samples to include: <ul style="list-style-type: none"> • legibility of labelling and documentation • temperature control of storage • immediacy of transportation. 		
	4.12. Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications.		
5. Be able to test and record the results of blood samples.	5.1. Test the sample, using the approved method in line with organisational procedure.		
	5.2. Describe normal or expected results for particular tests.		
	5.3. Recognise and interpret normal, expected and abnormal results.		
	5.4. Ensure that results are passed on to an appropriate staff member for interpretation as required.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.5. Record results fully and accurately and forward according to local requirements.		
6. Be able to pass on the results of blood samples.	6.1. Communicate the results of the tests and any further action required to the individual.		
	6.2. Respond to questions and concerns from individuals providing accurate information.		
	6.3. Refer issues outside own responsibility to an appropriate staff member.		

Learner declaration of 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 2026

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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	CHS131.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Valid consent must be in line with agreed UK country definition.
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.</p>

HSC 2027: Obtain and test specimens from individuals

Unit reference J/601/8853

Level 2

Credit value 2

GLH 12

Unit aim This unit is aimed at those working in health care settings. This unit provides the learner with the knowledge and skills required to obtain and test specimens, excluding blood samples.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.			
1. Understand the processes involved in obtaining and testing specimens from individuals.	1.1. Identify the different types of specimens that may be obtained.		
	1.2. Describe the tests and investigations that may be carried out upon the specimens.		
	1.3. Identify the correct equipment and materials used in the collection and transport of specimens.		
2. Be able to prepare to obtain specimens from individuals.	2.1. Confirm the individual's identity and obtain valid consent .		
	2.2. Ensure the individual's privacy and dignity is maintained at all times.		
	2.3. Identify any aspects of the individual's ethnic and religious background which might affect the procedure.		

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. Communicate with the individual in a medium appropriate to their needs and preferences.		
	2.5. Demonstrate that the required preparations have been completed including materials and equipment.		
3. Be able to obtain specimens from individuals.	3.1. Provide the correct container for the individual to be able to provide the specimen for themselves.		
	3.2. Collect the specimen where the individual cannot provide the specimen for themselves.		
	3.3. Describe possible problems in collecting specimens and how and when these should be reported.		
	3.4. Demonstrate the correct collection, labelling and storage of specimens.		
	3.5. Complete and attach relevant documentation.		
4. Be able to test specimens.	4.1. Demonstrate the appropriate tests for a range of specimens obtained.		
	4.2. Demonstrate appropriate health and safety measures relevant to the procedure and environment to include: <ul style="list-style-type: none"> • standard precautions for infection prevention and control • use of personal protective equipment. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to report on the outcomes on the test of specimens.	5.1. Show the correct process for reporting and recording test results.		
	5.2. Describe the actions to be taken when the results are outside the normal range.		
	5.3. Communicate test results in accordance with agreed ways of working .		
	5.4. Describe why it is important to understand the implications the test results may have on the individual.		
6. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens.	6.1. Explain current legislation, national guidelines, organisational policies and protocols which affect working practice.		
	6.2. Identify the potential hazards and other consequences related to incorrect labelling of specimens.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 2027

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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	CHS7.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Different types of specimens – excludes blood.</p> <p>Valid consent must be in line with agreed UK country definition.</p> <p>Agreed ways of working will include policies and procedures where these exist.</p>
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>

HSC 2028: Move and position individuals in accordance with their plan of care

Unit reference J/601/8027

Level 2

Credit value 4

GLH 26

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand anatomy and physiology in relation to moving and positioning individuals.	1.1. Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals.		
	1.2. Describe the impact of specific conditions on the correct movement and positioning of an individual.		
2. Understand current legislation and agreed ways of working when moving and positioning individuals.	2.1. Describe how current legislation and agreed ways of working affect working practices related to moving and positioning individuals.		
	2.2. Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this.		
3. Be able to minimise risk before moving and positioning individuals.	3.1. Access up-to-date copies of risk assessment documentation.		

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. Carry out preparatory checks using: <ul style="list-style-type: none"> the individual's care plan the moving and handling risk assessment. 		
	3.3. Identify any immediate risks to the individual.		
	3.4. Describe actions to take in relation to identified risks.		
	3.5. Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment.		
	3.6. Prepare the immediate environment ensuring: <ul style="list-style-type: none"> adequate space for the move in agreement with all concerned that potential hazards are removed. 		
	3.7. Apply standard precautions for infection prevention and control.		
4. Be able to prepare individuals before moving and positioning.	4.1. Demonstrate effective communication with the individual to ensure that they: <ul style="list-style-type: none"> understand the details and reasons for the action/activity being undertaken agree the level of support required. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Obtain valid consent for the planned activity.		
5. Be able to move and position an individual.	5.1. Follow the care plan to ensure that the individual is positioned: <ul style="list-style-type: none"> • using the agreed technique • in a way that will avoid causing undue pain or discomfort. 		
	5.2. Demonstrate effective communication with any others involved in the manoeuvre.		
	5.3. Describe the aids and equipment that may be used for moving and positioning.		
	5.4. Use equipment to maintain the individual in the appropriate position.		
	5.5. Encourage the individual's active participation in the manoeuvre.		
	5.6. Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction.		
	5.7. Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due.		
6. Know when to seek advice from and/or involve others when moving and positioning an individual.	6.1. Describe when advice and/or assistance should be sought to move or handle an individual safely.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.2. Describe what sources of information are available about moving and positioning individuals.		

Learner declaration of 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 2028

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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	CHS6.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Agreed ways of working will include policies and procedures and guidelines where these exist.</p> <p>Valid consent must be in line with agreed UK country definition.</p> <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>
Additional unit assessment requirements - provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 3, 4 and 5 must be assessed in a real work environment.</p>

HSC 2030: Provide support for sleep

Unit reference Y/601/9490

Level 2

Credit value 2

GLH 13

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to establish conditions suitable for sleep and support the individual to sleep.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand the importance of sleep.	1.1. Explain how sleep contributes to an individual's well-being.		
	1.2. Identify reasons why an individual may find it hard to sleep.		
	1.3. Describe the possible short-term and long-term effects on an individual who is unable to sleep well.		
2. Be able to establish conditions suitable for sleep.	2.1. Describe conditions likely to be suitable for sleep.		
	2.2. Minimise aspects of the environment likely to make sleep difficult for an individual.		
	2.3. Adjust own behaviour to contribute to a restful environment.		
	2.4. Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep.		

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 assist an individual to sleep.	3.1. Explain the importance of a holistic approach to assisting sleep.		
	3.2. Encourage the individual to communicate the support they need to sleep.		
	3.3. Assist the individual to find a position for sleep consistent with their plan of care.		
	3.4. Support the individual to use aids for sleep in ways that reflect the plan of care and follow agreed ways of working .		
4. Be able to monitor sleep.	4.1. Establish with the individual and others how sleep will be monitored.		
	4.2. Record agreed observations relating to the individual's sleep and the assistance given.		
5. Know how to access information and advice about difficulties with sleep.	5.1. Describe situations in which additional information or assistance about sleep would be needed.		
	5.2. Explain how to access additional information and assistance.		

Learner declaration of 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 2030

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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

HSC216.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

An **individual** is someone requiring care or support.

Agreed ways of working will include policies and procedures where these exist.

Others may include:

- family
- friends
- advocates
- line manager
- health professionals
- others who are important to the individual's well-being.

Additional unit assessment requirements - provided with the unit

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

HSC 3002: Provide support to continue recommended therapies

Unit reference A/601/9028

Level 3

Credit value 3

GLH 20

Unit aim This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.			
1. Understand the importance of supporting individuals to continue recommended therapies.	1.1. Analyse the potential benefits of recommended therapies to an individual's health and well-being.		
	1.2. Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation.		
2. Be able to encourage individuals to complete activities recommended by therapists.	2.1. Establish agreement on an individual's needs and preferences about continuing a recommended therapy.		
	2.2. Provide opportunities for an individual to access information about the benefits of continuing the recommended therapy.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Describe how to overcome an individual's fears or concerns about continuing the recommended therapy.		
3. Be able to support individuals to continue recommended therapy.	3.1. Clarify with the therapist the information needed before providing support for the therapy.		
	3.2. Promote active participation during therapy.		
	3.3. Address difficulties encountered during therapy.		
	3.4. Provide constructive feedback and encouragement to the individual during therapy.		
4. Be able to observe, record and report on observations during recommended therapy.	4.1. Establish with the individual and others what observations need to be made during therapy sessions.		
	4.2. Carry out agreed observations.		
	4.3. Record agreed observations as required.		
	4.4. Report on the findings of observations to individuals and others.		
5. Be able to contribute to evaluation and review of recommended therapies.	5.1. Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided.		
	5.2. Carry out agreed role to support the evaluation, using observations and feedback from the individual and others.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Agree changes to therapy sessions or the support provided.		

Learner declaration of 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 3002

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	This unit relates to NOS HSC 352.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning Outcomes 2, 3, 4 and 5 must be assessed in a real work situation.</p>
Unit assessment guidance – provided by the sector	<p>Therapies may include:</p> <ul style="list-style-type: none"> • occupational therapy • physiotherapy • hydrotherapy • aromatherapy. <p>An individual is someone requiring care or support.</p> <p>Information may include:</p> <ul style="list-style-type: none"> • intended outcomes of the therapy • activities needed to continue the therapy • learner's role and responsibilities • how to set up the environment and use equipment and materials • most effective ways of supporting an individual. <p>Active Participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>Ways to address difficulties may include:</p> <ul style="list-style-type: none"> • making adjustments to the level or type of support provided • stopping therapy activities if individual is in pain or distress • seeking additional support from therapists and others when problems and difficulties are beyond own competence.

