

# Specification

Edexcel NVQ/competence-  
based qualifications

## Edexcel Level 3 Diploma in Healthcare Support Services (QCF)

For first registration January 2011

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Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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## Qualification title covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 3 Diploma in Healthcare Support Services (QCF):

<b>Qualification title</b>	<b>Qualification Accreditation Number (QAN)</b>	<b>Accreditation start date</b>
Edexcel Level 3 Diploma in Healthcare Support Services (QCF)	501/1767/1	01/01/11

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000. The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These titles replace the following qualifications from 1<sup>st</sup> January 2010:

**Qualification title**

Edexcel Level 3 NVQ in Health

<b>Qualification Accreditation Number (QAN)</b>	<b>Accreditation start date</b>	<b>Accreditation end date</b>
100/4986/1	01/04/05	31/12/10



# Key features of the Edexcel Level 3 Diploma in Healthcare Support Services (QCF)

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This qualification:

- is nationally recognised
- is based on the Health National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by Skills for Health.

The Edexcel Level 3 Diploma in Healthcare Support Services (QCF) has been approved as a component for the Advanced Apprenticeship framework.

## What is the purpose of this qualification?

The purpose of this qualification is to guide and assess the development of knowledge and skills relating to the health workforce. This qualification confirms competence in a range of healthcare support service skills.

## Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

## What are the benefits of this qualification to the learner and employer?

This qualification will enable learners to develop knowledge, understanding and skills relevant to working in the Health sector.

## What are the potential job roles for those working towards this qualification?

Administrative assistant/administrator  
Caretaker/maintenance person  
Cleaner  
Customer service assistant/manager  
Database administrator  
Gardener  
Health records clerk  
Hospital porter  
Kitchen supervisor/manager  
Library assistant  
Personal assistant (PA)  
Receptionist  
Records manager  
Security officer/manager  
Stock control/replenishment assistant

Stores assistant  
Technical support person  
Van driver

**What progression opportunities are available to learners who achieve this qualification?**

It is anticipated that learners will progress to specialist qualifications reflecting the context in which they work.

Further information is available in *Annexe A*.

# What is the qualification structure for the Edexcel Level 3 Diploma in Healthcare Support Services (QCF)

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## General Information

This qualification is within the *Diploma* range of credit.

Learners must achieve a minimum of 37 credits to gain the Edexcel Level 3 Diploma in Healthcare Support Services. To do this they must achieve:

- 16 credits from the mandatory units
- a minimum of 21 credits from the optional units
- a minimum 22 credits at, or above, Level 3.

All units must be assessed in accordance with Skills for Health's QCF Assessment Principles and/or Skills for Care and Development's QCF Assessment Principles and the regulatory arrangements for the Qualifications and Credit Framework.

## Mandatory Units

Unit Reference Number	Unit Number	Title	Level	Credit	GLH
A/601/1429	1	Engage in personal development in health, social care or children's and young people's settings	3	3	10
J/601/1434	2	Promote communication in health, social care or children's and young people's settings	3	3	10
Y/601/1437	3	Promote equality and inclusion in health, social care or children's and young people's settings	3	2	8
F/601/8138	4	Promote and implement health and safety in health and social care	3	6	43
J/601/8576	5	The role of the health and social care worker	2	2	14
<b>Total credit for Mandatory units = 16</b>					

## Optional Units

Unit Reference Number	Unit Number	Title	Level	Credit	GLH
F/502/3412	6	Maintaining quality standards in the health sector <b>(Barred combination with J/502/3413)</b>	3	2	13
J/502/3413	7	Service improvement in the health sector <b>(Barred combination with F/502/3412)</b>	3	3	20
L/502/1212	8	Introduction to the role and responsibilities of a health trainer	3	4	20
R/502/1213	9	Establishing and developing relationships with communities while working as a health trainer	3	3	10
F/502/1224	10	Communicate with individuals about promoting their health and wellbeing while working as a health trainer	3	3	15
L/502/1226	11	Enable individuals to change their behaviour to improve their health and wellbeing while working as a health trainer	3	5	25
F/602/0097	12	Understand mental wellbeing and mental health promotion	3	3	14
J/602/0103	13	Understand mental health problems	3	3	14
J/601/3538	14	Understand the process and experience of dementia	3	3	22
L/501/6737	15	The principles of infection prevention and control	2	3	30
H/501/7103	16	Causes and spread of infection	2	2	20
R/501/6738	17	Cleaning, decontamination and waste management	2	2	20
Y/601/8145	18	Promote person-centred approaches in health and social care	3	6	41

Unit Reference Number	Unit Number	Title	Level	Credit	GLH
A/601/8574	19	Principles of safeguarding and protection in health and social care	2	3	26
D/601/2542	20	Plan and organise meetings	3	5	25
L/601/0933	21	Give customers a positive impression of yourself and your organisation	2	5	33
D/501/3826	22	Influencing others at work	3	1	6
Y/600/9669	23	Plan, allocate and monitor work of a team	3	5	25
H/602/3168	24	Give presentations to groups	3	4	26
H/602/4188	25	Assist others to plan presentations	2	2	16
Y/601/8825	26	Interact with and support individuals using telecommunications	3	5	36
H/602/0965	27	Monitor own work practices in health, social care or children's and young people's settings	3	3	20
Y/602/2678	28	Carry out transactions in a health facility	3	4	30
T/602/0968	29	Contribute to effective multidisciplinary team working <b>(Barred combination with L/601/3430)</b>	3	3	20
L/601/3430	30	Contribute to the effectiveness of teams <b>(Barred combination with T/602/0968)</b>	2	3	5
D/602/1029	31	Liaise between primary, secondary and community teams	3	2	20
D/602/1032	32	Collate and communicate health information to individuals	3	3	20
T/602/4521	33	Manage the availability of physical resources to meet service delivery needs in a health setting	3	5	33
D/602/4013	34	Make recommendations for the use of physical resources in a health setting	3	5	33

Unit Reference Number	Unit Number	Title	Level	Credit	GLH
H/602/4014	35	Control the use of physical resources in a health setting	3	3	25
H/602/1033	36	Perform first line calibration on clinical equipment to ensure it is fit for use	3	3	20
M/602/2685	37	Conduct routine maintenance on clinical equipment	3	4	30
A/602/2687	38	Coordinate the progress of individuals through care pathways	3	4	30
J/601/1515	39	Monitor and solve customer service problems	3	6	40
K/602/2684	40	Identify information requirements in a health context	3	4	30
T/602/2686	41	Analyse and present health related data and information	3	4	30
A/602/2690	42	Produce coded clinical data for external audit purposes	3	5	38
J/602/2692	43	Prepare, conduct and report the results of a clinical coding audit	3	5	38
F/601/7927	44	Support individuals to access and use services and facilities	3	4	25
H/601/8147	45	Work in partnership with families to support individuals	3	4	27
H/601/9492	46	Support individuals to develop and run support groups	3	3	24
M/601/9494	47	Support the development of community partnerships	4	5	33
R/601/3526	48	Develop and sustain effective working relationships with staff in other agencies	3	4	24
M/602/4520	49	Deliver training through demonstration and instruction	3	3	21
L/601/9213	50	Deal with disorderly and aggressive behaviour <b>(Barred combination with J/502/1631)</b>	2	2	11

<b>Unit Reference Number</b>	<b>Unit Number</b>	<b>Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>
J/502/1631	51	Contribute to the prevention of aggressive and abusive behaviour of people <b>(Barred combination with L/601/9213)</b>	3	4	26
F/601/2467	52	Manage own performance in a business environment	2	2	9
Y/600/1250	53	Emergency first aid skills	2	1	10
<b>Total credit for Optional units = 21</b>					



## How is the qualification graded and assessed?

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The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

### Assessment requirements/strategy

Assessment principles developed by Skills for Health and Skills for Care and Development have been included in *Annexe D*. These sets of principles have been developed in partnership with employers, training providers, awarding organisations and the regulatory authorities' assessment requirements for competence and knowledge based units. The assessment principles include details on:

- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

### **Types of evidence (to be read in conjunction with the assessment strategy in *Annexe D*)**

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website [www.edexcel.com](http://www.edexcel.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met.

Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

## Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

## Quality assurance

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Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

## What resources are required?

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Each qualification is designed to support learners working in the healthcare sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

## Unit content

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As this is a competency based qualification unit content is not a requirement. However where unit content has been previously developed for other specifications it has been included in this specification.

# Unit format

Each unit in this specification contains the following sections.

<b>Unit title:</b>					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
<b>Unit reference number:</b>					This is the unit owner's reference number for the specified unit.
<b>QCF level:</b>					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
<b>Unit summary:</b>					This provides a summary of the purpose of the unit.
<b>Assessment requirements/evidence requirements:</b>					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
<b>Assessment methodology:</b>					This provides a summary of the assessment methodology to be used for the unit.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

# Units



**Unit 1:** Engage in personal development in health, social care or children's and young people's settings

**Unit reference number:** A/601/1429

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 10

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**Unit summary**

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

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Content

### 1 Understand what is required for competence in own work role

*Duties and responsibilities of own work role:* contractual responsibilities eg hours, lines of reporting; specific roles and responsibilities, eg behaviour support, supporting children and young people with special educational needs, supporting bilingual children and young people; compliance with policies and procedures of setting, eg behaviour, children and young people protection, health and safety; keeping up to date with changes to procedures; keeping up to date with changes to practice

*Expectations about own work role as expressed in relevant standards:* standards relevant to own role, eg National Occupational Standards for Children's Care, Learning and Development (NOS CCLD), National Occupational Standards for Learning, Development and Support Services (NOS LDSS) in relation to own duties and responsibilities, eg role to support child or young person with special educational needs, expectations to meet standards, eg CCLD 202 Help to keep children safe, CCLD 303 Promote children's development, LDSS 320 Support the needs of children and young people with additional requirements, GCU 6 Reflect on, develop and maintain your practice

### 2 Be able to reflect on practice

*The importance of reflective practice in continuously improving the quality of service provided:* aim to continually review progress to improve or change approaches, strategies, actions; benefits to children, young people, setting and individual of improved performance, eg enables learning to take place and practice to improve, enables all relevant factors to be taken into account, provides clarity; identification of learning needs of individual undertaking reflection; Experiential Learning Cycle (Kolb)

*How to reflect on practice:* regular reflection; focused; use a structured approach; appropriate way of recording, eg a reflective journal/diary, learning log, diary, critical incident journal; reflective questions, eg description (what happened, what was the context); analysis (what went well, why, what did not go well, why, how do I feel about it, why did I do what I did); theory (what needs to be done differently, why); action (what needs to be done next, how); seek alternatives; keep an open mind; view from different perspectives; think about consequences; test ideas through comparing and contrasting; ask 'what if?'; synthesise ideas; seek, identify and resolve questions

*How own values, belief systems and experiences may affect working practice:* self-awareness of values, beliefs, experiences affecting approach to working practices, eg motivation, conformity, cooperation, consistency, respect, fairness, creativity, previous experiences of learning; ways own values affect practice positively and negatively, eg conflict between own values, beliefs and standards



### **3 Be able to evaluate own performance**

*Evaluate own knowledge, performance and understanding against relevant standards:* self-evaluation; consider extent to which own practice meets required National Occupational Standards for role in relation to roles and responsibilities; refer to reflections to appraise extent to which own knowledge and performance meets standards

*Use of feedback to evaluate own performance and inform development:* use feedback to raise awareness of strengths, identify areas for improvement, actions to be taken to improve performance; actively seek feedback; sources of feedback, eg mentors, teachers, supervisor, colleagues; effective feedback develops confidence, competence, motivation

### **4 Be able to agree a personal development plan**

*Sources of support for planning and reviewing own development:* sources of support, eg mentor, supervisor, teacher, manager, local authority, training providers, awarding organisations, further and higher education institutions, Learn Direct, Teachers Development Agency (TDA), Children's Workforce Development Council (CWDC)

*Work with others to review and prioritise own learning needs, professional interests and development opportunities:* others, eg mentor, teacher, manager; performance review; appraisal; reflective journal; learning needs in relation to job role, progression, children and young people's workforce needs; development opportunities, eg training, qualifications, shadowing a more experienced colleague, on-the-job project work, coaching and mentoring less experienced colleagues

*Work with others to agree own personal development plan:* others, eg mentor, teacher, manager, multi-agency professionals; personal development plan to manage development using reflection and structured planning on how to meet own goals; personal development plan templates

### **5 Be able to use learning opportunities and reflective practice to contribute to personal development**

*How learning activities affect practice:* examples of learning activities, eg formal lessons, training programmes/sessions, research activities, observing practice, practical activities; practice affected, eg by applying newly learned theories, using different approaches

*How reflective practice leads to improved ways of working:* examples of ways continually challenging current behaviour has developed and enhanced own practice and skills; how monitoring own practice has enabled change to take place.