	<p>Others may include:</p> <ul style="list-style-type: none">• family• friends• advocates• specialist therapists• others who are important to the individual's well-being.
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HSC 3003: Provide support to maintain and develop skills for everyday life

Unit reference L/601/8028

Level 3

Credit value 4

GLH 28

Unit aim This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills required to work with individuals to retain, regain and develop skills for everyday life.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand the context of supporting skills for everyday life.	1.1. Compare methods for developing and maintaining skills for everyday life.		
	1.2. Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life.		
	1.3. Explain how maintaining, regaining or developing skills can benefit individuals.		
2. Be able to support individuals to plan for maintaining and developing skills for everyday life.	2.1. Work with an individual and others to identify skills for everyday life that need to be supported.		
	2.2. Agree with the individual a plan for developing or maintaining the skills identified.		
	2.3. Analyse possible sources of conflict that may arise when planning and ways to resolve them.		

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. Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it.		
3. Be able to support individuals to retain, regain or develop skills for everyday life.	3.1. Provide agreed support to develop or maintain skills, in a way that promotes active participation .		
	3.2. Give positive and constructive feedback to the individual during activities to develop or maintain their skills.		
	3.3. Describe actions to take if an individual becomes distressed or unable to continue.		
4. Be able to evaluate support for developing or maintaining skills for everyday life.	4.1. Work with an individual and others to agree criteria and processes for evaluating support.		
	4.2. Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used.		
	4.3. Agree revisions to the plan.		
	4.4. Record and report in line with agreed ways of working .		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 3003

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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 344
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An individual is someone requiring care or support.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • family • advocates • team members • line manager • specialists • others who are important to the individual's well-being. <p>The plan may include:</p> <ul style="list-style-type: none"> • goals (short, medium and long term) • the type and level of support needed to achieve goals • roles and responsibilities • ways to address any associated risks • ways to monitor the plan. <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>Agreed ways of working will include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

HSC 3007: Support the development of community partnerships

Unit reference M/601/9494

Level 4

Credit value 5

GLH 33

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support the development of community partnerships.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Understand the role of community partnerships.	1.1. Explain the concept of community partnerships.		
	1.2. Analyse the benefits of community partnerships.		
	1.3. Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships.		
2. Be able to identify where community partnerships could inform and support practice.	2.1. Work with others to identify needs that could be met through community partnerships.		
	2.2. Gather and disseminate information about existing community partnerships that may meet identified needs.		
	2.3. Contribute to evaluating information about existing community partnerships and identifying gaps.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Work with others to determine how a community partnership could fill a gap in provision.		
3. Be able to bring people together to set up community partnerships.	3.1. Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision.		
	3.2. Disseminate information about the proposed partnership to those identified.		
	3.3. Invite participation in the proposed partnership.		
4. Be able to support the setting up of community partnerships.	4.1. Gather information about good practice from partnerships with similar purposes.		
	4.2. Gather information on potential costs and sources of funding for the partnership.		
	4.3. Provide information gathered to potential members of the partnership.		
	4.4. Work with others to agree: <ul style="list-style-type: none"> • membership of the partnership • aims and objectives • roles and responsibilities • activities and practices. 		
5. Be able to contribute to the running of community partnerships.	5.1. Carry out own responsibilities to support the purpose of the partnership.		
	5.2. Support the community partnership to operate effectively .		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Describe ways to support the partnership when a member disengages.		
6. Be able to contribute to the review of community partnerships.	6.1. Support members of the partnership to monitor its activities.		
	6.2. Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives.		
	6.3. Contribute to evaluating the partnership.		
	6.4. Contribute to agreeing changes to the partnership's practice.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 3007

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 3101, HSC 3102, HSC 3104.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Others may include:</p> <ul style="list-style-type: none"> • individuals • families and friends of individuals • colleagues within the organisation • colleagues outside the organisation. <p>Roles and responsibilities may include:</p> <ul style="list-style-type: none"> • contribution of resources • commitment of time • allocation of tasks. <p>Operating effectively will include:</p> <ul style="list-style-type: none"> • working inclusively • respecting and valuing all members • supporting members to participate • abiding by agreements • resolving conflicts.
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>

HSC 3008: Implement therapeutic group activities

Unit reference D/601/9491

Level 3

Credit value 4

GLH 25

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and 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, 3 and 4 must be assessed in a real work environment.			
1. Understand the principles of therapeutic group activities.	1.1. Explain how participating in therapeutic group activities can benefit an individual's identity, self-esteem and well-being.		
	1.2. Analyse reasons why a group activity rather than one to one work may be recommended in particular circumstances.		
	1.3. Compare key points of theories about group dynamics.		
2. Be able to plan and prepare for therapeutic group activities.	2.1. Work with individuals and others to agree: <ul style="list-style-type: none"> the nature and purpose of a therapeutic group specific activities to fit the purpose of the group. 		
	2.2. Address any risks that may be associated with the planned activities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Prepare the environment for a therapeutic group activity.		
	2.4. Prepare equipment or resources needed for the activity.		
3. Be able to support individuals during therapeutic group activities.	3.1. Support group members to understand the purpose and proposed activity of the group.		
	3.2. Support group members during the activity in ways that encourage effective communication, active participation and co-operation.		
	3.3. Give direction, praise, reassurance and constructive feedback during the activity.		
	3.4. Support the group to bring the activity to a safe and timely end.		
4. Be able to contribute to the evaluation of therapeutic group activities.	4.1. Encourage and support individuals to give feedback during and after group activities.		
	4.2. Agree processes and criteria for evaluating the therapeutic benefits of the group and its activities.		
	4.3. Carry out own responsibilities for supporting the evaluation and agreeing any revisions.		
	4.4. Record and report on outcomes and any revisions in line with agreed ways of working .		

Learner declaration of 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 3008

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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	HSC393
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Therapeutic group activities may include:</p> <ul style="list-style-type: none"> • reminiscence therapy • relaxation and anxiety management • remedial games • health-related group activities • art or music therapy. <p>Individuals are those requiring care or support.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • carers and family members • line manager • therapists or other specialists who may recommend therapeutic group activities. <p>Risks may include those associated with:</p> <ul style="list-style-type: none"> • the health, safety and well-being of those in the group • unintentional exclusion of some group members • others involved with the group's activities • the environment • equipment and resources used. <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>Agreed ways of working will include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in line with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment, in ways that do not intrude on the privacy of individuals.</p>

HSC 3010: Support individuals to develop and run support groups

Unit reference H/601/9492 **Level** 3

Credit value 3 **GLH** 24

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to develop and run support groups.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.			
1. Understand the role of support groups.	1.1 Explain the benefits of support groups to individuals.		
	1.2. Explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals.		
	1.3. Compare key points of theories about group dynamics.		
2. Be able to support individuals to assess the need for additional support groups.	2.1. Work with individuals to identify the support a group could provide for them.		
	2.2. Contribute to accessing sources of information about existing support groups.		
	2.3. Work with individuals to evaluate existing support groups and identify gaps in provision.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to support individuals to develop their own support groups.	3.1. Work with individuals to identify ways to develop their own support group where there is a gap in provision.		
	3.2. Work with individuals to agree the nature and purpose of the support group.		
	3.3. Establish with individuals the level and type of support they require to set up a group .		
	3.4. Carry out own role as agreed to support the setting up of the group.		
4. Be able to support individuals to run support groups.	4.1. Establish with group members the support they need to run the group .		
	4.2. Support the group to operate safely .		
	4.3. Support the group to resolve conflicts .		
5. Be able to support individuals to evaluate support groups.	5.1. Support the group to monitor its activities and outcomes.		
	5.2. Support the group to: <ul style="list-style-type: none"> • agree processes and criteria for evaluating its activities and outcomes • evaluate its activities and outcomes. 		
	5.3. Report on the effectiveness of the support group in line with agreed ways of working .		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 3010

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 394.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Support to set up a group may include:</p> <ul style="list-style-type: none"> • putting individuals in touch with others who have the same interests and purpose • accessing resources • providing advice and encouragement. <p>Support to run the group may include:</p> <ul style="list-style-type: none"> • providing advice and sharing expertise • developing guidelines on roles and responsibilities • developing ground rules • giving advice on respecting and valuing all members. <p>Operating safely may need to take account of:</p> <ul style="list-style-type: none"> • health and safety • the environment • equipment and materials • use and abuse of power • risk of harm or abuse. <p>Conflicts may include those relating to:</p> <ul style="list-style-type: none"> • rights and responsibilities • health and safety • managing risk • costs • ethical concerns • interpersonal relationships. <p>Agreed ways of working will include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>