*Record progress in relation to personal development:* regular review of personal development plan; use reflective journal to consider progress made; evidence of achievements, eg certificates; review goals and actions in light of progress

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand what is required for competence in own work role	<p>1.1 describe the duties and responsibilities of own work role</p> <p>1.2 explain expectations about own work role as expressed in relevant standards</p>			
2 Be able to reflect on practice	<p>2.1 explain the importance of reflective practice in continuously improving the quality of service provided</p> <p>2.2 demonstrate the ability to reflect on practice</p> <p>2.3 describe how own values, belief systems and experiences may affect working practice</p>			
3 Be able to evaluate own performance	<p>3.1 evaluate own knowledge, performance and understanding against relevant standards</p> <p>3.2 demonstrate use of feedback to evaluate own performance and inform development</p>			
4 Be able to agree a personal development plan	<p>4.1 identify sources of support for planning and reviewing own development</p> <p>4.2 demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities</p> <p>4.3 demonstrate how to work with others to agree own personal development plan</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 evaluate how learning activities have affected practice 5.2 demonstrate how reflective practice has led to improved ways of working 5.3 show how to record progress in relation to personal development			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*



**Unit 2:** **Promote communication in health, social care or children’s and young people’s settings**

**Unit reference number:** J/601/1434

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 10

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**Unit summary**

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

**Equivalency**

This unit has equivalency with *Communication skills for working in the health sector* (L/502/3381).

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Content

### **1 Understand why effective communication is important in the work setting**

*Reasons for communication:* express needs; share ideas and information; to reassure; express feelings and/or concerns; build relationships; socialise; ask questions, share experiences

*How communication affects relationships at work:* communication in the work environment, eg with colleagues, people using services, children and their families; helps to build trust; aids understanding of individuals' needs; ways communication is used to negotiate; communication used to prevent or resolve conflict and prevent misunderstanding; relevant theories, eg Tuckman's stages of group interaction (forming, storming, norming, performing)

### **2 Be able to meet the communication and language needs, wishes and preferences of individuals**

*Needs, wishes and preferences of individuals:* importance of recognising individual needs; age and stage of development of child or young person; home language; preferred method; additional learning needs; physical disabilities; alternative methods communication, eg language; British Sign Language, Makaton, Braille, the use of signs, symbols, pictures and writing; objects of reference, finger spelling, communication passports, human and technological aids to communication

*Factors to consider:* Argyle's stages of the communication cycle (ideas occur, message coded, message sent, message received, message decoded, message understood); type of communication, eg complex, sensitive, formal, non-formal; context of communication, eg, one to one; group, with people using services, children or young people, with professionals/colleagues; purpose of communication; cultural factors, need to adapt communication; environment; time and resources available

*Communication methods and styles:* eg non-verbal communication (eye contact, touch, gestures, body language, behaviour) verbal communication (vocabulary, linguistic tone, pitch, pace), signing, symbols, touch, music and drama, objects of reference; technological aids to communication

*Responding to reactions:* verbal responses, eg tone, pitch, silence; non verbal responses, eg body language, facial expressions, eye contact, gestures, touch; emotional state; signs that information has been understood; when and how to adjust communication method

### **3 Be able to overcome barriers to communication**

*Differences in use and interpretation of communication methods:* ways that an individual's background can influence communication, eg age, gender, culture, socio-economic status; differences in verbal communication, eg language, vocabulary, dialect, intonations; non-verbal, eg facial expressions, use of body language, eye contact, gestures

*Barriers to effective communication:* language, eg dialect, use of jargon, sector-specific vocabulary; environmental, eg noise, poor lighting; emotional and behavioural, eg attitudes, anxiety, lack of confidence, aggression; sensory impairment; health problems or medical conditions; learning disabilities; effects of alcohol or drugs

*Overcoming barriers:* use of technological aids, eg hearing aids, induction loop, telephone relay services; human aids, eg interpreters, signers, translators, advocates; use of age-appropriate vocabulary; staff training; improving environment; reducing distractions

*Clarifying misunderstandings:* checking understanding; avoiding misinterpretation of body language; use of active listening; repeating; rephrasing; use of visual cues

*Accessing support:* interpreting service; translation service; speech and language services; advocacy services; third sector organisations, eg Stroke Association, Royal National Institute for Deaf People (RNID)

#### **4 Be able to apply principles and practices relating to confidentiality**

*Confidentiality:* where one person receives personal or sensitive information from another person, this information should not be passed on to anyone else without the consent of the person from whom the personal or sensitive information was received; meaning of confidentiality as contained in principles of current legislation, eg the Data Protection Act 1998

*Maintaining confidentiality in day-to-day communication:* confidentiality in different inter-personal situations, eg adult receives personal or sensitive information about child or young person, adult receives personal or sensitive information about another adult or colleague, child or young person receives personal or sensitive information about other child or young person, child or young person receives personal or sensitive information about an adult; following policies and procedures in own workplace setting, eg policies for sharing information, situations where unconditional confidentiality cannot be maintained, support and guidance regarding confidential information, role of manager or supervisor, referral, training; types of information, eg paper based, electronic, verbal, hearsay; confidentiality relating to the collection, recording and storage of different types of information

*Tensions caused by confidentiality:* the need for consent to share information; understanding when information may be shared without consent; concept of 'need to know'; need for transparent policy and protocols for information sharing

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand why effective communication is important in the work setting	<p>1.1 identify the different reasons people communicate</p> <p>1.2 explain how communication affects relationships in the work setting</p>			
2 Be able to meet the communication and language needs, wishes and preferences of individuals	<p>2.1 demonstrate how to establish the communication and language needs, wishes and preferences of individuals</p> <p>2.2 describe the factors to consider when promoting effective communication</p> <p>2.3 demonstrate a range of communication methods and styles to meet individual needs</p> <p>2.4 demonstrate how to respond to an individual's reactions when communicating</p>			
3 Be able to overcome barriers to communication	<p>3.1 explain how people from different backgrounds may use and/or interpret communication methods in different ways</p> <p>3.2 identify barriers to effective communication</p> <p>3.3 demonstrate ways to overcome barriers to communication</p> <p>3.4 demonstrate strategies that can be used to clarify misunderstandings</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to apply principles and practices relating to confidentiality	3.5 explain how to access extra support or services to enable individuals to communicate effectively  4.1 explain the meaning of the term confidentiality 4.2 demonstrate ways to maintain confidentiality in day-to-day communication 4.3 describe the potential tension between maintaining an individual's confidentiality and disclosing concerns			

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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*(if sampled)*



**Unit 3: Promote equality and inclusion in health, social care or children's and young people's settings**

**Unit reference number:** Y/601/1437

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 8

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**Unit summary**

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

**Equivalency**

This unit has equivalency with *Equality and diversity in the health sector* (L/502/3400).

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Content

### 1 Understand the importance of diversity, equality and inclusion

*Diversity*: differences between individuals and groups, eg culture, nationality, ability, ethnic origin, gender, age, religion, beliefs, sexual orientation, social class

*Equality*: promotion of individual rights; giving choice and opportunity; respect and fairness; services in response to individual need

*Inclusion*: individuals at the centre of planning and support; valuing diversity

*Effects of discrimination*: direct discrimination; indirect discrimination; institutional discrimination; individuals being treated less favourably than others; lack of opportunity; prejudice and injustice; harassment; stereotyping; labelling; delay in development; loss of self-esteem

*Promoting equality*: policies and procedures in work place setting; inclusive practices and procedures; challenging discrimination; promoting rights; empowering; removing barriers eg to physical access, to effective communication; improving participation; promoting dignity and respect; individuals at the centre of planning and delivery of services

*Supporting diversity*: valuing differences between individuals; using positive images of individuals from diverse groups; celebrate differences

### 2 Be able to work in an inclusive way

*Legislation and codes of practice*: codes of practice of sector; policies of work place setting; Human Rights Act 1998; Disability Discrimination Act 2005; Special Educational Needs and Disability Act 2001; Race Relations (Amendment) Act 2000; The Equality Act 2010; European Convention on Human Rights

*Interactions*: eg colleagues, adults using services, children and young people in childcare settings; active listening; knowledge of individuals, eg beliefs, cultures, values, preferences; maintaining confidentiality as appropriate; using preferred method of communication

### 3 Be able to promote diversity, equality and inclusion

*Inclusive practice*: observe the social model of disability; engage in reflective practice; encourage choice; empower individuals; encourage independence; remove barriers to access; promote equality and rights; provide opportunity and access to services according to needs; use appropriate language

*Support others to promote equality and rights*: understand and share information about the needs of individuals; demonstrate ways to value differences and recognise similarities between individuals; highlight the benefits of diversity, eg cultural enrichment, the arts, food, social cohesion; model the use of appropriate language; take part in staff training activities; follow procedures of the setting; demonstrate fair

practice in interactions; acknowledge rights of others; provide information on disciplinary and complaints procedures

*Challenging discrimination:* identifying and challenging discriminatory behaviour; recognising stereotypes in attitudes or written materials; understanding and adapting own beliefs and attitudes; know how to report concerns; review and develop policy and procedures

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of diversity, equality and inclusion	<p>1.1 explain what is meant by</p> <ul style="list-style-type: none"> <li>- diversity</li> <li>- equality</li> <li>- inclusion</li> </ul> <p>1.2 describe the potential effects of discrimination</p> <p>1.3 explain how inclusive practice promotes equality and supports diversity</p>			
2 Be able to work in an inclusive way	<p>2.1 explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role</p> <p>2.2 show interaction with individuals that respects their beliefs, culture, values and preferences</p>			
3 Be able to promote diversity, equality and inclusion	<p>3.1 demonstrate actions that model inclusive practice</p> <p>3.2 demonstrate how to support others to promote equality and rights</p> <p>3.3 describe how to challenge discrimination in a way that promotes change</p>			

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Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
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**Unit 4: Promote and implement health and safety in health and social care**

**Unit reference number:** F/601/8138

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 43

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**Unit summary**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health and safety in their work setting.

**Assessment requirements**

Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Content

### **1 Understand own responsibilities and the responsibilities of others, relating to health and safety**

*Legislation relating to general health and safety:* relevant, up-to-date legislation from the Health and Safety Commission and Executive (HSC/E), including local, national and European requirements for health and safety in a health and social care work setting, eg Health & Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999, Manual Handling Operations Regulations 1992, Health and Safety (First Aid) Regulations 1981, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), Control of Substances Hazardous to Health Regulations 2002 (COSHH)

*Health and safety policies and procedures:* details of agreed ways of working and approved codes of practice in health and social care settings relating to health and safety; how to deal with accidents, injuries and emergency situations, eg specific action to take, reporting procedures and completing relevant documentation; how to deal with first aid situations, eg understanding specific hygiene procedures, dealing with blood and other body fluids, administering basic first aid if trained to do so, reporting procedures and completing relevant documentation; policies relating to specific working conditions and the working environment, eg understanding moving and handling procedures; policies relating to the use of equipment, eg understanding how to use mechanical or electrical equipment, such as mechanical hoists; understanding healthcare procedures, eg key aspects of administering personal care, procedures for individuals with specialised needs; policies relating to food handling and preparation, eg understanding food hygiene regulations; policies relating to infection control and dealing with hazardous substances, eg situations requiring strict infection control, the use of protective clothing like gowns, masks and gloves, understanding procedures for disposing of clinical waste; policies relating to security and personal safety, eg procedures for personal security and policies relating to the safeguarding of vulnerable individuals

*Own responsibilities for health and safety:* analyse the responsibility to take care of own health and safety; understanding and applying relevant legislation and agreed ways of working; responsibility to undertake relevant training and updating as required; the importance of cooperating with others on health and safety; importance of the correct use of anything provided for individual health, safety or welfare, eg protective clothing, specialised equipment; understand the advantages and disadvantages of undertaking own responsibility in health and safety issues

*Responsibilities of employers and others for health and safety:* analyse the responsibility of employers to provide information, eg about risks to health and safety from working practices, changes that may harm or affect health and safety, how to do the job safely, what is done to protect health and safety, how to get first-aid treatment, what to do in an emergency; the responsibility of employers to provide training to do the job safely; protection, eg special clothing, gloves or masks; health checks, eg vision testing; the responsibility of others including team

members, other colleagues, families and carers to be mindful of health and safety issues in relation to observation, practice, reporting and recording procedures; understand the advantages and disadvantages of others taking responsibility for health and safety issues

*Specific tasks:* understanding that certain tasks should not be carried out without special training, eg use of equipment, first aid, administering medication, healthcare procedures, food handling and preparation

## **2 Be able to carry out own responsibilities for health and safety**

*Use health and safety policies and procedures:* understanding how specific policies and procedures or agreed ways of working apply to own practice; understanding own responsibilities in relation to, eg how to deal with accidents, injuries and emergency situations, specific working conditions and the working environment, the use of equipment, procedures relating to personal care, procedures relating to security and personal safety; understanding own responsibilities in relation to observation, risk assessment, reporting and recording procedures; support others to understand and follow safe practices; importance of good communication, sharing information, attending training, keeping up to date, maintaining records of staff training and development

*Monitor and report potential health and safety risks:* importance of continuous assessment of risks and regular checking (eg equipment, machinery); importance of regular review and updating (eg policies, procedures and agreed ways of working); reporting identified risks immediately; importance of reporting any changes (eg to working conditions or environment); lines of communication and verbal reporting procedures; importance of written records being clear and accurate, detailing dates, times, simple description of risks identified and action taken; electronic reporting systems

*Risk assessment:* understanding and using health and safety risk assessment for the work environment or particular activities; the importance of risk assessment for protecting self and individuals from danger or harm; the need to comply with the law; identifying what could cause harm; taking precautions to prevent harm; the importance of minimising accidents, injuries and ill health; reducing the risk of individuals being injured at work; following the HSC/E five-step recommendations for risk assessment and minimising risks and hazards:

1. Identify the hazards (differentiate between a hazard, ie anything that may cause harm, such as chemicals or working at a height, and a risk, ie the chance that somebody could be harmed by the identified hazard)
2. Decide who might be harmed and how (eg staff may be injured by using improper lifting procedures, family members or visitors may be harmed by faulty equipment)
3. Evaluate the risks and decide on precautions in order to minimise the risk (eg deciding what is reasonably practical, eliminating the hazard, minimising or controlling the risk by using a less risky option, using protective clothing or equipment, organising work to reduce exposure to the hazard, providing facilities like first aid or hand washing facilities)

4. Record your findings and implement them (eg using agreed procedures and documentation)
5. Review your assessment and update if necessary on a regular basis

*Additional support or information:* understanding how to access information from organisations like the HSC/E (eg information *Health and safety law: What you should know*), with contact details of people who can help or provide further information

### **3 Understand procedures for responding to accidents and sudden illness**

*Types of accidents and sudden illness:* accidents, eg slips and trips, falls, needle stick injuries, burns and scalds, injuries from operating machinery or specialised equipment, electrocution, accidental poisoning; sudden illness, eg heart attack, diabetic coma, epileptic convulsion

*Procedures to be followed:* understanding the importance of procedures to be followed if an accident or sudden illness should occur; knowing how to ensure and maintain safety for individuals concerned and others, eg clearing the area, safely moving equipment if possible; remaining calm; knowing how to send for help; knowing how to assess individuals for injuries; understanding when to administer basic first aid if necessary and if trained to do so; understanding the importance of staying with the injured/sick individual until help arrives; knowing how to observe and note any changes in an individual's condition; understanding how to provide a full verbal report to relevant medical staff or others; understanding how to complete a full written report and relevant documentation, eg accident report, incident report; understanding the policies, procedures and agreed ways of working for the work setting

### **4 Be able to reduce the spread of infection**

*Support others to follow practices that reduce the spread of infection:* understand how infection can be spread, eg airborne, direct contact, indirect contact; understand measures which can minimise the spread of infection, eg hand washing, food hygiene procedures, disposal of waste; the importance of communicating these procedures to others; use of communication aids like posters and notices; importance of regular staff training and updating; encouraging and ensuring that others are familiar with policies, procedures and agreed ways of working in order to reduce the spread of infection

*Recommended method for hand washing:* follow the Department of Health eight-step recommended procedure of:

1. Wet hands and apply soap. Rub palms together until soap is bubbly
2. Rub each palm over the back of the other hand
3. Rub between your fingers on each hand
4. Rub backs of fingers (interlocked)
5. Rub around each of your thumbs
6. Rub both palms with finger tips
7. Rinse hands under clean running water

## 8. Dry hands with a clean towel

using liquid soap dispensers; using detergents intended for hands and not unsuitable detergents, eg those intended to wash dishes which may dissolve the natural oils in the skin; using air dryers ensuring hands are completely dry; washing hands after covering mouth when sneezing or coughing before carrying out procedures or food preparation

*Own health and hygiene:* importance of basic personal hygiene measures in reducing the spread of infection, eg hand washing after using the toilet or before preparing food, covering the mouth when sneezing or coughing, using disposable tissues; covering any cuts or abrasions with appropriately coloured elastoplasts or suitable dressings, eg blue in a food preparation environment; importance of staying away from work when affected by illness or infection; getting prompt treatment for illness or infections

## 5 Be able to move and handle equipment and other objects safely

*Explain legislation relating to moving and handling:* understand the main points of key legislation, eg The Health and Safety at Work Act 1974; The Manual Handling Operations Regulations 1992 (as amended in 2002); regulations from the HSC/E covering manual handling risk factors and how injuries can occur

*Safe moving and handling:* the key principles of avoid, eg the need for hazardous manual handling, assess, eg the risk of injury from any hazardous manual handling, reduce, eg the risk of injury from hazardous manual handling; the importance of assessment, eg the task, load, working environment and individual capability; reducing the risk of injury, eg musculoskeletal disorders: avoiding hazardous manual handling; the importance of correct posture and technique; working in teams: the importance of a coordinated approach and good communication; using mechanical aids where necessary, eg a hoist; changing the task or approach where necessary; the importance of following appropriate systems and agreed ways of working; making proper use of equipment provided for safe practice; taking care to ensure that activities do not put others at risk; reporting any potentially hazardous handling activities

## 6 Be able to handle hazardous substances and materials

*Describe hazardous substances and materials:* COSHH regulations (2002) include substances that are corrosive, eg acid, irritant, eg cleaning fluids, toxic, eg medicines, highly flammable, eg solvents, dangerous to the environment, eg chemicals, clinical waste, germs that cause diseases, eg legionnaires' disease; materials that are harmful, eg used needles, potentially infectious, eg used dressings, body fluids eg blood, faeces, vomit

*Safe practices with hazardous substances and materials:* understand the importance of training; understanding of COSHH regulations; understand and be able to follow instructions for agreed ways of working; safe storage of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures, eg safe storage of drugs and medicines; stored out of reach; store materials in

containers recommended by the manufacturer; importance of clear labelling; containers securely sealed; storing incompatible substances separately; safe usage of hazardous substances, and materials: understand and be able to follow agreed ways of working, policies and procedures; avoid exposure to hazardous substances eg inhaling, contact with the skin or eyes, swallowing or skin puncture, understand and be able to use control measures, eg universal precautions for dealing with blood and other body fluids; know how and when to use protective clothing where necessary, eg latex gloves, masks, aprons; understand the importance of checking with colleagues and completing appropriate records and documentation; safe disposal of hazardous substances and materials: understand and be able to follow agreed ways of working, policies and procedures, eg use of clinical waste bags; understand the importance of protecting others, eg using a sharps box for used needles, understand the importance of protecting the environment eg disposal of dangerous chemicals; be able to minimise the spread of infection, eg disposal of used dressings

## **7 Be able to promote fire safety in the work setting**

*Practices that prevent fires from starting and spreading:* identifying potential fire hazards in the health and social care workplace; understanding how fires start and spread, (the fire triangle of ignition, fuel and oxygen); preventing fires from starting, eg the danger from lit cigarettes, naked flames, hot surfaces, faulty electrical equipment; the importance of regular checks on electrical equipment, eg PAT testing; the importance of staff training and vigilance in the workplace; risk assessment procedures; preventing fires from spreading through safe practices for, eg storage of flammable materials (waste materials, paper, wood, furnishings, flammable liquids), keeping fire doors shut; the importance of checking smoke detectors regularly

*Measures that prevent fires from starting:* importance of taking care with electrical appliances and equipment, eg not overloading power sockets, checking for worn or faulty wiring, unplug appliances when not in use, keep electrical equipment away from water, never put anything metal in microwaves; importance of taking care with heating devices, eg using approved covers on heaters and radiators, ensuring heaters are switched off or fully guarded at night; importance of taking care with naked flames, eg not using candles, storing matches safely, enforcing strict procedures for designated smoking areas and ensuring that cigarettes are always fully extinguished

*Emergency procedures to be followed:* understanding how to raise the alarm if a fire is discovered, eg operating a fire alarm system; agreed procedures for alerting all personnel in the work setting; knowledge of basic fire fighting procedures, eg use of different fire extinguishers, fire blankets or other fire safety equipment; understanding procedures for evacuation, eg using designated routes, not using lifts, closing all doors; special evacuation procedures for very young children and individuals with mobility or other difficulties, eg use of an evac-chair; knowledge of evacuation routes and assembly points; agreed procedures for checking on the presence of all personnel in the work setting; the importance of staff training and regular evacuation drills; the importance of ensuring

that clear evacuation routes are maintained at all times, eg keeping fire exits and doorways clear, not storing furniture or other equipment in the way of evacuation routes, keeping stairwells or designated special evacuation areas clear at all times

## **8 Be able to implement security measures in the work setting**

*Procedures for checking identity:* understanding and implementing agreed ways of working for checking the identity of anyone requesting access to work setting premises, eg checking official ID, signing, in procedures, allocating visitor badges, the use of biometric security systems like finger print scanners; understanding and implementing agreed ways of working for checking the identity of anyone requesting access to information in the work setting, eg checking official ID, secure password systems for electronic information; understanding the importance of confidentiality relating to information; procedures for dealing with electronic requests for information

*Protecting security:* understanding and implementing agreed ways of working for protecting own security and the security of others in the work setting, eg knowledge of security systems, alarms, CCTV, gaining access to buildings; understanding special procedures for shift or nighttime working; importance of procedures for lone working and ensuring that others are aware of own whereabouts, eg signing in and out, agreed procedures for communicating whereabouts, use of special codes or mobile phones; importance of staff training on security and vigilance in the workplace

## **9 Know how to manage stress**

*Common signs and symptoms of stress:* physical signs and symptoms, eg aches and pains, nausea, dizziness chest pain, rapid heartbeat; emotional signs and symptoms, eg moodiness, irritability or short temper, agitation, inability to relax, feeling overwhelmed, sense of loneliness and isolation, depression or general unhappiness; cognitive signs and symptoms, eg memory problems, inability to concentrate, poor judgement, constant worrying; behavioural signs and symptoms, eg eating more or less, sleeping too much or too little, neglecting responsibilities, using alcohol, cigarettes, or drugs to relax, nervous habits like nail biting

*Signs that indicate own stress:* work factors, eg changes in routine, dealing with difficult situations, pressure to meet targets, interpersonal relationships with individuals and others, expectations from managers, demands of working unsocial hours, taking on special projects; personal factors, eg financial problems, relationship or family problems, major life changes, bereavement, injury or illness; understanding how these factors can trigger own stress, singly or in combination; analyse factors in own lifestyle and identify key stressors

*Strategies for managing stress:* understanding theories on coping strategies, eg internally or externally focused, emotional or solution focused; relaxation techniques, eg massage, yoga, aromatherapy, listening to music; physical activity and exercise, eg going for a run, joining a gym; social strategies, eg meeting up with friends and family,

volunteering or helping with community work; logical strategies, eg making lists, prioritising; creative strategies, eg music, painting or other artistic pursuits; faith strategies, eg religion or other beliefs; the importance of emotional well-being and resilience; understanding and recognising individual stressors and taking time out; compare and contrast different strategies and their effectiveness



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand own responsibilities, and the responsibilities of others, relating to health and safety	<p>1.1 identify legislation relating to health and safety in a health or social care work setting</p> <p>1.2 explain the main points of health and safety policies and procedures agreed with the employer</p> <p>1.3 analyse the main health and safety responsibilities of:</p> <ul style="list-style-type: none"> <li>- self</li> <li>- the employer or manager</li> <li>- others in the work setting</li> </ul> <p>1.4 identify specific tasks in the work setting that should not be carried out without special training</p>			
2 Be able to carry out own responsibilities for health and safety	<p>2.1 use policies and procedures or other agreed ways of working that relate to health and safety</p> <p>2.2 support others to understand and follow safe practices</p> <p>2.3 monitor and report potential health and safety risks</p> <p>2.4 use risk assessment in relation to health and safety</p> <p>2.5 demonstrate ways to minimise potential risks and hazards</p> <p>2.6 access additional support or information relating to health and safety</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand procedures for responding to accidents and sudden illness	3.1 describe different types of accidents and sudden illness that may occur in own work setting 3.2 explain procedures to be followed if an accident or sudden illness should occur			
4 Be able to reduce the spread of infection	4.1 explain own role in supporting others to follow practices that reduce the spread of infection 4.2 demonstrate the recommended method for hand washing 4.3 demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work			
5 Be able to move and handle equipment and other objects safely	5.1 explain the main points of legislation that relates to moving and handling 5.2 explain principles for safe moving and handling 5.3 move and handle equipment and other objects safely			
6. Be able to handle hazardous substances and materials	6.1 describe types of hazardous substances that may be found in the work setting 6.2 demonstrate safe practices for: <ul style="list-style-type: none"> <li>- storing hazardous substances</li> <li>- using hazardous substances</li> <li>- disposing of hazardous substances and materials</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to promote fire safety in the work setting	7.1 describe practices that prevent fires from: <ul style="list-style-type: none"> <li>- starting</li> <li>- spreading</li> </ul> 7.2 demonstrate measures that prevent fires from starting			
8 Be able to implement security measures in the work setting	7.3 explain emergency procedures to be followed in the event of a fire in the work setting 7.4 ensure that clear evacuation routes are maintained at all times  8.1 demonstrate use of agreed procedures for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> <li>- premises</li> <li>- information</li> </ul> 8.2 demonstrate use of measures to protect own security and the security of others in the work setting 8.3 explain the importance of ensuring that others are aware of own whereabouts			
9 Know how to manage stress	9.1 describe common signs and indicators of stress 9.2 describe signs that indicate own stress 9.3 analyse factors that tend to trigger own stress 9.4 compare strategies for managing stress			

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
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## **Unit 5: The role of the health and social care worker**

**Unit reference number:** J/601/8576

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 14

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### **Unit summary**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

### **Assessment requirements**

Learning outcomes 2 and 3 must be assessed in a real work environment.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Content

### 1 Understand working relationships in health and social care

*Working relationship:* a relationship with a work colleague; the nature of a professional relationship; concept of team working; working within agreed guidelines; working towards common goals with a shared purpose; a business relationship

*Personal relationship:* a relationship with a friend, family member or within a social group; interpersonal relationship; romantic relationship; based on love, liking, family bond or social commitment

*Different working relationships in health and social care settings:* relationships between co-workers eg colleagues; between worker and manager, eg supervisory; relationships within teams, eg care planning team; between different health and social care workers, eg nurse and care assistant; relationships between different professionals, eg health and social care worker and legal advocate; professional relationships with others, eg families of individuals

### 2 Be able to work in ways that are agreed with the employer

*Adhere to the scope of the job role:* job description as part of a contract of employment; legal responsibility; defined roles and responsibilities; professional commitment; understanding expectations of the job; understanding professional boundaries and working within professional limitations; accountability; used as a means of assessing performance within the job, eg for appraisal purposes

*Agreed ways of working:* access full and up-to-date policies and procedures that relate to the responsibilities of the specific job role, eg health and safety, safeguarding, equal opportunities and inclusive working, security; implement agreed ways of working, eg in relation to infection control, anti-discriminatory practice, safety and security, dealing with emergency situations, moving and handling

### 3 Be able to work in partnership with others

*Partnership working:* importance of professional relationships with team members, colleagues, other professionals, individuals and their families; importance of communication; agreed ways of sharing information; concept of power sharing and empowerment; nature of professional respect; understanding different roles and responsibilities; different professional expectations; multi-agency and integrated working; improving partnership working through effective communication and information sharing; collaboration and team working; multi-agency team meetings and conferences; main principles of *No Secrets* (2000) for multi-agency working in health and social care

*Resolving conflicts:* skills and approaches needed for resolving conflicts, eg managing stress, remaining calm, being aware of both verbal and non-verbal communication, controlling emotions and behaviour, avoid threatening others, paying attention to the feelings being expressed as well as the spoken words of others, being aware of and respectful of differences, developing a readiness to forgive and forget, having the

ability to seek compromise, seeking resolution, being specific with communication, trying not to exaggerate or over-generalise, avoiding accusations, importance of active listening

*Access support and advice:* knowing how and when to access support and advice about partnership working, eg in relation to sharing information, issues about confidentiality, confusion about roles and responsibilities, professional limitations or expectations, understanding professional boundaries; understanding agreed ways of working for seeking out support; knowing how to access support, eg through manager or supervisor, professional organisation, independent advisory organisations; knowing how and when to access support and advice about resolving conflicts, eg in relation to professional disagreements, issues with individuals or their families, conflict with colleagues or managers; knowing how to access support, eg through mentoring support, employment counselling, independent advisory organisations, trade unions

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand working relationships in health and social care	<p>1.1 explain how a working relationship is different from a personal relationship</p> <p>1.2 describe different working relationships in health and social care settings</p>		
2	Be able to work in ways that are agreed with the employer	<p>2.1 describe why it is important to adhere to the agreed scope of the job role</p> <p>2.2 access full and up-to-date details of agreed ways of working</p> <p>2.3 implement agreed ways of working</p>		
3.	Be able to work in partnership with others	<p>3.1 explain why it is important to work in partnership with others</p> <p>3.2 demonstrate ways of working that can help improve partnership working</p> <p>3.3 identify skills and approaches needed for resolving conflicts</p> <p>3.4 demonstrate how and when to access support and advice about:</p> <ul style="list-style-type: none"> <li>- partnership working</li> <li>- resolving conflicts</li> </ul>		



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## **Unit 6: Maintaining quality standards in the health sector**

**Unit reference number:** F/502/3412

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 13

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### **Unit summary**

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.

### **Forbidden combination**

This unit must not be taken with Unit 7: *Service improvement in the health sector* (J/502/3413).

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to provide a quality service within legislation, policies and procedures	<p>1.1 explain the importance of meeting quality standards as determined by legislation, policies and procedures</p> <p>1.2 explain how others could be encouraged to meet quality standards</p> <p>1.3 explain the benefits of maintaining quality standards</p>			
2 Understand the importance of working with others to provide a quality service	<p>2.1 explain personal responsibilities for working with others</p> <p>2.2 explain accountability when working with others</p> <p>2.3 explain the importance of working effectively with others to provide a quality service</p>			
3 Know how to monitor quality standards	<p>3.1 describe methods of monitoring quality standards</p> <p>3.2 state how to inform other staff of quality issues</p> <p>3.3 describe how resources can be monitored and maintained</p> <p>3.4 outline the benefits of monitoring quality to maintain and improve standards</p>			
4 Understand the importance of prioritising own workload to reduce risks to quality	<p>4.1 review factors that can affect own workload</p> <p>4.2 evaluate how prioritising work will ensure the maintenance and improvement of a quality service</p>			

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## **Unit 7: Service improvement in the health sector**

**Unit reference number:** J/502/3413

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

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.

### **Forbidden combination**

This unit must not be taken with Unit 6: *Maintaining quality standards in the health sector* (F/502/3412).

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to evaluate own work and that of others to identify potential improvements	<p>1.1 illustrate how to benchmark own work and that of others</p> <p>1.2 explain how feedback can be obtained and used to identify potential service improvements</p> <p>1.3 review the policies and strategies for service improvements</p>			
2 Understand how to make constructive suggestions about how services can be improved	<p>2.1 explain key issues related to potential improvements</p> <p>2.2 explain why service improvements are required</p> <p>2.3 discuss how service improvements could be implemented</p>			
3 Understand how to discuss and agree improvements with others	<p>3.1 explain the importance of agreeing changes with others</p> <p>3.2 illustrate how working with others can support service improvements</p>			
4 Understand how to make agreed improvements to own work and how to support others to make changes	<p>4.1 evaluate strategies for making changes effective within own work role</p> <p>4.2 explain how to support others in implementing changes</p>			



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**Unit 8: Introduction to the role and responsibilities of a health trainer**

**Unit reference number:** L/502/1212

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 20

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**Unit summary**

This unit introduces learners to the role and responsibilities of a health trainer. Learners will be introduced to legislation and policies relating to the role, as well as elements of time management.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the role of a health trainer	<p>1.1 describe the role of a health trainer</p> <p>1.2 outline the role of the health trainer in the context of local and national health and wellbeing policies</p> <p>1.3 describe the limits of the health trainer role</p> <p>1.4 analyse the consequences of acting beyond competence as a health trainer</p> <p>1.5 identify appropriate routes for referring matters beyond competence</p> <p>1.6 identify individuals who can advise on the health trainer role</p>			
2 Understand legislation and policies related to the role of the health trainer	<p>2.1 identify the legislation that relates to the role of a health trainer</p> <p>2.2 identify organisational policies and procedures</p> <p>2.3 outline potential consequences of non-compliance to organisational policies, procedures and protocol</p> <p>2.4 explain the importance of confidentiality</p> <p>2.5 explain key issues relating to equality and diversity and antidiscriminatory practice</p> <p>2.6 explain the importance of assessing and managing risks</p> <p>2.7 identify risks to self and others</p> <p>2.8 use organisational data collection, storage and retrieval systems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 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			

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**Unit 9: Establishing and developing relationships with communities while working as a health trainer**

**Unit reference number:** R/502/1213

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 10

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**Unit summary**

This unit is concerned with helping to establish and develop joint working relationships between people, organisations and groups in the community. The unit will also introduce candidates 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 and understanding of the context of their lives and work.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Make contact with communities, organisations and groups	<p>1.1 identify people within a community to make contact with</p> <p>1.2 explain the benefits and importance of making contact with different people, organisations and groups</p> <p>1.3 use appropriate methods and styles of making contact with different people, organisations and groups</p> <p>1.4 identify the most appropriate person to contact within an organisation</p> <p>1.5 explain the role of a health trainer to different people, organisations and groups</p>			
2 Collect accurate information on communities, organisations and groups	<p>2.1 identify services and sources of information</p> <p>2.2 check that information is up to date and accurate</p> <p>2.3 record information in a way that can be used in future work</p> <p>2.4 explain the importance of regularly updating information and methods for achieving this</p> <p>2.5 outline the consequences of using out of date or inaccurate information</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 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			

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 (if sampled)



**Unit 10:** **Communicate with individuals about promoting their health and wellbeing while working as a health trainer**

**Unit reference number:** F/502/1224

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 15

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**Unit summary**

The unit introduces candidates to the concepts of health and wellbeing and the ways of communicating key messages to individuals, in order to support them with choices they could make to improve their health and wellbeing.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Analyse concepts of health and wellbeing	<p>1.1 explain the terms 'health and wellbeing'</p> <p>1.2 define the term 'lifestyle'</p> <p>1.3 explain the links between lifestyle and health and wellbeing</p>			
2 Understand factors influencing health and wellbeing	<p>2.1 identify the factors influencing individuals' health and wellbeing</p> <p>2.2 identify wider determinants of health and wellbeing</p> <p>2.3 understand and communicate key health promotion messages and the benefits of making lifestyle changes</p> <p>2.4 identify other people and agencies who might be able to help individuals to improve their health and wellbeing</p>			
3 Encourage individuals to address issues relating to their health and wellbeing	<p>3.1 raise individual's awareness of the key issues relating to their health and wellbeing</p> <p>3.2 describe a range of approaches that apply to promoting health and wellbeing</p> <p>3.3 use a range of methods for providing information on health and wellbeing</p> <p>3.4 help individuals identify factors affecting their health and wellbeing</p> <p>3.5 explore individuals' knowledge and beliefs about health and wellbeing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Communicate appropriately with individuals	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 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			

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*(if sampled)*



**Unit 11:** **Enable individuals to change their behaviour to improve their health and wellbeing while working as a health trainer**

**Unit reference number:** L/502/1226

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 25

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**Unit summary**

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

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Encourage individuals to assess their behaviour	<p>1.1 help individuals to assess how their behaviour is affecting their health and wellbeing</p> <p>1.2 help individuals to identify the changes needed to improve their health and wellbeing</p> <p>1.3 use behaviour changes techniques to encourage individuals to identify their motivation for change and opportunities for change</p> <p>1.4 help individuals to identify potential barriers to change and ways of managing them</p>			
2 Establish one to one relationships with clients	<p>2.1 explain the importance of establishing the ground rules for the relationship</p> <p>2.2 establish ground rules for the relationship</p> <p>2.3 build rapport with clients</p> <p>2.4 identify the key factors to be considered when choosing a suitable environment for one to one contact</p>			
3 Develop Personal Health Plans for individuals	<p>3.1 support individuals to prioritise their goals</p> <p>3.2 support individuals to identify smart goals for changing their behaviour</p> <p>3.3 support individuals to develop a personal health plan</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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 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 to 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 to evaluate the effects of the changes implemented			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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 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.			

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 (*if sampled*)

## **Unit 12: Understand mental wellbeing and mental health promotion**

**Unit reference number:** F/602/0097

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 14

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### **Unit summary**

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

### **Assessment requirements**

Learning outcome 1, assessment criteria 1 requires learners to 'explain the range of factors that may influence mental wellbeing 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 wellbeing as adults and the potential impact of levels of wellbeing in adulthood on their wellbeing 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.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the different views on the nature of mental wellbeing and mental health and the factors that may influence both across the life span</p>	<p>1.1 evaluate two different views on the nature of mental wellbeing and mental health</p> <p>1.2 explain the range of factors that may influence mental wellbeing and mental health problems across the life span, including:</p> <ul style="list-style-type: none"> <li>a) biological factors</li> <li>b) social factors</li> <li>c) psychological factors.</li> </ul> <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 wellbeing and mental health</p> <ul style="list-style-type: none"> <li>a) risk factors including inequalities, poor quality social relationships</li> <li>b) protective factors including socially valued roles, social support and contact</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to implement an effective strategy for promoting mental wellbeing and mental health with individuals and groups</p>	<p>2.1 explain the steps that an individual may take to promote their mental wellbeing and mental health</p> <p>2.2 explain how to support an individual in promoting their mental wellbeing and mental health</p> <p>2.3 evaluate a strategy for supporting an individual in promoting their mental wellbeing and mental health</p> <p>2.4 describe key aspects of a local, national or international strategy to promote mental wellbeing and mental health within a group or community.</p> <p>2.5 evaluate a local, national or international strategy to promote mental wellbeing and mental health within a group or community</p>			

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## **Unit 13: Understand mental health problems**

**Unit reference number:** J/602/0103

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 14

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### **Unit summary**

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 wellbeing.