HSC 3013: Support individuals to access and use services and facilities

Unit reference F/601/7927

Level 3

Credit value 4

GLH 25

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.			
1. Understand factors that influence individuals' access to services and facilities.	1.1. Describe how accessing a range of services and facilities can be beneficial to an individual's well-being.		
	1.2. Identify barriers that individuals may encounter in accessing services and facilities.		
	1.3. Describe ways of overcoming barriers to accessing services and facilities.		
	1.4. Explain why it is important to support individuals to challenge information about services that may present a barrier to participation.		
2. Be able to support individuals to select services and facilities.	2.1. Work with an individual to identify a range of services and facilities likely to meet their assessed needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Agree with an individual their preferred options for accessing services and facilities.		
	2.3. Work with an individual to select services or facilities that meet their assessed needs and preferences.		
3. Be able to support individuals to access and use services and facilities.	3.1. Identify with an individual the resources, support and assistance required to access and use selected services and facilities.		
	3.2. Carry out agreed responsibilities to enable the individual to access and use services and facilities.		
	3.3. Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities.		
4. Be able to support individuals' to review their access to and use of services and facilities.	4.1. Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences.		
	4.2. Support an individual to provide feedback on their experience of accessing and using services or facilities.		
	4.3. Work with an individual to evaluate the support provided for accessing and using services or facilities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 3013

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 330.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Services and facilities may include:</p> <ul style="list-style-type: none"> • services provided within an individual's home • services to enable an individual to meet their social care needs • community facilities. <p>An individual is someone requiring care or support.</p> <p>Information to be challenged may include information that is:</p> <ul style="list-style-type: none"> • misleading • inaccurate • discriminatory • inaccessible • excluding individuals.
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

HSC 3022: Support individuals to live at home

Unit reference Y/601/7903

Level 3

Credit value 4

GLH 25

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to live at home.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.			
1. Understand the principles of supporting individuals to live at home.	1.1. Describe how being supported to live at home can benefit an individual .		
	1.2. Compare the roles of people and agencies who may be needed to support an individual to live at home.		
	1.3. Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home.		
	1.4. Explain how risk management contributes to supporting individuals to live at home.		
2. Be able to contribute to planning support for living at home.	2.1. Identify with an individual the strengths, skills and existing networks they have that could support them to live at home.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Identify with an individual their needs that may require additional support and their preferences for how the needs may be met.		
	2.3. Agree with the individual and others the risks that need to be managed in living at home and ways to address them.		
3. Be able to work with individuals to secure additional services and facilities to enable them to live at home.	3.1. Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home.		
	3.2. Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks.		
	3.3. Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation .		
	3.4. Obtain permission to provide additional information about the individual in order to secure resources, services and facilities.		
4. Be able to work in partnership to introduce additional services for individuals living at home.	4.1. Agree roles and responsibilities for introducing additional support for an individual to live at home.		
	4.2. Introduce the individual to new resources, services, facilities or support groups.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Record and report on the outcomes of additional support measures in required ways.		
5. Be able to contribute to reviewing support for living at home.	5.1. Work with the individual and others to agree methods and timescales for on-going review.		
	5.2. Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support.		
	5.3. Work with the individual and others to agree revisions to the support provided.		

Learner declaration of 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 3022

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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 343.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An individual is someone requiring care or support.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • family • friends • advocates • others who are important to the individual's well-being. <p>Needs may include:</p> <ul style="list-style-type: none"> • personal • physical • financial • social • environmental • safety. <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient</p> <p>Circumstances may include:</p> <ul style="list-style-type: none"> • health • social situation • financial circumstances • legal status.
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care & Development's Assessment Principles.</p> <p>Learning objectives 2, 3, 4 and 5 must be assessed in a real work environment.</p>

HSC 3033: Support individuals during a period of change

Unit reference M/601/7907

Level 3

Credit value 4

GLH 29

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes 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 reasons for and responses to change.	1.1. Describe types of change that may occur in the course of an individual's life.		
	1.2. Analyse factors that may make change a positive or a negative experience.		
	1.3. Describe approaches likely to enhance an individual's capacity to manage change and experience change positively.		
2. Be able to support individuals to plan how to manage or adapt to change.	2.1. Work with individuals and others to identify recent or imminent changes affecting them.		
	2.2. Support the individual to assess the implications and likely impacts of the change identified.		
	2.3. Work with the individual and others to plan how to adapt to or manage the change.		

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 importance of both practical support and emotional support during a time of change.		
	2.5. Identify and agree roles and responsibilities for supporting a change.		
3. Be able to support individuals to manage or adapt to change.	3.1. Carry out agreed role and responsibilities for supporting change, in ways that promote active participation .		
	3.2. Provide information and advice to support the individual to manage change.		
	3.3. Support the individual to express preferences and anxieties when going through change.		
	3.4. Adapt support methods to take account of preferences or anxieties.		
	3.5. Describe how and when to seek additional expertise and advice when supporting an individual through change.		
4. Be able to evaluate the support provided during a period of change.	4.1. Agree with the individual and others how the support provided will be evaluated, and who will be involved.		
	4.2. Work with the individual and others to identify positive and negative aspects of a change.		
	4.3. Work with the individual and others to evaluate the effectiveness of methods used to support the change process.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.4. Record and report on the effectiveness of support for the change process.		

Learner declaration of 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 3033

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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 382: Support individuals to prepare for, adapt to and manage change.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Types of change include changes that are:

- positive
- negative
- chosen
- unchosen
- temporary
- permanent.

An **individual** is someone requiring care or support.

	<p>Others may include:</p> <ul style="list-style-type: none">• carers• friends and relatives• professionals• others who are important to the individual's well-being. <p>The plan to manage a change may incorporate:</p> <ul style="list-style-type: none">• the individual's preferences associated with the change• existing skills or knowledge the individual has that will help them manage the change• new skills or knowledge the individual may need to develop in order to manage the change• resources and expertise for managing the change that exist within the individual's personal network• additional resources, support or expertise needed• ways to address risks that may arise from a change. <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p>
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in a real work environment.</p>

HSC 3035: Support individuals who are bereaved

Unit reference A/601/7909

Level 3

Credit value 4

GLH 30

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals who are bereaved.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 6 must be assessed in a real work environment.			
1. Understand the effects of bereavement on individuals.	1.1. Describe how an individual may feel immediately following the death of a loved one.		
	1.2. Analyse how the bereavement journey may be different for different individuals.		
2. Understand principles for supporting individuals who are bereaved.	2.1. Compare the key points of theories of bereavement that assist in supporting individuals who are bereaved.		
	2.2. Explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement.		
	2.3. Explain the importance of empathy in supporting a bereaved individual.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to support individuals to express their response to loss.	3.1. Create an environment where the individual has privacy to express their emotions.		
	3.2. Demonstrate active listening skills to support the individual to express their thoughts, feelings and distress.		
4. Be able to support individuals who are bereaved.	4.1. Assess the individual's level of distress and their capacity for resilience.		
	4.2. Agree a programme of support with the individual and others .		
	4.3. Carry out own role within the support programme.		
	4.4. Support the individual to identify any changes they may need to make as a result of their loss.		
	4.5. Explain the importance of working at the individual's pace during the bereavement journey.		
	4.6. Support the individual to manage conflicting emotions, indecision or fear of the future.		
5. Understand the role of specialist agencies in supporting individuals who are bereaved.	5.1. Compare the roles of specialist agencies in supporting individuals who are bereaved.		
	5.2. Describe how to assess whether a bereaved individual requires specialist support.		
	5.4. Explain the importance of establishing agreement with the individual about making a referral to a specialist agency.		

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 manage own feelings when providing support for individuals who are bereaved.	6.1. Identify ways to manage own feelings while providing support for an individual who is bereaved.		
	6.2. Use support systems to help manage own feelings.		

Learner declaration of 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 3035

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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 384
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>An individual is someone requiring care or support.</p> <p>Active Listening includes:</p> <ul style="list-style-type: none">• ability to pick up on non-verbal cues• listening for key words as signposts to emotions• understanding the meaning of silence• using body language and facial expression to indicate interest and empathy. <p>Others may include:</p> <ul style="list-style-type: none">• carers• friends and relatives• line manager• others who are important to the individual's well-being.
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.</p>

HSC 3038: Work in partnership with families to support individuals

Unit reference H/601/8147

Level 3

Credit value 4

GLH 27

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to work in partnership with families to support individuals.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.			
1. Understand partnership working with families.	1.1. Analyse the contribution of families to the care and/or support of individuals .		
	1.2. Identify factors that may affect the level of involvement of family members in care and/or support.		
	1.3. Describe dilemmas or conflicts that may arise when working in partnership with families to support individuals.		
	1.4. Explain how the attitudes of a worker affect partnership working with families.		
2. Be able to establish and maintain positive relationships with families.	2.1. Interact with family members in ways that respect their culture, experiences and expertise.		
	2.2. Demonstrate dependability in carrying out actions agreed with families.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Describe principles for addressing dilemmas or conflicts that may arise in relationships with families.		
3. Be able to plan shared approaches to the care and support of individuals with families.	3.1. Agree with the individual, family members and others the proposed outcomes of partnership working with a family.		
	3.2. Clarify own role, role of family members, and roles of others in supporting the individual.		
	3.3. Support family members to understand person centred approaches and agreed ways of working .		
	3.4. Plan ways to manage risks associated with sharing care or support.		
	3.5. Agree with the individual and family members processes for monitoring the shared support plan.		
4. Be able to work with families to access support in their role as carers.	4.1. Work with family members to identify the support they need to carry out their role.		
	4.2. Provide accessible information about available resources for support.		
	4.3. Work with family members to access resources.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to exchange and record information about partnership work with families.	5.1. Exchange information with the individual and family members about: <ul style="list-style-type: none"> • implementation of the plan • changes to needs and preferences. 		
	5.2. Record information in line with agreed ways of working about: <ul style="list-style-type: none"> • progress towards outcomes • effectiveness of partnership working. 		
6. Be able to contribute to reviewing partnership work with families.	6.1. Agree criteria and processes for reviewing partnership work with families.		
	6.2. Agree criteria and processes for reviewing support for family members.		
	6.3. Encourage the individual and family members to participate in the review.		
	6.4. Carry out own role in the review of partnership working.		
7. Be able to provide feedback about support for families.	7.1. Provide feedback to others about the support accessed by family members.		
	7.2. Report on any gaps in the provision of support for family members.		
	7.3. Describe ways to challenge information or support that is discriminatory or inaccessible.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 3038

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

HSC 387 and 388.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

An **individual** is someone requiring care or support.

Others may include:

- organisations providing support to family members
- other professionals.

Resources may include:

- materials and equipment
- training
- financial support
- transport
- support groups
- therapeutic services
- other professionals.

Agreed ways of working will include policies and procedures where they exist.

<p>Additional unit assessment requirements provided with the unit</p>	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.</p>
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HSC 3048: Support individuals at the end of life

Unit reference T/601/9495

Level 3

Credit value 7

GLH 53

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment.			
1. Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life.	1.1. Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care.		
	1.2. Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role.		
2. Understand factors affecting end of life care.	2.1. Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death.		
	2.2. Explain how the beliefs, religion and culture of individuals and key people influence end of life care.		
	2.3. Explain why key people may have a distinctive role in an individual's end of life care.		

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 why support for an individual's health and well-being may not always relate to their terminal condition.		
3. Understand advance care planning in relation to end of life care.	3.1. Describe the benefits to an individual of having as much control as possible over their end of life care.		
	3.2. Explain the purpose of advance care planning in relation to end of life care.		
	3.3. Describe own role in supporting and recording decisions about advance care planning.		
	3.4. Outline ethical and legal issues that may arise in relation to advance care planning.		
4. Be able to provide support to individuals and key people during end of life care.	4.1. Support the individual and key people to explore their thoughts and feelings about death and dying.		
	4.2. Provide support for the individual and key people that respect their beliefs, religion and culture.		
	4.3. Demonstrate ways to help the individual feel respected and valued throughout the end of life period.		
	4.4. Provide information to the individual and/or key people about the individual's illness and the support available.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Give examples of how an individual's well-being can be enhanced by: <ul style="list-style-type: none"> • environmental factors • non-medical interventions • use of equipment and aids • alternative therapies. 		
	4.6. Contribute to partnership working with key people to support the individual's well-being.		
5. Understand how to address sensitive issues in relation to end of life care.	5.1. Explain the importance of recording significant conversations during end of life care.		
	5.2. Explain factors that influence who should give significant news to an individual or key people.		
	5.3. Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care.		
	5.4. Analyse ways to address such conflicts.		
6. Understand the role of organisations and support services available to individuals and key people in relation to end of life care.	6.1. Describe the role of support organisations and specialist services that may contribute to end of life care.		
	6.2. Analyse the role and value of an advocate in relation to end of life care.		
	6.3. Explain how to establish when an advocate may be beneficial.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.4. Explain why support for spiritual needs may be especially important at the end of life.		
	6.5. Describe a range of sources of support to address spiritual needs.		
7. Be able to access support for the individual or key people from the wider team.	7.1. Identify when support would best be offered by other members of the team .		
	7.2. Liaise with other members of the team to provide identified support for the individual or key people.		
8. Be able to support individuals through the process of dying.	8.1. Carry out own role in an individual's care.		
	8.2. Contribute to addressing any distress experienced by the individual promptly and in agreed ways.		
	8.3. Adapt support to reflect the individual's changing needs or responses.		
	8.4. Assess when an individual and key people need to be alone.		
9. Be able to take action following the death of individuals.	9.1. Explain why it is important to know about an individual's wishes for their after-death care.		
	9.2. Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working .		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	9.3. Describe ways to support key people immediately following an individual's death.		
10. Be able to manage own feelings in relation to the dying or death of individuals.	10.1. Identify ways to manage own feelings in relation to an individual's dying or death.		
	10.2. Utilise support systems to deal with own feelings in relation to an individual's dying or death.		

Learner declaration of 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 3048

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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 385.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Legislation and agreed ways of working will include policies and procedures where these apply, and may relate to:</p> <ul style="list-style-type: none"> • equality, diversity and discrimination • data protection, recording, reporting, confidentiality and sharing information • the making of wills and living wills • dealing with personal property of deceased people • removal of medical equipment from deceased people • visitors • safeguarding of vulnerable adults. <p>Systems for advance care planning may include:</p> <ul style="list-style-type: none"> • Gold Standard Framework • Preferred Priorities for Care. <p>An individual is the person requiring end of life care.</p> <p>Key people may include:</p> <ul style="list-style-type: none"> • family members • friends • others who are important to the well-being of the individual . <p>Support organisations and specialist services may include:</p> <ul style="list-style-type: none"> • nursing and care homes • specialist palliative care services • domiciliary, respite and day services • funeral directors.

	<p>Other members of the team may include:</p> <ul style="list-style-type: none">• line manager• religious representatives• specialist nurse• occupational or other therapist• social worker• key people. <p>Actions may include:</p> <ol style="list-style-type: none">1. attending to the body of the deceased2. reporting the death through agreed channels3. informing key people. <p>Agreed ways of working will include policies and procedures where these exist.</p>
Additional unit assessment requirements provided with the unit.	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.</p>

HSC 3050: Prepare for and carry out extended feeding techniques

Unit reference A/601/8980

Level 3

Credit value 4

GLH 27

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals nutritional and fluid intake.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment.			
1. Understand anatomy and physiology in relation to extended feeding.	1.1. Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding.		
	1.2. Explain the importance of fluid and nutritional balance to the health of individuals.		
	1.3. Describe conditions where feeding may be undertaken by extended methods.		
2. Understand extended feeding techniques.	2.1. Explain techniques for extended feeding.		
	2.2. Describe equipment and materials that may be used for extended feeding.		
	2.3. Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs 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
	2.4. Describe how to recognise and deal with adverse reactions which may occur. <ul style="list-style-type: none"> • during procedures • following procedures. 		
3. Understand legislation and agreed ways of working when using extended feeding techniques.	3.1. Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding.		
	3.2. Explain the importance of following procedures exactly as specified.		
4. Be able to manage risks relating to extended feeding.	4.1. Identify potential risks associated with extended feeding.		
	4.2. Describe the potential sources and consequences of contamination.		
	4.3. Explain why it is important to: <ul style="list-style-type: none"> • maintain the correct level of cleanliness • pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area. 		
	4.4. Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Dispose of <ul style="list-style-type: none"> • used equipment, materials and feeds • body fluids including those aspirated prior to feeding • in accordance with legislation and agreed ways of working. 		
5. Be able to prepare for extended feeding.	5.1. Ensure that adequate and relevant fluids, feeds and equipment are available.		
	5.2. Confirm the identity of the individual prior to carrying out the activity.		
	5.3. Obtain valid consent from the individual prior to carrying out the planned activity.		
	5.4. Confirm equipment and materials are: <ul style="list-style-type: none"> • appropriate to the procedure • fit for purpose. 		
	5.5. Position an individual to ensure safety and comfort and facilitate the method of extended feeding.		
6. Be able to carry out and complete extended feeding techniques.	6.1. Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual.		
	6.2. Carry out extended feeding safely and according to the individual's plan of care.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3. Observe an individual throughout the activity and respond to any adverse reactions.		
	6.4. Ensure the comfort of the individual following extended feeding.		
7. Be able to maintain records and report on extended feeding.	7.1. Complete required records .		
	7.2. Identify others who may be involved in reviewing the nutritional and fluid intake of an individual.		
	7.3. Report any findings about the process and the individual which may have an impact on the care plan.		

Learner declaration of 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 3050

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

This unit links to NOS unit CHS 17

Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment.</p>
Unit assessment guidance – provided by the sector	<p>Conditions may be:</p> <ul style="list-style-type: none"> • temporary • permanent. <p>Agreed ways of working will include policies and procedures and guidelines where these exist.</p> <p>Valid consent must be in line with agreed UK country definition.</p> <p>Safely and according to the individual's plan of care will include:</p> <ul style="list-style-type: none"> • at an appropriate time • using agreed techniques • using equipment in line with safety instructions • optimising the individual's comfort and dignity and minimising pain and trauma. <p>Required records are those indicated in an individual's care plan and may include:</p> <ul style="list-style-type: none"> • fluid balance • weight • skin condition • observations during extended feeding • adverse reactions • monitoring over time. <p>Others may include:</p> <ul style="list-style-type: none"> • the individual • family members • advocate • line manager • other professionals.

HSC 3051: Undertake tissue viability risk assessments

Unit reference Y/601/9022

Level 3

Credit value 3

GLH 26

Unit aim This unit is aimed at health and social care staff undertaking tissue viability risk assessment in relation to pressure area care and the risk of skin breakdown.

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 need for tissue viability risk assessment.	1.1. Describe the anatomy and physiology of healthy skin.		
	1.2. Describe the changes that occur when damage caused by pressure develops.		
	1.3. Explain when an initial tissue viability risk assessment may be required.		
	1.4. Describe what to look for when assessing the skin.		
	1.5. Describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown.		
	1.6. Describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown.		