### **Assessment requirements**

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.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the main forms of mental ill health	<p>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</p> <p>1.2 explain the key strengths and limitations of the psychiatric classification system</p> <p>1.3 explain two alternative frameworks for understanding mental distress</p> <p>1.4 explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour</p>			
2 Know the impact of mental ill health on individuals and others in their social network	<p>2.1 explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health</p> <p>2.2 explain how mental ill health may have an impact on the individual including:  a) psychological and emotional  b) practical and financial  c) the impact of using services</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.3</p> <ul style="list-style-type: none"> <li>d) social exclusion</li> <li>e) positive impacts</li> </ul> <p>explain how mental ill health may have an impact on those in the individual's familial, social or work network including:</p> <ul style="list-style-type: none"> <li>a) psychological and emotional</li> <li>b) practical and financial</li> <li>c) the impact of using services</li> <li>d) social exclusion</li> <li>e) positive impacts</li> </ul> <p>2.4</p> <p>explain the benefits of early intervention in promoting an individual's mental health and wellbeing</p>			

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*(if sampled)*



## **Unit 14: Understand the process and experience of dementia**

**Unit reference number:** J/601/3538

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 22

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### **Unit summary**

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

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Content

### 1 Understand the neurology of dementia

*Causes of dementia syndrome:* Alzheimer's disease; vascular dementia; Pick's disease; dementia with Lewy bodies (Fronto-Temporal); Creutzfeldt-Jakob Disease (CJD); Huntington's disease

*Types of memory impairment commonly experienced by individuals with dementia:* decline in memory, reasoning and communication; changes in behaviour; loss of skills; abilities which fluctuate; movement difficulties

*The way that individuals process information with reference to the abilities and limitations of individuals with dementia:* information processing – sensory input of sight, sound, attention; short-term memory; long-term memory; effects of different types of dementia on this process

*How other factors can cause changes in an individual's condition that may not be attributable to dementia:* the difference between dementia, depression and confusional states; sensory changes due to age-related degeneration, eg macular degeneration and cataracts affecting vision, loss of hearing and increase of tinnitus affecting balance; reduced metabolism causing poor appetite; osteoporosis and fear of falling

*Why the abilities and needs of an individual with dementia may fluctuate:* changes to the physical environment, eg moving home, starting at a day centre; changes to the social environment, eg changes in carers, loss of family or friends and social isolation, bereavement; changes to the emotional environment, eg carers become stressed, experience of abuse; personal changes – changes in treatment, changes in medication, and changes in physical condition, eg bacteria or viral infections, vascular changes, rapidity of onset of dementia

### 2 Understand the impact of recognition and diagnosis of dementia

*The impact of early diagnosis and follow up to diagnosis:* quality of life, eg fear, feeling of lack of control, loss of dignity, loss of identity, lack of involvement, invasion of privacy, fear of losing own home, inability to communicate needs and preferences; social, eg loss of friends, loss of community involvement, difficulty in dealing with own finances, attitudes of others; impact on health, eg increased risk of falls, nutrition, personal hygiene, reduced exercise; increased likelihood of abuse, eg emotional, neglect, physical, sexual, financial, increased likelihood of injury or harm

*The importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working:* agreed ways of recording in own organisation; written or electronic recording is factual, legible, dated, signed or authenticated and confidential; importance of recording to highlight risk and establish if there is a pattern, an improvement or a worsening of symptoms

*The process of reporting possible signs of dementia within agreed ways of working:* agreed ways of reporting in own organisation such as verbal, written, electronic; accurate, timely, and confidential reporting

*The possible impact of receiving a diagnosis of dementia on the individual:* impact on individual includes fear, denial, need for information, need for sources of support, eg emotional or financial support

*The possible impact of receiving a diagnosis of dementia on the individual's family and friends:* impact on family and friends such as fear, denial, need for information, need for sources of support, eg emotional or financial support

### **3 Understand how dementia care must be underpinned by a person-centred approach**

*Person-centred approach:* principles of care including dignity, respect, choice, independence, privacy, rights, culture; seeing the person first and the dementia second; focus on strengths and ability; preferred or appropriate communication; acting in the best interests of the individual; person-to-person relationships; involve individual in care planning; take account of history, eg personal, family, medical

*Non-person-centred approaches:* institutional perspective, bio-medical perspective

*Techniques to meet the fluctuating abilities and needs of the individual with dementia:* reality orientation approach; validation approach

*Techniques using the physical environment to meet the fluctuating abilities and needs of the individual with dementia:* use of assistive technologies, eg pressure mats, door alarms linked to staff pagers, personal pendant alarms; an enabling and safe environment, eg hand rails, safe flooring, use of colour/textures, practical aids

*Techniques using the social environment to meet the fluctuating abilities and needs of the individual with dementia:* use of social environment to enable positive interactions with individuals with dementia; use of reminiscence techniques to facilitate a positive interaction with the individual with dementia; holistic approach, responsive and flexible approach; involving family and friends, individual's personal beliefs, focus on strengths and abilities, effective communication; appropriate exercise, activities specific to the needs of the individual, eg music sensory; alternative therapies, eg aromatherapy, massage, sensory

*Maintaining health and wellbeing:* methods, eg conventional medicines, safe handling of medicines, complementary medicines, diet and nutrition, fluid intake, personal care, measures to reduce risk of infection

*Myths and stereotypes related to dementia that may affect the individual and their carers:* stigma and its impact on relationships eg social isolation of individual and carer, assumption of automatic loss of independence, eg unable to drive, unable to make decisions about own care; dissatisfying interactions with the medical community eg difficulty in obtaining early diagnosis; uncertainty about availability of support services and treatments; importance of person-centred values, eg individuality, rights, choice, privacy, independence, dignity, respect, autonomy

*Ways in which individuals and carers can be supported to overcome their fears:* person-centred planning and reviews information about accessible

and appropriate support services; emotional support such as individuals in early stage dementia involved in decision making; involvement with support organisation, eg Alzheimer's society; training; safeguarding work; balance between protection and maintaining rights; service provision to include integrated working across private, statutory and third sector, eg hospitals, hospices, residential care, nursing homes, independent living, sheltered housing, day care, domiciliary care, GP, social services, pharmacists, end-of-life support, urgent care response, early intervention, psychiatric services, memory services, physiotherapists, occupational therapists, dieticians, other health and social care workers, counsellors, dementia advisers, advocates

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the neurology of dementia	<p>1.1 describe a range of causes of dementia syndrome</p> <p>1.2 describe the types of memory impairment commonly experienced by individuals with dementia</p> <p>1.3 explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia</p> <p>1.4 explain how other factors can cause changes in an individual's condition that may not be attributable to dementia</p> <p>1.5 explain why the abilities and needs of an individual with dementia may fluctuate</p>			
2 Understand the impact of recognition and diagnosis of dementia	<p>2.1 describe the impact of early diagnosis and follow up to diagnosis</p> <p>2.2 explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working</p> <p>2.3 explain the process of reporting possible signs of dementia within agreed ways of working</p> <p>2.4 describe the possible impact of receiving a diagnosis of dementia on</p> <ul style="list-style-type: none"> <li>- the individual</li> <li>- their family and friends</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

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 (*if sampled*)





## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand roles and responsibilities in the prevention and control of infections	<p>1.1 explain employees' roles and responsibilities in relation to the prevention and control of infection</p> <p>1.2 explain employers' responsibilities in relation to the prevention and control infection</p>			
2 Understand legislation and policies relating to prevention and control of infections	<p>2.1 outline current legislation and regulatory body standards which are relevant to the prevention and control of infection</p> <p>2.2 describe local and organisational policies relevant to the prevention and control of infection</p>			
3 Understand systems and procedures relating to the prevention and control of infections	<p>3.1 describe procedures and systems relevant to the prevention and control of infection</p> <p>3.2 explain the potential impact of an outbreak of infection on the individual and the organisation</p>			
4 Understand the importance of risk assessment in relation to the prevention and control of infections	<p>4.1 define the term risk</p> <p>4.2 outline potential risks of infection within the workplace</p> <p>4.3 describe the process of carrying out a risk assessment</p> <p>4.4 explain the importance of carrying out a risk assessment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections	5.1 demonstrate correct use of PPE 5.2 describe different types of PPE 5.3 explain the reasons for use of PPE 5.4 state current relevant regulations and legislation relating to PPE 5.5 describe employees' responsibilities regarding the use of PPE 5.6 describe employers' responsibilities regarding the use of PPE 5.7 describe the correct practice in the application and removal of PPE 5.8 describe the correct procedure for disposal of used PPE			
6 Understand the importance of good personal hygiene in the prevention and control of infections	6.1 describe the key principles of good personal hygiene 6.2 demonstrate good hand washing technique 6.3 describe the correct sequence for hand washing 6.4 explain when and why hand washing should be carried out 6.5 describe the types of products that should be used for hand washing 6.6 describe correct procedures that relate to skincare			

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(if sampled)

## **Unit 16: Causes and spread of infection**

**Unit reference number:** H/501/7103

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit summary**

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

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the causes of infection	<p>1.1 identify the differences between bacteria, viruses, fungi and parasites</p> <p>1.2 identify common illnesses and infections caused by bacteria, viruses, fungi and parasites</p> <p>1.3 describe what is meant by 'infection' and 'colonisation'</p> <p>1.4 explain what is meant by 'systemic infection' and 'localised infection'</p> <p>1.5 identify poor practices that may lead to the spread of infection</p>			
2 Understand the transmission of infection	<p>2.1 explain the conditions needed for the growth of micro-organisms</p> <p>2.2 explain the ways an infective agent might enter the body</p> <p>2.3 identify common sources of infection</p> <p>2.4 explain how infective agents can be transmitted to a person</p> <p>2.5 identify the key factors that will make it more likely that infection will occur</p>			

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## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to maintain a clean environment to prevent the spread of infection	<p>1.1 state the general principles for environmental cleaning</p> <p>1.2 explain the purpose of cleaning schedules</p> <p>1.3 describe how the correct management of the environment minimises the spread of infection</p> <p>1.4 explain the reason for the national policy for colour coding of cleaning equipment</p>			
2 Understand the principles and steps of the decontamination process	<p>2.1 describe the three steps of the decontamination process</p> <p>2.2 describe how and when cleaning agents are used</p> <p>2.3 describe how and when disinfecting agents are used</p> <p>2.4 explain the role of personal protective equipment (PPE) during the decontamination process</p> <p>2.5 explain the concept of risk in dealing with specific types of contamination</p> <p>2.6 explain how the level of risk determines the type of agent that may be used to decontaminate</p> <p>2.7 describe how equipment should be cleaned and stored</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Understand the importance of good waste management practice in the prevention of the spread of infection</p>	<p>3.1 identify the different categories of waste and the associated risks</p> <p>3.2 explain how to dispose of the different types of waste safely and without risk to others</p> <p>3.3 explain how waste should be stored prior to collection</p> <p>3.4 identify the legal responsibilities in relation to waste management</p> <p>3.5 state how to reduce the risk of sharps injury</p>			

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(if sampled)



## **Unit 18: Promote person-centred approaches in health and social care**

**Unit reference number:** Y/601/8145

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 41

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### **Unit summary**

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.

### **Assessment requirements**

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Content

### 1 Understand the application of person-centred approaches in health and social care

*Person-centred values:* individuality; rights; choice; privacy; independence; dignity; respect; partnership

*Application of person-centred approaches:* applying person-centred planning (PCP) in all aspects of health and social care work, particularly in relation to vulnerable individuals, eg individuals with learning difficulties, physical disabilities, mental health issues, including person-centred thinking skills, total communication, essential lifestyle planning and person-centred reviews; Carl Rogers theoretical background to person-centred counselling; the four key principles of rights, independence, choice and inclusion; reflecting the unique circumstances of individuals; understanding the influence of person-centred values; the importance of individuality; appreciation of individual rights; enabling individuals to make decisions and choices; the importance of privacy; empowering individuals to maintain independence and dignity; treating individuals with respect; respect individuals diversity, culture and values; awareness of individual vulnerability, eg illness, disability, diminished capability; importance of person-centred values for all aspects of health and social care work

*Care plans:* individual plans documenting preferences and requirements for care and support, eg care plan, support plan, individual plan; importance of applying a person-centred approach when using care plans; negotiation and consultation in empowering individuals to make decisions and choices in relation to care and support; importance of using plans to document an individual's needs; evaluating plans to assess effectiveness of meeting individual needs; holistic approach to meeting the needs and preferences of individuals; attention to the detail of treatment and individual provision; working with others, eg team members and colleagues, other professionals, the individual requiring care and support, families, friends, other people who are important to the individual

### 2 Be able to work in a person-centred way

*Work in a person-centred way:* working towards person-centred outcomes, eg satisfaction with care, involvement with care, feeling of wellbeing, creating a therapeutic culture; providing the level of support required rather than what services can manage to achieve; working with the individual's beliefs and values; providing for physical needs; having sympathetic presence; sharing decision making implementing person-centred planning; the application of person-centred values; communicate with individuals to find out their history, preferences and wishes; communicate with others, eg team members, advocates, relatives; work in ways that recognise individual beliefs and preferences; importance of working in a non-judgemental way, not discriminating against any individual; ensure equality and inclusive practice; promote the independence and autonomy of individuals; empower individuals to use their strengths and potential; adapt actions and approaches in response to an individual's changing needs or preferences, eg changes in

physical condition, changes in treatment needs or in response to individual choices

*Complex or sensitive situations:* situations which are distressing or traumatic, eg bereavement; threatening or frightening, eg potentially violent; likely to have serious implications or consequences of a personal nature, eg involving confidential information; involving complex communication or cognitive needs, eg individuals with communication or learning difficulties

### **3 Be able to establish consent when providing care or support**

*Capacity to express consent:* awareness of the factors which can influence an individual's capacity to express their consent, eg mental impairment, physical illness, learning difficulties or language barriers; understanding how to work sensitively with individuals who may have an impaired capacity to express consent, eg adapting working approaches, using physical or communication aids, seeking help where necessary

*Establish consent:* the process of establishing informed agreement to an action or decision with individuals; ensure individuals have access to the appropriate information; communication skills – verbal, non-verbal and written; active listening; importance of consultation and inclusive communication; respect individual's choices; listen and respond to individuals' questions and concerns; respond appropriately to any questions and concerns; work to resolve conflicts if consent cannot be established; seek extra support and advice where necessary

### **4 Be able to implement and promote active participation**

*Implement and promote:* different ways of applying active participation to meet individual needs; working with individuals and others, eg team members, other professionals; how active participation can address the holistic needs of an individual, eg physical, emotional, spiritual; theories of motivation and changing behaviour; using incentives, eg highlighting advantages and benefits of active participation

*Active participation:* empowering individuals to participate in the activities and relationships of everyday life as independently as possible; the importance of the individual as an active partner in their own care or support, rather than a passive recipient; empowering individuals to participate, in their own care; the benefits for individuals of active participation eg physical benefits, increased independence, autonomy and wellbeing; possible barriers to active participation, eg learning difficulties, physical disability or language barriers; ways to reduce barriers to active participation, eg use of physical, communication or visual aids

### **5 Be able to support the individual's right to make choices**

*Right to make choices:* importance of individual empowerment; universal declaration of human rights; independence and autonomy of individuals; importance of impartiality, being aware of own attitudes, values and beliefs, not allowing personal views to influence an individual's decision making; awareness of relevant legislation and agreed ways of working

that influence individual rights, eg equality and human rights, disability discrimination

*Support the individual:* developing respectful relationships; the importance of non-judgemental communication and inclusive information; respect individual's choices; the use of agreed risk assessment processes to support individuals in making choices, eg health and lifestyle choices, decisions about treatment or care; awareness of actual or likely danger or harm arising from choices made, eg increased vulnerability, impact on treatment or recovery; empowering and supporting individuals to question or challenge decisions concerning them that are made by others; using own role and authority to support the individual's right to make choices, eg being confident and assertive, knowledge of relevant legislation and agreed ways of working, being an advocate in supporting an individual's right to choose; importance of inclusive practice and awareness of discrimination issues

## **6 Be able to promote individuals' wellbeing**

*Wellbeing:* spiritual; emotional; cultural; religious; social; political factors

*Promoting wellbeing:* the importance of individual identity and self-esteem; the links between identity, self-image and self-esteem; understanding emotional literacy; awareness of individual's feelings; the importance of privacy, maintaining dignity; providing support and encouragement for individuals; respecting the spiritual, religious and cultural beliefs of individuals

*Supporting individuals:* working in partnership to set realistic and achievable goals; empowering individuals to develop confidence and feel good about themselves; creating and maintaining a positive environment to promote the wellbeing of individuals, eg attitudes, activities, surroundings; fostering positive relationships; encouraging open communication; supporting agreed ways of working that contribute to the wellbeing of individuals

## **7 Understand the role of risk assessment in enabling a person-centred approach**

*Risk assessment:* person-centred approach in communicating risk information; empowering individuals to make informed decisions in relation to perceived risks and consequences; individuals as active participants in decision making; evaluating and appraising advantages and disadvantages, eg relating to healthy lifestyle decisions like smoking, drinking and obesity; assessing and considering the benefits and drawbacks, eg relating to specific investigations or treatment decisions; calculating risks involved, eg in relation to surgical procedures, invasive tests or life threatening situations; judging decisions, eg relating to care and support, end-of-life decisions; reviewing and monitoring progress, eg effectiveness of individual care plans; the impact of rights and responsibilities in risk taking; the importance of accountability; the changing nature of risk assessment, the importance of regular review in conjunction with changing individual needs



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the application of person centred approaches in health and social care	<p>1.1 explain how and why person-centred values must influence all aspects of health and social care work</p> <p>1.2 evaluate the use of care plans in applying person-centred values</p>			
2 Be able to work in a person-centred way	<p>2.1 work with an individual and others to find out the individual's history, preferences, wishes and needs</p> <p>2.2 demonstrate ways to put person-centred values into practice in a complex or sensitive situation</p> <p>2.3 adapt actions and approaches in response to an individual's changing needs or preferences</p>			
3 Be able to establish consent when providing care or support	<p>3.1 analyse factors that influence the capacity of an individual to express consent</p> <p>3.2 establish consent for an activity or action</p> <p>3.3 explain what steps to take if consent cannot be readily established</p>			
4 Be able to implement and promote active participation	<p>4.1 describe different ways of applying active participation to meet individual needs</p> <p>4.2 work with an individual and others to agree how active participation will be implemented</p> <p>4.3 demonstrate how active participation can address the holistic needs of an individual</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to support the individual's right to make choices	4.4 demonstrate ways to promote understanding and use of active participation  5.1 support an individual to make informed choices 5.2 use own role and authority to support the individual's right to make choices 5.3 manage risk in a way that maintains the individual's right to make choices 5.4 describe how to support an individual to question or challenge decisions concerning them that are made by others			
6 Be able to promote individuals' wellbeing	6.1 explain the links between identity, self-image and self-esteem 6.2 analyse factors that contribute to the wellbeing 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 wellbeing			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

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*(if sampled)*



## **Unit 19: Principles of safeguarding and protection in health and social care**

**Unit reference number:** A/601/8574

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 26

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### **Unit summary**

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.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Content

### 1 Know how to recognise signs of abuse

*Types of abuse:* physical abuse eg hitting, shaking, biting, throwing, burning or scalding, suffocating, force feeding or otherwise causing physical harm to an individual; sexual abuse eg forcing an individual to take part in sexual activities or behave in sexually inappropriate ways, penetrative acts including rape or buggery and non-penetrative acts, watching sexual activities, including viewing inappropriate sexual activity on the internet; emotional abuse eg bullying, invoking threats or fear, devaluing individual self-esteem, verbal abuse and swearing, imposing inappropriate expectations, conveying feelings of worthlessness, exploitation; financial abuse eg theft of money or property, misappropriation or mismanagement of individuals' finances, denying individuals access to their own finances, particularly with the elderly or individuals with learning difficulties; institutional abuse eg misuse of authority, information or power over vulnerable individuals by staff in health and social care settings, failure to maintain professional boundaries, inappropriate use of medication, physical restraint, humiliation or bullying, denying privacy; self-neglect eg individuals engaging in neglectful or self-harming behaviours including refusing to eat or drink, neglecting personal hygiene or toilet needs, causing actual bodily harm to self including cutting; neglect by others eg not caring for the basic needs of individuals including neglectful practice in washing, toileting, feeding or personal care

*Signs and symptoms of abuse:* physical abuse eg. bruising, bite marks, burn marks, changes in behaviour, can lead to death in extreme cases; sexual abuse eg disturbed behaviour including self-harm, inappropriate sexualised behaviour, repeated urinary infections, depression, loss of self-esteem, impaired ability to form relationships; emotional abuse eg loss of self-esteem and self-confidence, withdrawn; financial abuse eg loss of trust, insecurity, fearful, withdrawn, conforming or submissive behaviour, disappearance of possessions, Power of Attorney obtained when individual is unable to comprehend; institutional abuse eg loss of self esteem and confidence, submissive behaviour, loss of control; self-neglect or neglect by others eg unkempt appearance, weight loss, dehydration, signs of actual self-harm including cuts, withdrawn or submissive behaviour

*Factors contributing to vulnerability:* age eg elderly, young children; physical ability eg frail, immature development, physical disability or sensory impairment; cognitive ability eg maturity, level of education and intellectual understanding, learning difficulties; emotional resilience, eg mental health difficulties, depression; stress, eg impact of stressful life events including bereavement, divorce, illness or injury; culture or religion eg as a result of prejudice or discrimination, refugees and asylum seekers; socio-economic factors eg financial situation

### 2 Know how to respond to suspected or alleged abuse

*Actions to take regarding suspicions or allegations of abuse:* including actions to take if the allegation or suspicion implicates any individual, a colleague, self or others; understanding roles and responsibilities;

importance of following legislation, policies, procedures and agreed ways of working; basic information includes who the alleged victim is, who the alleged abuser is, categories of abuse which could be happening, when abuse has happened, where abuse has happened; importance of treating all allegations or suspicions seriously; lines of communication and reporting; reporting suspicions or allegations to appropriate/named person; importance of clear verbal and accurate written reports; importance of not asking leading questions with individuals concerned; importance of respectful listening; confidentiality and agreed procedures for sharing information on disclosure; importance of actual evidence and avoiding hearsay

*Ensure evidence is preserved:* use of written reports including details of alleged/suspected abuse, signed, dated and witnessed; use of witness statements (signed and dated); photographic evidence eg of physical injuries; agreed procedures for using electronic records eg password protected systems; confidential systems for manual records eg security systems, access to evidence records; importance of timescales to ensure reliability and validity of evidence; secure storage of any actual evidence eg financial records

### **3 Understand the national and local context of safeguarding and protection from abuse**

*National policies and local systems:* national policies including the scope of responsibility of the Independent Safeguarding Authority (ISA); the national Vetting and Barring Scheme (VBS); Criminal Records Bureau (CRB) checks; 'No Secrets' national framework and codes of practice for health and social care (2000); 'Safeguarding Adults' national policy review (2009); work of the Care Quality Commission; 'Working Together to Safeguard Children' (2006); 'Every Child Matters' (2003); Common Assessment Framework (CAF); local systems including the scope of responsibility of Local Safeguarding Children's Boards (LSCBs), Local Safeguarding Adults Boards (LSABs) and protection committees; Local Area Agreements (LAAs)

*Role of different agencies:* importance of multi-agency and interagency working; social services, eg social workers, care assistants, residential children's home workers; health services, eg GPs, nurses, occupational therapists, health visitors; voluntary services, eg MIND, NSPCC, Age UK; the police; responsibilities for allocating a named person (usually from statutory agencies in Health or Social Care); responsibilities for overseeing the Safeguarding Assessment and its outcome; consulting the police regarding all safeguarding incidents; convening or chairing strategy meetings, including the agreement of responsibilities, (Lead Professional); actions and timescales; coordinating and monitoring investigations; overseeing the convening of Safeguarding Case Conferences; providing information about activities and outcomes to the Safeguarding Coordinator

*Reports on serious failures:* serious case reviews on the abuse of children, young people and vulnerable adults, including eg the Laming report into the death of Victoria Climbié (2000); Haringey council report on the death of Baby Peter (2007); Bedfordshire council report into the torture and death of Michael Gilbert (Blue Lagoon murder, 2009);

Birmingham social services review into the starvation and death of Khyra Ishaq (2010)

*Sources of information and advice about own role:* current and relevant sources of information from websites, leaflets, organisations, local and voluntary groups including government sources, eg DfE, DoH; voluntary organisations, eg NSPCC, Barnardos, The Ann Craft Trust; publications eg 'Working Together to Safeguard Children' (2006), 'What to do if you suspect a child is being abused' (2003); National Council for Voluntary Youth Services 'Keeping it Safe: a young person-centred approach to safety and child protection'; information from the Independent Safeguarding Authority (ISA); Social Care Institute for Excellence; policies, procedures and agreed ways of working within the workplace setting

#### **4 Understand ways to reduce the likelihood of abuse**

*Working with person-centred values:* decreasing the likelihood of abuse by working in a person-centred way; the key values of privacy, dignity, independence, choice, rights and fulfillment; decreasing vulnerability by increasing confidence; importance of empowerment, independence and autonomy; involving individuals in making their own decisions and choices; respectful communication; active listening; main principles that all adults have the right to live their lives free from violence, fear and abuse, the right to be protected from harm and exploitation, the right to independence and the right to justice

*Encouraging active participation:* decreasing the likelihood of abuse by encouraging active participation eg in activities and personal care; decreasing vulnerability by improving self-confidence and self-esteem; encouraging involvement and self-awareness;

*Promoting choices and rights:* decreasing the likelihood of abuse through promoting individual choices and decision making; decreasing vulnerability by promoting empowerment and independence; importance of informed consent

*Accessible complaints procedure:* importance of an accessible complaints procedure for reducing the likelihood of abuse; transparent policies, procedures and agreed ways of working; importance of accountability; clear systems for reporting and recording complaints; robust procedures for following up on any complaints; legal requirement to have a complaints procedure in place; ways of ensuring the procedure is accessible, eg published policy, high visibility, widespread distribution

#### **5 Know how to recognise and report unsafe practices**

*Unsafe practices:* neglect in duty of personal care eg in relation to inappropriate feeding, washing, bathing, dressing, toileting; inappropriate physical contact eg in relation to moving and handling; unsafe administration of medication eg failure to check dosage; unreliable systems for dealing with individual's money or personal property eg failure to witness or record accurately; misuse of authority, eg using physical restraint; failure to maintain professional boundaries, eg in relationships; failure to ensure supervision eg for lone working situations; inappropriate communication or sharing of information eg



breaching confidentiality; failure to update knowledge on safeguarding issues eg through ongoing training; unsafe recruitment practices eg failure to CRB check workers

*Actions to take:* importance of reporting unsafe practices that have been identified; reporting concerns to a manager or supervisor immediately, verbally and in writing; policies on 'whistle blowing'; if suspected abuse or unsafe practices have been reported, but no action has been taken, workers have the right to report concerns directly to social services or the police; anyone can report a suspicion or allegation of abuse; workers can be disciplined, suspended or dismissed for not reporting abuse and following the correct procedures; importance of raising genuine concerns and questioning these; reassurance of protection from possible reprisals or victimisation following reporting