Learning outcomes 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 undertake tissue viability risk assessment.	2.1. Identify individuals who may be at risk of impaired tissue viability and skin breakdown.		
	2.2. Apply standard precautions for infection prevention and control.		
	2.3. Inspect the general condition of an individual's skin.		
	2.4. Identify the sites where pressure damage might occur using appropriate assessment tools.		
	2.5. Complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy.		
	2.6. Use safe handling techniques when assisting the individual to move during the assessment.		
	2.7. Encourage the active participation of the individual and others where possible and appropriate.		
3. Be able to record and report on tissue viability risk assessment.	3.1. Complete tissue viability risk assessment documentation.		
	3.2. Share findings with appropriate staff and the individual.		
	3.3. Notify appropriate staff of any immediate concerns.		
4. Understand when the risk assessment should be reviewed.	4.1. Explain why the tissue viability risk assessment should be regularly reviewed and repeated.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate due to changes in the individual's condition or environment.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 3051

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

This unit relates to NOS CHS 4

Guidance for developing assessment arrangements for the unit:

Additional unit assessment requirements provided with the unit

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2 and 3 must be assessed in a real work environment.

HSC 3052: Undertake physiological measurements

Unit reference R/601/8662

Level 3

Credit value 3

GLH 23

Unit aim This unit is aimed at health & social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements.	1.1. Describe current legislation, national guidelines, organisational policies and protocols affecting work practice.		
2. Understand the physiological states that can be measured.	2.1. Explain the principles of blood pressure to include: <ul style="list-style-type: none"> • blood pressure maintenance • differentiation between systolic and diastolic blood pressure • normal limits of blood pressure • conditions of high or low blood pressure. 		
	2.2. Explain the principles of body temperature to include: <ul style="list-style-type: none"> • body temperature maintenance • normal body temperature • pyrexia, hyper-pyrexia and hypothermia. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Explain the principles of respiratory rates to include: <ul style="list-style-type: none"> • normal respiratory rates • factors affecting respiratory rates in ill and well individuals. 		
	2.4. Explain the principles of pulse rates to include: <ul style="list-style-type: none"> • normal pulse rates limits • factors affecting pulse rates – raising or lowering • pulse sites on the body • the requirement for pulse oximetry measurements • analysis and implication of pulse oximetry findings. 		
	2.5. Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control.		
	2.6. Explain the major factors that influence changes in physiological measurements.		
	2.7. Explain the importance of undertaking physiological measurements.		
3. Be able to prepare to take physiological measurements.	3.1. Explain to the individual what measurements will be undertaken and why these are done.		
	3.2. Reassure the individual during physiological measurements process.		
	3.3. Answer questions and deal with concerns during physiological measurements process.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Explain the help individuals may need before taking their physiological measurements.		
	3.5. Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements.		
	3.6. Ensure all materials and equipment to be used are appropriately prepared.		
	3.7. Confirm the individual's identity and obtain valid consent .		
4. Be able to undertake physiological measurements.	4.1. Apply standard precautions for infection prevention and control.		
	4.2. Apply health and safety measures relevant to the procedure and environment.		
	4.3. Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement.		
	4.4. Monitor the condition of the individual throughout the measurement.		
	4.5. Respond to any significant changes in the individual's condition.		
	4.6. Follow the agreed process when unable to obtain or read a physiological measurement.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.7. Identify any issues outside own responsibility and refer these to other colleagues.		
5. Be able to record and report results of physiological measurements.	5.1. Explain the necessity for recording physiological measurements.		
	5.2. Explain a few common conditions which require recording of physiological measurements.		
	5.3. Demonstrate the correct process for reporting measurements that fall outside the normal levels.		
	5.4. Record physiological measurements taken accurately using the correct documentation.		

Learner declaration of 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 3052

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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	CHS 19
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Valid consent must be in line with agreed UK country definition.
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>

HSC 3053: Obtain venous blood samples

Unit reference D/601/8860

Level 3

Credit value 3

GLH 24

Unit aim This unit is aimed at health and social care professionals involved in the use of venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment.			
1. Understand legislation, policy and good practice related to obtaining venous blood samples.	1.1. Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples.		
2. Understand the anatomy and physiology relating to obtaining venous blood samples.	2.1. Describe the structure of venous blood vessels.		
	2.2. Explain blood clotting processes and the factors that influence blood clotting.		
	2.3. Describe the position of venous blood vessels in relation to arteries, nerves and other structures.		
3. Be able to prepare to obtain venous blood samples.	3.1. Confirm the individual's identity and obtain valid consent .		

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. Communicate with the individual in a manner which: <ul style="list-style-type: none"> • provides relevant information • provides support and reassurance • addresses needs and concerns • is respectful of personal beliefs and preferences. 		
	3.3. Select and prepare appropriate equipment for obtaining the venous blood sample.		
	3.4. Select and prepare an appropriate site taking into account the individual's preferences.		
4. Be able to obtain venous blood samples.	4.1. Apply health and safety measures relevant to the procedure and environment.		
	4.2. Apply standard precautions for infection prevention and control.		
	4.3. Use the selected blood collection equipment correctly, in a manner which will cause minimum discomfort to the individual.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	<p>4.4. Use the agreed procedure to obtain the venous blood sample, to include:</p> <ul style="list-style-type: none"> • utilisation of containers • required volume of blood • correct sequence when obtaining multiple samples • application and use of tourniquets at appropriate stages • stimulation of blood flow or selection of alternative site where necessary • utilisation of anti-coagulant with sample when necessary. 		
	<p>4.5. Respond to any indication of adverse reaction, complication or problem during the procedure.</p>		
	<p>4.6. Explain the correct procedure to deal with an arterial puncture when it occurs.</p>		
	<p>4.7. Terminate the blood collection procedure following guidelines and/or protocols to include:</p> <ul style="list-style-type: none"> • removal of blood collection equipment • stopping blood flow • stopping bleeding • application of suitable dressing • personal care advice to the individual. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to prepare venous blood samples for transportation.	5.1. Label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring: <ul style="list-style-type: none"> • legibility of labelling and documentation • temperature control of storage • immediacy of transportation. 		

Learner declaration of 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 3053

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills 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	CHS 132
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	Valid consent must be in line with agreed UK country definition.
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>

HSC 3054: Undertake urethral catheterisation processes

Unit reference J/601/8979

Level 3

Credit value 4

GLH 28

Unit aim This unit is about insertion of urethral catheters, including re-catheterisation, following agreed protocols and procedures, and covers regular monitoring and care of the urethral catheter after insertion.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation.	1.1. Describe the current legislation, national guidelines, and local policies and protocols which affect work practice.		
	1.2. Identify the correct procedures relating to urethral catheterisation.		
	1.3. Explain the conditions and constraints which might denote who undertakes this procedure and why.		
	1.4. Identify when good practice suggests it may be necessary to seek assistance from an appropriate member of staff.		
	1.5. Describe the ethical issues surrounding catheterisation, as applied to males and females.		
2. Understand the relevant anatomy and physiology.	2.1. Describe the anatomy and physiology of the male and / or female genito-urinary system.		

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 prepare to insert urethral catheters.	3.1. Identify the types of catheters that can be used.		
	3.2. Select an appropriate catheter.		
	3.3. Describe the local anaesthetic agents available for use when inserting urethral catheters.		
	3.4. Confirm the individual's identity and obtain valid consent .		
4. Be able to insert urethral catheters.	4.1. Ensure the individual's privacy and dignity is maintained at all times.		
	4.2. Apply standard precautions for infection control.		
	4.3. Apply health and safety measures relevant to the procedure and environment.		
	4.4. Insert the catheter safely and correctly, with minimal trauma to the individual including: <ul style="list-style-type: none"> • securing the catheter • adjust it correctly • attach it correctly to the appropriate drainage system. 		
5. Be able to monitor and care for the urethral catheter after insertion.	5.1. Monitor the catheterisation equipment and materials to check they are functioning correctly.		
	5.2. Empty draining bags.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan.		
	5.4. Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required.		
	5.5. Take appropriate action to remedy any problems when these arise.		
6. Be able to care for and support the individual during and after the procedure.	6.1. Assess how comfortable the individual is, taking steps to improve the individual's comfort during and after the procedure.		
	6.2. Identify adverse effects and appropriate actions.		
	6.3. Communicate information to the individual on the care of the catheter and attachments.		
	6.4. Demonstrate sensitivity and understanding of the effects of catheterisation on the individual's comfort and dignity.		

Learner declaration of 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 3054

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

This unit links with NOS CHS 8.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Valid consent must be in line with agreed UK country definition.