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to recognise signs of abuse	<p>1.1 define the following types of abuse:</p> <ul style="list-style-type: none"> <li>- physical abuse</li> <li>- sexual abuse</li> <li>- emotional/psychological abuse</li> <li>- financial abuse</li> <li>- institutional abuse</li> <li>- self-neglect</li> <li>- neglect by others.</li> </ul> <p>1.2 identify the signs and/or symptoms associated with each type of abuse</p> <p>1.3 describe factors that may contribute to an individual being more vulnerable to abuse</p>			
2 Know how to respond to suspected or alleged abuse	<p>2.1 explain the actions to take if there are suspicions that an individual is being abused</p> <p>2.2 explain the actions to take if an individual alleges that they are being abused</p> <p>2.3 identify ways to ensure that evidence of abuse is preserved</p>			
3 Understand the national and local context of safeguarding and protection from abuse	<p>3.1 identify national policies and local systems that relate to safeguarding and protection from abuse</p> <p>3.2 explain the roles of different agencies in safeguarding and protecting individuals from abuse</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3.3 identify reports into serious failures to protect individuals from abuse</p> <p>3.4 identify sources of information and advice about own role in safeguarding and protecting individuals from abuse</p>				
<p>4 Understand ways to reduce the likelihood of abuse</p>	<p>4.1 explain how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none"> <li>- working with person-centred values</li> <li>- encouraging active participation</li> <li>- promoting choice and rights</li> </ul> <p>4.2 explain the importance of an accessible complaints procedure for reducing the likelihood of abuse</p>			
<p>5 Know how to recognise and report unsafe practices</p>	<p>5.1 describe unsafe practices that may affect the wellbeing of individuals</p> <p>5.2 explain the actions to take if unsafe practices have been identified</p> <p>5.3 describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response</p>			

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## **Unit 20: Plan and organise meetings**

**Unit reference number:** D/601/2542

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 25

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### **Unit summary**

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

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand the arrangements and actions required for planning and organising meetings</p>	<p>1.1 explain the role of the person planning and organising a meeting</p> <p>1.2 describe the different types of meetings and their main features</p> <p>1.3 explain how to plan meetings that meet agreed aims and objectives</p> <p>1.4 explain the purpose of agreeing a brief for the meeting</p> <p>1.5 explain how to identify suitable venues for different types of meetings</p> <p>1.6 describe the types of resources needed for different types of meetings</p> <p>1.7 outline the main points that should be covered by an agenda and meeting papers</p> <p>1.8 explain the purpose of meeting attendees' needs and special requirements, and providing them with information required for meetings</p> <p>1.9 describe the health, safety and security requirements that need to be considered when organising meetings</p> <p>1.10 explain the purpose and benefits of briefing the chair before a meeting</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to prepare for a meeting	<p>1.11 explain the purpose of welcoming and providing suitable refreshments to attendees, if required</p> <p>1.12 describe the types of information, advice and support that may be needed during a meeting</p> <p>1.13 describe the types of problems that may occur during a meeting and how to solve them</p> <p>1.14 explain what should be included in a record of a meeting, and the purpose of ensuring the record is accurate and approved</p> <p>1.15 explain how to record actions and follow up, if required</p> <p>1.16 explain the purpose of collecting and evaluating participant feedback from the meeting</p> <p>1.17 describe how to agree learning points to improve the organisation of future meetings</p> <p>2.1 agree and prepare the meeting brief, checking with others, if required</p> <p>2.2 agree a budget for the meeting, if required</p> <p>2.3 prepare and agree an agenda and meeting papers</p> <p>2.4 organise and confirm venue, equipment and catering requirements, when necessary</p> <p>2.5 invite attendees, confirm attendance and identify any special requirements</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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			
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			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.7 summarise learning points and use these to identify improvements that can be made to future meeting arrangements and support			

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*(if sampled)*



## **Unit 21: Give customers a positive impression of yourself and your organisation**

**Unit reference number:** L/601/0933

**QCF level:** 2

**Credit value:** 5

**Guided learning hours:** 33

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### **Unit summary**

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 learners' behaviour counts when dealing with a customer.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

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## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			
4 Understand how to give customers a positive impression of themselves and the organisation they must know and understand	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			

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## **Unit 22: Influencing others at work**

**Unit reference number:** D/501/3826

**QCF level:** 3

**Credit value:** 1

**Guided learning hours:** 6

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### **Unit summary**

To develop knowledge and understanding of influencing others as required by a practising or potential first line manager. Topics covered include understanding the value of networking, and knowing how to influence and negotiate with others to achieve objectives.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the value of networking	<p>1.1 explain the value to the first line manager of networking</p> <p>1.2 identify an appropriate network for a first line manager and describe methods to establish and maintain effective professional relationships with the identified network</p>			

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**Unit 23: Plan, allocate and monitor work of a team**

**Unit reference number:** Y/600/9669

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 25

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**Unit summary**

This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			
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			

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## **Unit 24: Give presentations to groups**

**Unit reference number:** H/602/3168

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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### **Unit summary**

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.

### **Additional information**

**Materials and resources** can be paper based and /or electronic equipment.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 3.2 explain how to anticipate barriers to understanding and how they can be overcome 3.3 plan presentation delivery taking account of the audiences' needs and context of delivery 3.4 choose and prepare <b>materials and resources</b> 3.5 adapt presentation content to suit the needs of the audience			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to present information to a group	4.1 use <b>materials and resources</b> to support understanding 4.2 present clear information in a manner and pace in line with the group's needs 4.3 encourage the group to ask questions 4.4 reiterate key points at suitable intervals 4.5 monitor the group's understanding and adapt own presentation style in line with audience responses 4.6 summarise information to conclude the presentation 4.7 gain feedback from the audience and evaluate their understanding from the presentation to inform future delivery			

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 (if sampled)





## Unit 25: Assist others to plan presentations

Unit reference number: H/602/4188

QCF level: 2

Credit value: 2

Guided learning hours: 16

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### Unit summary

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 and materials resources.

### Additional information

**Background information** may include:

- number of delegates and their roles
- date and length of presentation
- venue.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand techniques and resources involved in planning presentations	<p>1.1 summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in assisting others to plan presentations</p> <p>1.2 explain the importance of developing aims and objectives for the presentation and how these impact on delivery</p> <p>1.3 identify the range of materials and equipment which can be used in presentations</p> <p>1.4 assess the appropriateness of using visual aids and e-technology within a presentation</p>			
2 Be able to assist others to plan presentations	<p>2.1 describe the process of planning a presentation</p> <p>2.2 describe what is required to deliver a presentation</p> <p>2.3 explain how to modify the plan to take account of changes to requirements</p> <p>2.4 help others to identify the aims and objectives of the presentation</p> <p>2.5 identify sources of information which could inform presentations in presenter's area of expertise</p> <p>2.6 work with others to identify the <b>background information</b> needed in the presentation</p> <p>2.7 work with others to gather resources for the presentations</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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			

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## **Unit 26: Interact with and support individuals using telecommunications**

**Unit reference number:** Y/601/8825

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 36

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### **Unit summary**

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.

### **Assessment requirements**

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the legal and local requirements relating to the use of telecommunications when supporting individuals	1.1 describe the legal and local requirements and policies relevant to the functions being carried out 1.2 explain the rights of the individual being supported using telecommunications			
2 Be able to use telecommunication technology	2.1 use different types of telecommunication technology 2.2 explain how interactions may differ depending on the type of telecommunication technology used 2.3 respond to individuals according to organisational policies 2.4 record details of interactions in the appropriate system			
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"> <li>- providing opportunities to sustain the interaction</li> <li>- providing reassurance of continued interest</li> <li>- encouraging individuals to share their concerns</li> <li>- responding to the individual's immediate requirements at each stage during the interaction</li> </ul>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to identify and evaluate any risks or dangers for individuals during the interaction	<ul style="list-style-type: none"> <li>- recognising where anonymity may encourage them to respond</li> <li>3.2 provide information about the service and confirm its appropriateness to the individual</li> <li>3.3 identify the significance of the circumstances the individual is in</li> <li>3.4 encourage callers to provide additional information about their situation or requirements</li> <li>3.5 maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service</li> <li>3.6 comply with legal and organisational requirements and policies relevant to the functions being carried out</li> </ul>			
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"> <li>- the circumstances in which the interaction is being made</li> <li>- the types of problems which could occur</li> <li>- the significance of any signs of increased stress during interactions</li> <li>- whether there are any constraints on individuals</li> </ul>				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to terminate the interaction	<ul style="list-style-type: none"> <li>- the appropriate action to deal with any risks, dangers or problems</li> </ul> <p>5.1 demonstrate how to end interactions including:</p> <ul style="list-style-type: none"> <li>- identifying when to close the interaction</li> <li>- providing clear information to the individual on the reasons for ending the interaction</li> <li>- operating to the guidelines and procedures of the organisation</li> <li>- explaining what further action may be taken</li> </ul> <p>5.2 identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction</p> <p>5.3 record and check the individual's demographic details</p> <p>5.4 identify why recording and checking details might be required before ending/transferring the call</p>			



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(if sampled)



**Unit 27: Monitor your own work practices in health, social care or children's and young people's settings**

**Unit reference number:** H/602/0965

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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**Unit summary**

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.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

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## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the importance of monitoring work practices	<p>1.1 explain the statutory and professional standards and codes of practice as applied to own work practice</p> <p>1.2 explain how deviations from agreed working procedures may impact on outcomes to be achieved</p> <p>1.3 explain actions to take and the timescales for responding to cases of non-compliance or variance with quality standards</p> <p>1.4 describe how to access advice and support for quality improvement</p>			
2 Be able to prepare to carry out monitoring activities	<p>2.1 identify and agree the purpose, method and requirements for monitoring work activities and outcomes</p> <p>2.2 allocate monitoring activities at regular intervals consistent with legal, professional and organisational requirements</p> <p>2.3 adjust the frequency of monitoring where necessary to ensure compliance with quality systems and whenever risks are identified</p> <p>2.4 obtain the correct and complete data relevant to the monitoring activity</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 view 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 line with local policies and protocols			

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*(if sampled)*



## **Unit 28: Carry out transactions in a health facility**

**Unit reference number:** Y/602/2678

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

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## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			
3 Check completed financial transactions for accuracy	3.1 balance bookkeeping entries in line with local policy and protocol 3.2 record and receipt received and withdrawn monies using bookkeeping methods in accordance with local policy and protocol 3.3 check all transactions comply with the local policy and protocols			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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			

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## **Unit 29 :                      Contribute to effective multidisciplinary team working**

**Unit reference number:** T/602/0968

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

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.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

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## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the workings of the multidisciplinary team	<p>1.1 describe roles and responsibilities within the multidisciplinary team</p> <p>1.2 explain the contribution that different professions can make to the evaluation and planning of patient care</p> <p>1.3 summarise the communication structures in own organisation</p>			
2 Be able to participate in multidisciplinary team working	<p>2.1 identify examples of good and poor practice and make suggestions for improvements to team practice</p> <p>2.2 clarify any team issues and the views of colleagues</p> <p>2.3 provide examples of ways to address issues within the group positively and constructively</p> <p>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</p> <p>2.5 identify development needs against the demands of the work role and requirements of the team</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to communicate effectively when working in a multidisciplinary team</p>	<p>3.1 provide information on work in progress to enable the team to effectively carry out their work</p> <p>3.2 provide colleagues with help and advice when requested and when this is consistent with other responsibilities</p> <p>3.3 explain how to adapt communication styles in ways which are appropriate to different people</p> <p>3.4 maintain confidentiality of information relating to other members of the team</p>			

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(if sampled)





## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Explain the importance of own role and how it contributes to the team performance	<p>1.1 describe the team's overall objectives and purpose</p> <p>1.2 explain how own role and responsibilities contribute to team activities, objectives and purposes</p> <p>1.3 identify other team members, their roles and responsibilities within the team</p> <p>1.4 inform other members in the team of their activities and ideas</p>			
2 Use feedback to improve personal team performance	<p>2.1 use feedback or suggestions from others to enable them to improve own practice within the team</p> <p>2.2 propose suggestions or ideas to benefit team members and improve team working</p> <p>2.3 agree, seek support and take responsibility for any development and learning that can help you to interact with the team more effectively</p>			
3 Manage time and commitments effectively	<p>3.1 fulfil own commitments to other team members within agreed timescales and according to overall work priorities</p> <p>3.2 inform appropriate team members when they cannot fulfil commitments within specified timescales</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 respects 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 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			

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(if sampled)

**Unit 31:** **Liaise between primary, secondary and community teams**

**Unit reference number:** D/602/1029

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 20

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**Unit summary**

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.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the relationships and tensions between primary, secondary and community teams	<p>1.1 describe roles and responsibilities of those working in primary, secondary and community teams</p> <p>1.2 summarise the potential opportunities and benefits that can arise from cooperation between teams</p> <p>1.3 identify potential conflicts between those who are providing services</p> <p>1.4 identify strategies to deal with any potential conflicts</p>			
2 Understand the needs of individuals receiving treatment	<p>2.1 evaluate the effects of dependence and independence on the individual, carers and the provision of service</p> <p>2.2 describe the significance of an individual's care plan</p> <p>2.3 explain the safe conditions required for effective treatment in a setting outside of the hospital environment</p> <p>2.4 describe the equipment and materials which may be needed by an individual who is receiving treatment at home</p> <p>2.5 identify the potential problems related to equipment and materials which the individual may encounter when carrying out treatment at home</p> <p>2.6 explain how to deal with any potential problems relating to the treatment</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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			
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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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			

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## Unit 32: Collate and communicate health information to individuals

Unit reference number: D/602/1032

QCF level: 3

Credit value: 3

Guided learning hours: 20

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### Unit summary

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.