Additional unit assessment requirements provided with the unit

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

HSC 3062: Interact with and support individuals using telecommunications

Unit reference Y/601/8825 **Level** 3

Credit value 5 **GLH** 36

Unit aim This unit is aimed at those who interact with individuals using telecommunications. This involves establishing interactions, sustaining interactions and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather than providing a general advice service.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.			
1. Understand the legal and local requirements relating to the use of telecommunications when supporting individuals.	1.1. Describe the legal and local requirements and policies relevant to the functions being carried out.		
	1.2. Explain the rights of the individual being supported using telecommunications.		
2. Be able to use telecommunication technology.	2.1. Use different types of telecommunication technology.		
	2.2. Explain how interactions may differ depending on the type of telecommunication technology used.		
	2.3. Respond to individuals according to organisational policies.		
	2.4. Record details of interactions in the appropriate system.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to engage with individuals using telecommunications.	3.1. Engage with the individual without face to face interaction including: <ul style="list-style-type: none"> • providing opportunities to sustain the interaction • providing reassurance of continued interest • encouraging individuals to share their concerns • responding to the individual's immediate requirements at each stage during the interaction • recognising where anonymity may encourage them to respond. 		
	3.2. Provide information about the service and confirm its appropriateness to the individual.		
	3.3. Identify the significance of the circumstances the individual is in.		
	3.4. Encourage callers to provide additional information about their situation or requirements.		
	3.5. Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service.		
	3.6. Comply with legal and organisational requirements and policies relevant to the functions being carried out.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to identify and evaluate any risks or dangers for individuals during the interaction.	4.1. Identify the types of risks or dangers different individuals might face.		
	4.2. Evaluate the implications of any risk or dangers facing an individual, including: <ul style="list-style-type: none"> the circumstances in which the interaction is being made the types of problems which could occur the significance of any signs of increased stress during interactions whether there are any constraints on individuals the appropriate action to deal with any risks, dangers or problems. 		
5. Be able to terminate the interaction.	5.1. Demonstrate how to end interactions including: <ul style="list-style-type: none"> identifying when to close the interaction providing clear information to the individual on the reasons for ending the interaction operating to the guidelines and procedures of the organisation explaining what further action may be taken. 		
	5.2. Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Record and check the individual's demographic details.		
	5.4. Identify why recording and checking details might be required before ending/transferring the call.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 3062

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 353 (GEN21).
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.</p>

ASM 24: Develop and sustain effective working relationships with staff in other agencies

Unit reference R/601/3526

Level 3

Credit value 4

GLH 24

Unit aim This unit is about sustaining and developing working relationships with staff in other organisations. Effective working is a key feature of, and of increasing importance in justice, social care and health organisations. Workers are not expected to set up effective working agreements from scratch, but are expected to contribute to optimising the value of them.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in a real work environment.			
1. Understand the context of working in partnership.	1.1. Identify the nature, roles and functions, policies and procedures of principal agencies.		
	1.2. Identify structures, function, and methods of communication and decision making.		
	1.3. Identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements.		
	1.4. Identify the effect agency structure and culture may have upon the policy and practice of joint working.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Identify the effect of agency culture and structure upon policy and practice of working in partnership.		
	1.6. Explain the principles and benefits of working in partnership.		
2. Develop effective working relationships with staff in other agencies.	2.1. Develop clear action plans for joint work which clarify roles and responsibilities of the respective parties.		
	2.2. Reach agreements about roles and responsibilities and arrangements for decision making.		
	2.3. Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies.		
	2.4. Confirm arrangements for joint work which are: <ul style="list-style-type: none"> • appropriate to the nature and purpose of the work • likely to be effective in establishing and maintaining relationships • respect confidentiality while balancing risks of sharing or not sharing information. 		
	2.5. Identify effective methods to monitor and review the progress of joint work.		
	2.6. Obtain advice and support promptly when team discussion and supervision are appropriate.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.7. Complete records accurately and clearly and store them according to agency requirements.		
	2.8. Communicate information to people who are authorised to have it.		
3. Sustain effective working relationships.	3.1. Identify the benefits and advantages of joint working and use these to develop own practice.		
	3.2. Identify factors which might hinder joint working.		
	3.3. Explain methods of identifying and resolving conflict within and between agencies and between individuals.		
	3.4. Demonstrate methods of assessing the effectiveness of joint working relationships.		
	3.5. Explain and defend the views of your agency and its policies.		
	3.6. Contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved.		
	3.7. Complete records accurately and clearly and store them according to agency requirements.		
	3.8. Communicate information to people who are authorised to have it.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: ASM 24

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

This unit is directly related to the Skills for Justice National Occupational Standard:
F403 Develop and sustain effective working relationships with staff in other agencies.

Guidance for developing assessment arrangements for the unit:

Additional unit assessment requirements - provided with the unit

Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence.

Unit assessment guidance – provided by the sector

The evidence for this unit is likely to come from:

- the observation of the candidate working with staff from other agencies
- minutes of meetings, and
- the candidate's explanation of their work with staff in other agencies recorded either through professional discussion or a reflective account.

ASM 34: Administer medication to individuals and monitor the effects

Unit reference Y/501/0598

Level 3

Credit value 5

GLH 30

Unit aim This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4 and 5 must be assessed in a real work environment.			
1. Understand legislation, policy and procedures relevant to administration of medication.	1.1. Identify current legislation, guidelines, policies and protocols relevant to the administration of medication.		
2. Know about common types of medication and their use.	2.1. Describe common types of medication including their effects and potential side effects.		
	2.2. Identify medication which demands the measurement of specific physiological measurements.		
	2.3. Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required.		
	2.4. Explain the different routes of medicine administration.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand procedures and techniques for the administration of medication.	3.1. Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes.		
	3.2. Identify the required information from prescriptions / medication administration charts.		
4. Prepare for the administration of medication.	4.1. Apply standard precautions for infection control.		
	4.2. Explain the appropriate timing of medication e.g.: check that the individual has not taken any medication recently.		
	4.3. Obtain the individuals' consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns.		
	4.4. Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet.		
5. Administer and monitor individuals' medication.	5.1. Select the route for the administration of medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary.		

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. Safely administer the medication: <ul style="list-style-type: none"> • in line with legislation and local policies • in a way which minimises pain, discomfort and trauma to the individual. 		
	5.3. Describe how to report any immediate problems with the administration.		
	5.4. Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay.		
	5.5. Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others.		
	5.6. Maintain the security of medication and related records throughout the process and return them to the correct place for storage.		
	5.7. Describe how to dispose of out of date and part used medications in accordance with legal and organisational requirements.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: ASM 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

This unit is directly related to the Skills for Health/DANOS national occupational standard '*AH2 Prepare for, and administer medication to individuals, and monitor the effects*'.

This also appears in Health and Social Care Standards as HSC375.

Guidance for developing assessment arrangements for the unit:

Additional unit assessment requirements - provided with the unit

Any skills based element within the unit must be assessed in the workplace or using workplace based evidence.

Unit assessment guidance – provided by the sector

The evidence for this unit is likely to come from:

- the observation of the candidate working with an individual
- confidential care plans and case records, and
- the candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

DEM 201: Dementia awareness



Unit reference J/601/2874

Level 2

Credit value 2

GLH 17

Unit aim The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand what dementia is.	1.1. Explain what is meant by the term 'dementia.'		
	1.2. Describe the key functions of the brain that are affected by dementia.		
	1.3. Explain why depression, delirium and age related memory impairment may be mistaken for dementia.		
2. Understand key features of the theoretical models of dementia.	2.1. Outline the medical model of dementia.		
	2.2. Outline the social model of dementia.		
	2.3. Explain why dementia should be viewed as a disability.		
3. Know the most common types of dementia and their causes.	3.1. List the most common causes of dementia.		
	3.2. Describe the likely signs and symptoms of the most common causes of dementia.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Outline the risk factors for the most common causes of dementia.		
	3.4. Identify prevalence rates for different types of dementia.		
4. Understand factors relating to an individual's experience of dementia.	4.1. Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability.		
	4.2. Outline the impact that the attitudes and behaviours of others may have on an individual with dementia.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: DEM 201

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Others e.g.:</p> <ul style="list-style-type: none"> • care workers • colleagues • managers • social worker • occupational therapist • GP • speech & language therapist • physiotherapist • pharmacist • nurse • psychologist • admiral nurses • independent mental capacity advocate • community psychiatric nurse • dementia care advisors • advocate • support groups.
Unit assessment guidance	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.

DEM 301: Understand the process and experience of dementia



Unit reference J/601/3538

Level 3

Credit value 3

GLH 22

Unit aim This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the neurology of dementia.	1.1. Describe a range of causes of dementia syndrome .		
	1.2. Describe the types of memory impairment commonly experienced by individuals with dementia.		
	1.3. Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia.		
	1.4. Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia.		
	1.5. Explain why the abilities and needs of an individual with dementia may fluctuate.		
2. Understand the impact of recognition and diagnosis of dementia.	2.1. Describe the impact of early diagnosis and follow up to diagnosis.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working.		
	2.3. Explain the process of reporting possible signs of dementia within agreed ways of working.		
	2.4. Describe the possible impact of receiving a diagnosis of dementia on: <ul style="list-style-type: none"> • the individual • their family and friends. 		
3. Understand how dementia care must be underpinned by a person-centred approach.	3.1. Compare a person-centred and a non-person-centred approach to dementia care.		
	3.2. Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia.		
	3.3. Describe how myths and stereotypes related to dementia may affect the individual and their carers .		
	3.4. Describe ways in which individuals and carers can be supported to overcome their fears.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: DEM 301

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Dementia syndrome: Dementia caused by a combination of conditions, sometimes called a mixed dementia.

An **individual** is someone requiring care or support.

Carers e.g.:

- partner
- family
- friends
- neighbours.

Additional unit assessment requirements - provided with the unit

This unit must be assessed in accordance with Skills for Care and Development's assessment principles.

CMH 301: Understand mental well-being and mental health promotion



Unit reference F/602/0097 **Level** 3
Credit value 3 **GLH** 14

Unit aim This unit aims to provide the learner with an understanding of the key concepts of mental well-being, mental health and mental health promotion. It focuses on the range of factors that can influence mental well-being and how to effectively promote mental well-being and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span.	1.1. Evaluate two different views on the nature of mental well-being and mental health.		
	1.2. Explain the range of factors that may influence mental well-being and mental health problems across the life span, including: <ul style="list-style-type: none"> • biological factors • social factors • psychological factors. 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	<p>1.3. Explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health:</p> <ul style="list-style-type: none"> • risk factors including inequalities, poor quality social relationships • protective factors including socially valued roles, social support and contact. 		
2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups.	2.1 Explain the steps that an individual may take to promote their mental well-being and mental health.		
	2.2. Explain how to support an individual in promoting their mental well-being and mental health.		
	2.3 Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health.		
	2.4. Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community.		
	2.5. Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: CMH 301

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

This unit has links to HSC 3112, HSC 3119 and MH 25.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Learning outcome 1, assessment criteria 1 requires learners to 'explain the range of factors that may influence mental well-being and mental health problems *across the life span*'. The qualification is aimed at those working with people aged 18 to 65 years but learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their well-being as adults and the potential impact of levels of well-being in adulthood on their well-being in later life. This is in order to promote a holistic and whole person approach to understanding well-being and mental health. Learners are not expected to have a detailed understanding of mental health issues for children and young people or older people.

CMH 302: Understand mental health problems



Unit reference J/602/0103

Level 3

Credit value 3

GLH 14

Unit aim This unit aims to provide the learner with knowledge of the main forms of mental health problems according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental health problems impact on the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know the main forms of mental ill health.	1.1. Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders.		
	1.2. Explain the key strengths and limitations of the psychiatric classification system.		
	1.3. Explain two alternative frameworks for understanding mental distress.		
	1.4. Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Know the impact of mental ill health on individuals and others in their social network.	2.1. Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health.		
	2.2. Explain how mental ill health may have an impact on the individual including: <ul style="list-style-type: none"> • psychological and emotional • practical and financial • the impact of using services • social exclusion • positive impacts. 		
	2.3. Explain how mental ill health may have an impact on those in the individual's familial, social or work network including: <ul style="list-style-type: none"> • psychological and emotional • practical and financial • the impact of using services • social exclusion • positive impacts. 		
	2.4. Explain the benefits of early intervention in promoting an individual's mental health and well-being.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: CMH 302

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

This unit has links to HSC 3111 and MH14.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit.

In learning outcome 1, assessment criterion 1 learners are asked to describe 'the main types of mental ill health according to the psychiatric (DSM/ICD) classification system'. Learners should demonstrate knowledge of how types of mental health are categorised by their main signs and symptoms and how the system attempts to draw a line between mental health and mental disorder. Learners do not need to demonstrate detailed knowledge of each form of disorder within each category.

D 5: Plan, allocate and monitor work of a team

Unit reference Y/600/9669

Level 3

Credit value 5

GLH 25

Unit aim This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to plan work for a team.	1.1. Agree team objectives with own manager.		
	1.2. Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team.		
2. Be able to allocate work across a team.	2.1. Discuss team plans with a team.		
	2.2. Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.		
	2.3. Agree standard of work required by team.		
3. Be able to manage team members to achieve team objectives.	3.1. Support all team members in order to achieve team objectives.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to monitor and evaluate the performance of team members.	4.1. Assess team members' work against agreed standards and objectives.		
	4.2. Identify and monitor conflict within a team.		
	4.3. Identify causes for team members not meeting team objectives.		
5. Be able to improve the performance of a team.	5.1. Identify ways of improving team performance.		
	5.2. Provide constructive feedback to team members to improve their performance.		
	5.3. Implement identified ways of improving team performance.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: D 5

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	MSC D5 Allocate and check work in your team
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>This unit needs to be assessed in line with Training and Development Agency for Schools (TDA) Assessment Principles.</p> <p>Learning outcomes 1, 2, 3, 4 and 5 must be assessed in relation to the real work environment.</p>

IC01: The principles of infection prevention and control

Unit reference L/501/6737

Level 2

Credit value 3

GLH 30

Unit aim To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand roles and responsibilities in the prevention and control of infections.	1.1. Explain employees' roles and responsibilities in relation to the prevention and control of infection.		
	1.2. Explain employers' responsibilities in relation to the prevention and control of infection.		
2. Understand legislation and policies relating to prevention and control of infections.	2.1. Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection.		
	2.2. Describe local and organisational policies relevant to the prevention and control of infection.		
3. Understand systems and procedures relating to the prevention and control of infections.	3.1. Describe procedures and systems relevant to the prevention and control of infection.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Explain the potential impact of an outbreak of infection on the individual and the organisation.		
4. Understand the importance of risk assessment in relation to the prevention and control of infections.	4.1. Define the term risk.		
	4.2. Outline potential risks of infection within the workplace.		
	4.3. Describe the process of carrying out a risk assessment.		
	4.4. Explain the importance of carrying out a risk assessment.		
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections.	5.1. Demonstrate correct use of PPE.		
	5.2. Describe different types of PPE.		
	5.3. Explain the reasons for use of PPE.		
	5.4. State current relevant regulations and legislation relating to PPE.		
	5.4. Describe employees' responsibilities regarding the use of PPE.		
	5.6. Describe employers' responsibilities regarding the use of PPE.		
	5.7. Describe the correct practice in the application and removal of PPE.		
	5.8. Describe the correct procedure for disposal of used PPE.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Understand the importance of good personal hygiene in the prevention and control of infections.	6.1. Describe the key principles of good personal hygiene.		
	6.2. Demonstrate good hand washing technique.		
	6.3. Describe the correct sequence for hand washing.		
	6.4. Explain when and why hand washing should be carried out.		
	6.5. Describe the types of products that should be used for hand washing.		
	6.6. Describe correct procedures that relate to skincare.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: IC01

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life. This unit is based upon the Skills for Health Infection Control workplace competencies.

IC02: Causes and spread of infection



Unit reference H/501/7103

Level 2

Credit value 2

GLH 20

Unit aim This unit is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between infection and colonisation and pathogenic and non pathogenic organisms, the areas of infection and the types caused by different organisms. In addition the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infection enter the body and key factors that may lead to infection occurring.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the causes of infection.	1.1. Identify the differences between bacteria, viruses, fungi and parasites.		
	1.2. Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites.		
	1.3. Describe what is meant by infection and colonisation."		
	1.4. Explain what is meant by "systemic infection" and "localised infection."		
	1.5. Identify poor practices that may lead to the spread of infection.		
2. Understand the transmission of infection.	2.1. Explain the conditions needed for the growth of micro-organisms.		
	2.2. Explain the ways an infective agent might enter the body.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Identify common sources of infection.		
	2.4. Explain how infective agents can be transmitted to a person.		
	2.5. Identify the key factors that will make it more likely that infection will occur.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: IC02

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life. Health and Social Care NVQ level 2 unit HCS22
Health NVQ level 2 unit GEN 3
Core dimension 3: Health, safety and security – Monitor and maintain health, safety and security of others
Infection Control NOS.

IC03: Cleaning, decontamination and waste management



Unit reference	R/501/6738	Level	2
Credit value	2	GLH	20

Unit aim To explain to the learner the correct way of maintaining a clean environment in accordance with national policies; to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials.

This unit does not cover the decontamination of surgical instruments.

Learner name:	Centre no:
PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how to maintain a clean environment to prevent the spread of infection.	1.1. State the general principles for environmental cleaning.		
	1.2. Explain the purpose of cleaning schedules.		
	1.3. Describe how the correct management of the environment minimises the spread of infection.		
	1.4. Explain the reason for the national policy for colour coding of cleaning equipment.		
2. Understand the principles and steps of the decontamination process.	2.1. Describe the three steps of the decontamination process.		
	2.2. Describe how and when cleaning agents are used.		
	2.3. Describe how and when disinfecting agents are used.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Explain the role of personal protective equipment (PPE) during the decontamination process.		
	2.5. Explain the concept of risk in dealing with specific types of contamination.		
	2.6. Explain how the level of risk determines the type of agent that may be used to decontaminate.		
	2.7. Describe how equipment should be cleaned and stored.		
3. Understand the importance of good waste management practice in the prevention of the spread of infection.	3.1. Identify the different categories of waste and the associated risks.		
	3.2. Explain how to dispose of the different types of waste safely and without risk to others.		
	3.3. Explain how waste should be stored prior to collection.		
	3.4. Identify the legal responsibilities in relation to waste management.		
	3.5. State how to reduce the risk of sharps injury.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: IC03

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life. General Healthcare Competence GEN3. Maintain health and safety in a clinical/therapeutic environment (K5). Knowledge and Skills Framework Core 3 Health safety and Security. Health and Social Care NOS HSC246, 230, 0032 Infection Prevention and Control NOS IPC1, 3,4,6,7.

HSC 024: Principles of safeguarding and protection in health and social care



Unit reference A/601/8574

Level 2

Credit value 3

GLH 26

Unit aim

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know how to recognise signs of abuse.	1.1. Define the following types of abuse: <ul style="list-style-type: none"> • physical abuse • sexual abuse • emotional/psychological abuse • financial abuse • institutional abuse • self-neglect • neglect by others. 		
	1.2. Identify the signs and / or symptoms associated with each type of abuse.		
	1.3. Describe factors that may contribute to an individual being more vulnerable to abuse.		
2. Know how to respond to suspected or alleged abuse.	2.1. Explain the actions to take if there are suspicions that an individual is being abused.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Explain the actions to take if an individual alleges that they are being abused.		
	2.3. Identify ways to ensure that evidence of abuse is preserved.		
3. Understand the national and local context of safeguarding and protection from abuse.	3.1. Identify national policies and local systems that relate to safeguarding and protection from abuse.		
	3.2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse.		
	3.3. Identify reports into serious failures to protect individuals from abuse.		
	3.4. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.		
4. Understand ways to reduce the likelihood of abuse.	4.1. Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • working with person-centred values • encouraging active participation • promoting choice and rights. 		
	4.2. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.		
5. Know how to recognise and report unsafe practices.	5.1. Describe unsafe practices that may affect the wellbeing of individuals.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Explain the actions to take if unsafe practices have been identified.		
	5.3. Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 024

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 24, HSC 240 Content recurs throughout HSC NOS knowledge requirements.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Factors may include:</p> <ul style="list-style-type: none"> • a setting or situation • the individual. <p>An individual will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.</p> <p>The actions to take constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:</p> <ul style="list-style-type: none"> • a colleague • someone in the individual's personal network • the learner • the learner's line manager • others. <p>A setting where there is no formal duty of care includes adult health or social care settings.</p> <p>Local systems may include:</p> <ul style="list-style-type: none"> • employer / organisational policies and procedures • multi-agency adult protection arrangements for a locality. <p>Person-centred values include:</p> <ul style="list-style-type: none"> • individuality • rights • choice • privacy • independence • dignity • respect • partnership.

	<p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>Unsafe practices may include:</p> <ul style="list-style-type: none">poor working practicesresource difficultiesoperational difficulties.
Additional unit assessment requirements provided with the unit	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

HSC 036: Promote person-centred approaches in health and social care

Unit reference Y/601/8145

Level 3

Credit value 6

GLH 41

Unit aim This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.

Learner name:

Centre no:

PIN:

ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.			
1. Understand the application of person-centred approaches in health and social care.	1.1. Explain how and why person-centred values must influence all aspects of health and social care work.		
	1.2. Evaluate the use of care plans in applying person-centred values.		
2. Be able to work in a person-centred way.	2.1. Work with an individual and others to find out the individual's history, preferences, wishes and needs.		
	2.2. Demonstrate ways to put person-centred values into practice in a complex or sensitive situation.		
	2.3. Adapt actions and approaches in response to an individual's changing needs or preferences.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to establish consent when providing care or support.	3.1. Analyse factors that influence the capacity of an individual to express consent.		
	3.2. Establish consent for an activity or action.		
	3.3. Explain what steps to take if consent cannot be readily established.		
4. Be able to implement and promote active participation.	4.1. Describe different ways of applying active participation to meet individual needs.		
	4.2. Work with an individual and others to agree how active participation will be implemented.		
	4.3. Demonstrate how active participation can address the holistic needs of an individual.		
	4.4. Demonstrate ways to promote understanding and use of active participation.		
5. Be able to support the individual's right to make choices.	5.1. Support an individual to make informed choices.		
	5.2 Use own role and authority to support the individual's right to make choices.		
	5.3. Manage risk in a way that maintains the individual's right to make choices.		
	5.4. Describe how to support an individual to question or challenge decisions concerning them that are made by others.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Be able to promote individuals well-being.	6.1. Explain the links between identity, self-image and self-esteem.		
	6.2. Analyse factors that contribute to the well-being of individuals.		
	6.3. Support an individual in a way that promotes their sense of identity, self-image and self-esteem.		
	6.4. Demonstrate ways to contribute to an environment that promotes well-being.		
7. Understand the role of risk assessment in enabling a person-centred approach.	7.1. Compare different uses of risk assessment in health and social care.		
	7.2. Explain how risk-taking and risk assessment relate to rights and responsibilities.		
	7.3. Explain why risk assessments need to be regularly revised.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: HSC 036

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	HSC 35, HSC 332, HSC 350 Content recurs throughout HSC NOS.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the unit	<p>Person-centred values include:</p> <ul style="list-style-type: none"> • individuality • rights • choice • privacy • independence • dignity • respect • partnership. <p>A care plan may be known by other names e.g. support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.</p> <p>An individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p>Others may include:</p> <ul style="list-style-type: none"> • team members and colleagues • other professionals • individuals who require care or support • families, friends, advocates or others who are important to individuals. <p>Complex or sensitive situations may include those that are:</p> <ul style="list-style-type: none"> • distressing or traumatic • threatening or frightening • likely to have serious implications or consequences • of a personal nature • involving complex communication or cognitive needs.

	<p>Consent means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.</p> <p>Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>Well-being may include aspects that are:</p> <ul style="list-style-type: none">• spiritual• emotional• cultural• religious• social• political.
Additional unit assessment requirements provided with the unit	<p>This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.</p> <p>Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.</p>

TDA 2.20: Assist in the administration of medication

Unit reference	A/601/9420	Level	2
Credit value	4	GLH	25

Unit aim This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role. This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a “drug round” may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.

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 5, 6 and 7 must be assessed in real work environments by a vocationally competent assessor.			
1. Know the current legislation, guidelines and policies relevant to the administration of medication.	1.1. Identify the current national legislation and guidelines relevant to the administration of medication .		
	1.2. Outline the organisational policies for the management and administration of medication.		
2. Understand own role in assisting in the administration of medication.	2.1. Describe own responsibilities and accountability in relation to assisting with the administration of medication.		
	2.2. Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence.		
3. Understand the requirements and procedures for assisting in the administration of medication.	3.1. Explain the purpose and significance of the information which should be provided on the label of a medication.		
	3.2. Describe the different routes for the administration of medication.		
	3.3. Describe the types, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility.		
	3.4. Describe the various aids which can be used to help individuals take their medication.		
	3.5. Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice.		
	3.6. Explain why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice.		
4. Understand the requirements and procedures for ensuring patient safety.	4.1. Explain the importance of identifying the individual for whom the medications are prescribed.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it.		
5. Be able to prepare for the administration of medication.	5.1. Obtain or confirm valid consent for the administration of medication.		
	5.2. Apply standard precautions for infection control.		
	5.3. Select, check and prepare the medication according to the medication administration record or medication information leaflet.		
	5.4. Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist.		
	5.5. Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered.		
6. Be able to assist in the administration of medication.	6.1. Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan.		
	6.2. Assist the individual to be as self-managing as possible.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3. Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication.		
	6.4. Monitor the individual's condition throughout the administration process.		
	6.5. Explain the kinds of adverse effects that may occur and the appropriate action to take.		
	6.6. Check and confirm that the individual actually takes the medication and does not pass medication to others.		
7. Be able to contribute to the management of medications and administration records.	7.1. Explain the importance of keeping accurate and up-to-date records of the administration of medication.		
	7.2. Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely.		
	7.3. Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage.		
	7.4. Maintain the confidentiality of information relating to the individual at all times.		
	7.5. Check the stock level of medications and take appropriate action to obtain new stocks when required.		

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: TDA 2.20

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:

Relationship to occupational standards

STL43 Assist in the administration of medication (SfH CHS2)

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the unit

Simulation may be used for assessment criterion 6.1.

Unit assessment guidance – provided by the sector

Learning outcomes 5, 6 and 7 must be assessed in relation to the real work environment.

Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) Assessment Principles.

Unit assessment guidance - provided by us

Medication may be from various drug categories such as:

- general sales list
- pharmacy only
- prescription only.

Routes for the administration of medication e.g.:

- oral
- topical – including skin creams
- eye/ear or nasal drops
- inhaled
- injection – intra-muscular/sub-cutaneous.

	<p>Materials and equipment needed for the administration of medication e.g.:</p> <ul style="list-style-type: none">• medicine trolley• medicine pots• spoons• syringes• containers• wipes• drinking glasses• water jug• disposal bag• medication administration record sheets/charts. <p>Standard precautions for infection control including:</p> <ul style="list-style-type: none">• handwashing / cleansing before, during and after the activity• the use of personal protective clothing• management of blood and bodily fluid spillage• waste management. <p>Medication administration record:</p> <p>the documentation on which the medication has been ordered/ prescribed – this will vary across care settings and environments, such as hospital and community settings, including medications prescribed by GPs and dispensed by community pharmacists where the instructions will be found on the medication packaging.</p> <p>Person leading the administration will be the senior professional in overall charge of the administration of medication in the setting e.g.:</p> <ul style="list-style-type: none">• a registered nurse• a registered midwife• social worker. <p>Obtain consent according to current legislation and guidelines e.g.:</p> <ul style="list-style-type: none">• for adults• for children and young people• for children and young people in schools• for adults who lack the capacity to give consent for themselves.
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	<p>Check and confirm the identity of the individual who is to receive the medication e.g.:</p> <ul style="list-style-type: none">• verbally• using other appropriate communication e.g. Makaton• using identity bracelets• using photo ID. <p>Appropriate action to obtain new stocks of medication:</p> <ul style="list-style-type: none">• inform the individual or the parent/guardian if appropriate, of the need to order new stocks of the medication(s)• inform the relevant health professional• assist in reordering if applicable.
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Section 3: Documents

Useful documents

This section refers to useful documents that can be found on the secure cachezone system, some of which may assist with the delivery of this qualification.

- Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance**.

Section 4: Publication history

A comprehensive **CACHE Support Materials Publication History**, including details of changes made to all of our support materials since 2010, is available on [cachezone](#).