### Additional information

**Clinical governance** – an initiative to ensure high-quality healthcare is being delivered. It is a statutory duty placed on all NHS organisations with the aim of assuring high standards of care, safeguarding patients against poor performance and reducing variations between providers of services

**Information governance** – covers information quality, confidentiality, data protection, information security freedom and records management

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals	<p>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 <b>information governance</b></p> <p>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</p> <p>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 <b>information governance</b></p>			
2 Be able to identify the information to be collated and communicated	<p>2.1 respond to individual needs in accordance with <b>clinical governance</b> and local policies and protocols</p> <p>2.2 confirm the purpose of the communication and needs of the recipients</p> <p>2.3 adhere to legislation, protocols and guidelines relating to giving/sharing information, confidentiality and record keeping in relation to <b>information governance</b></p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3	<p>Be able to communicate health information</p> <p>2.4 use relevant secure sources to access the required health information</p> <p>3.1 communicate with the individual and relevant carers or family at a pace and level appropriate to their understanding</p> <p>3.2 identify and overcome any barriers to communication</p> <p>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</p> <p>3.4 actively listen to the recipients' reactions to information provided and clarify any issues raised</p> <p>3.5 confirm that the information needs of the recipient have been met</p> <p>3.6 record the outcome of the communication by updating records in line with policies and protocols</p>			

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(if sampled)

**Unit 33:** **Manage the availability of physical resources to meet service delivery needs in a health setting**

**Unit reference number:** T/602/4521

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 33

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**Unit summary**

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.

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to manage the availability and use of physical resources in a health setting	<p>1.1 describe legal and organisational requirements for selecting suppliers</p> <p>1.2 explain the need for confidentiality in the use of physical resources</p> <p>1.3 identify links between work activities and the supplies needed</p> <p>1.4 describe methods of monitoring supplies to ensure quality and quantity</p> <p>1.5 explain why team members should be empowered to take responsibility for their own use of physical resources</p> <p>1.6 discuss the corrective action to take when experiencing problems with obtaining supplies</p> <p>1.7 describe ways of agreeing amendments to orders when resource needs cannot be fully met</p>			
2 Know factors which may have an effect on use of resources in a health setting	<p>2.1 describe the potential impact of resource usage on the environment</p> <p>2.2 describe legal and organisational requirements for minimising the impact resources usage has on the environment</p> <p>2.3 describe organisational requirements for controlling resource usage</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

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*(if sampled)*





## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to make recommendations for the use of physical resources in a health setting	<p>1.1 explain own role and responsibilities in relation to making recommendations for the use of physical resources</p> <p>1.2 explain the types of information required in order to make recommendations for the use of physical resources</p> <p>1.3 explain local plans and objectives in relation to programmes of work</p> <p>1.4 identify possible trends and developments which might influence future expenditure</p> <p>1.5 explain the principles and methods which underpin budgetary control</p>			
2 Be able to gather and interpret information to inform expenditure proposals, in line with organisational plans and objectives	<p>2.1 gather information to inform proposals for expenditure</p> <p>2.2 identify the level of physical resources required to maintain an effective service</p> <p>2.3 demonstrate the use of cost-benefit analysis</p> <p>2.4 collate suggestions for future expenditure from key stakeholders</p> <p>2.5 interpret any data gathered to inform expenditure proposal</p> <p>2.6 set targets and standards for the use of resources</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to present proposals for expenditure for physical resources to stakeholders	2.7 outline proposed methods of monitoring expenditure  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 4.2 conclude negotiations with stakeholders within the agreed timescale 4.3 use verbal and non-verbal skills to maintain positive relations with stakeholders			

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## **Unit 35: Control the use of physical resources in a health setting**

**Unit reference number:** H/602/4014

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 25

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### **Unit summary**

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.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to control the use of physical resources in a health setting in line with local policy and protocol	<p>1.1 explain the principles and systems which underpin expenditure control</p> <p>1.2 explain organisational requirements for expenditure control, authorisation procedures and record keeping, including standing financial instructions</p> <p>1.3 describe corrective action to take in response to actual variations from agreed budget</p> <p>1.4 describe corrective action to take in response to potential variations from agreed budgets</p> <p>1.5 describe how to respond to requests for additional expenditure, in line with local policy and protocol</p> <p>1.6 describe the importance of effective expenditure control</p> <p>1.7 describe the importance of accurate and comprehensive record keeping to expenditure control and systems to achieve this</p>			
2 Be able to advise team members on the control of expenditure and physical resource usage in a health setting	<p>2.1 prepare advisory information for team members on the control of expenditure and resource usage</p> <p>2.2 set targets for team members to take responsibility for monitoring and controlling expenditure</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

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*(if sampled)*



## **Unit 36: Perform first line calibration on clinical equipment to ensure it is fit for use**

**Unit reference number:** H/602/1033

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

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.

### **Assessment requirements**

Learning outcomes 3 and 4 must be assessed in a real work environment. Simulation is not acceptable.

### **Additional information**

#### **Equipment**

Depending on the setting and use, equipment can be a mechanical or electronic device which can be used to monitor, diagnose, maintain or improve a clinical condition.

#### **Calibration, eg:**

- a) daily
- b) weekly
- c) monthly
- d) new kits
- e) new reagents
- f) quality control protocols

#### **Reference material** may be:

- a) solutions
- b) test strips
- c) electronic sensors

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	<p>1.1 summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect clinical practice in relation to first line calibration</p> <p>1.2 describe the standard operating procedures and policies and explain their importance</p>			
2 Understand the procedures involved in the <b>calibration of equipment</b>	<p>2.1 explain the importance of accuracy and precision when calibrating equipment</p> <p>2.2 explain how to check for validity and reliability when calibrating <b>equipment</b></p> <p>2.3 identify the common faults in <b>equipment</b> and explain the corrective action that should be taken</p> <p>2.4 explain how to recognise the factors which could affect safety or pose a risk associated with the use of <b>equipment</b></p> <p>2.5 identify the corrective action that should be taken</p>			
3 Be able to run tests on <b>equipment</b>	<p>3.1 undertake tests/checks to confirm the operational status of <b>equipment</b></p> <p>3.2 select <b>reference material</b> to calibrate <b>equipment</b> for operation</p> <p>3.3 use standards to undertake the <b>calibration</b> of <b>equipment</b> for the intended purpose</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.4 follow procedures to confirm the accuracy, precision and operational effectiveness of <b>equipment</b> 3.5 confirm the <b>equipment</b> is suitable and ready to use			
4 Be able to conclude and report on tests on <b>equipment</b>	4.1 record the validity and reliability of the <b>calibration</b> procedure 4.2 identify any <b>equipment</b> that does not meet calibration standards and take action to prevent accidental use 4.3 notify the appropriate person of the status of <b>equipment</b> following <b>calibration</b> , seeking advice as necessary			

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## **Unit 37: Conduct routine maintenance on clinical equipment**

**Unit reference number:** M/602/2685

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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.

### **Additional information**

#### **Routine preventative and/or first line corrective maintenance**

Maintenance which is predicted, regular, expected and scheduled within the scope of the learner

#### **Standard precautions for infection control** include:

Correct procedures for hand washing, using gloves and aprons, using sharps safely, educating patients and their carers about infection

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to conducting routine maintenance on clinical equipment	1.1 summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for conducting routine maintenance on clinical equipment			
2 Understand the procedures involved in conducting routine maintenance on clinical equipment	2.1 describe the frequency of maintenance for clinical equipment in own scope of activity 2.2 explain the expected performance parameters, principles of operation, capabilities and limitations of the equipment 2.3 explain the requirements for <b>routine preventative and/or first line corrective maintenance</b> 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 <b>standard precautions for infection control</b> 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 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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			

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*(if sampled)*

## **Unit 38: Coordinate the progress of individuals through care pathways**

**Unit code:** HSS / GEN079

**Unit reference number:** A/602/2687

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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.

### **Additional information**

#### **Care pathway**

Represents every aspect of the individual's care from their initial presentation through to the successful resolution of their healthcare needs, their discharge or their death.

**Resources** may include:

- people/practitioners
- physical resources
- services and facilities.

#### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to coordinating the progress of individuals through <b>care pathways</b>	<p>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</p> <p>1.2 explain the roles and responsibilities of self and others involved in the delivery of <b>care pathways</b></p> <p>1.3 explain why individuals' priorities are reviewed and the frequency with which this should be undertaken</p> <p>1.4 describe the protocols for prioritising care and treatment in relation to own role</p>			
2 Understand the requirements for the coordination of individuals through <b>care pathways</b>	<p>2.1 describe the stages of an individual's <b>care pathway</b></p> <p>2.2 describe ways in which individuals accessing services can be managed and optimised</p> <p>2.3 describe ways to maintain individual safety when supporting the operation of <b>care pathways</b></p> <p>2.4 identify the <b>resources</b> required for the transfer of individuals along care pathways</p> <p>2.5 identify any actions required to overcome these problems</p>			
3 Be able to coordinate the progress of individuals through <b>care pathways</b>	<p>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</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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 <b>care pathway</b> in line with local policy and protocol 3.5 assess any problems that arise as an individual moves along the <b>care pathway</b>			

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## **Unit 39: Monitor and solve customer service problems**

**Unit reference number:** J/601/1515

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 40

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### **Unit summary**

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.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Solve immediate customer service problems	<p>1.1 respond positively to customer service problems following organisational guidelines</p> <p>1.2 solve customer service problems when they have sufficient authority</p> <p>1.3 work with others to solve customer service problems</p> <p>1.4 keep customers informed of the actions being taken</p> <p>1.5 check with customers that they are comfortable with the actions being taken</p> <p>1.6 solve problems with service systems and procedures that might affect customers before customers become aware of them</p> <p>1.7 inform managers and colleagues of the steps taken to solve specific problems</p>			
2 Identify repeated customer service problems and options for solving them	<p>2.1 identify repeated customer service problems</p> <p>2.2 identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option</p> <p>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</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 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			

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## **Unit 40: Identify information requirements in a health context**

**Unit reference number:** K/602/2684

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

### **Unit summary**

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.

### **Additional information**

**Health and business context** may include:

- clinical impact
- patient safety issues
- productivity measures.

**Data** standards may include consistency regarding:

- sources
- validity
- reliability
- completeness
- terminology
- acronyms
- purpose
- templates
- conventions.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to identifying data requirements in a health context	<p>1.1 summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for information management in a health context</p> <p>1.2 describe the <b>health and business context</b> for data and information requirements</p> <p>1.3 explain the different ways in which routine and ad hoc data and information are used in a health context</p>			
2 Be able to find and select <b>data</b> requirements in a health context	<p>2.1 respond to the target audiences needs for the <b>data</b> and information</p> <p>2.2 consult with colleagues and the target audience to identify requirements for <b>data</b> and information</p> <p>2.3 describe the objectives and purpose of the <b>data</b></p> <p>2.4 describe any sensitivity of the <b>data</b> and information involved</p> <p>2.5 identify the <b>data</b> and information available</p> <p>2.6 gain agreement to access the sources of <b>data</b> and information identified</p> <p>2.7 select the <b>data</b> and information relevant to the target audience</p> <p>2.8 describe any <b>data</b> limitations which may constrain the audiences requirements</p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to prepare resources to retrieve the agreed <b>data</b> and information</p>	<p>2.9 describe any system limitations which may constrain the audiences requirements</p> <p>3.1 identify any variables that may affect the <b>data</b> and information to be provided</p> <p>3.2 check the audience understands the meaning and significance of any variables</p> <p>3.3 agree conformity with information governance in line with local policy and protocol</p> <p>3.4 identify the resources required and the limitations, assumptions, costs and timescales that will affect the work to be carried out</p> <p>3.5 record the details required for the specification in line with local policy and protocol</p> <p>3.6 agree reporting responsibilities and mechanisms with the target audience</p> <p>3.7 describe the classification systems, coding classifications and terminology used in a health context</p> <p>3.8 explain how to identify audience requirements for data and information</p> <p>3.9 describe ways in which it is or is not possible to meet requirements for <b>data</b> and information</p> <p>3.10 describe ways in which <b>data</b> and information is grouped in a health context</p>			

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## Unit 41: Analyse and present health related data and information

Unit reference number: T/602/2686

QCF level: 3

Credit value: 4

Guided learning hours: 30

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### Unit summary

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.

### Additional information

**Tools and techniques** are used to analyse data and information. These will vary according to the data and information that is being analysed and the learner's area of work.

**Health and business context** may include:

- clinical impact
- patient safety issues
- productivity measures.

**Data** standards may include consistency regarding:

- sources
- validity
- reliability
- completeness
- terminology
- acronyms
- purpose
- templates
- conventions.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to the analysis and presentation of health related <b>data</b> and information	<p>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</p> <p>1.2 describe the <b>health and business context</b> for <b>data</b> and information requirements</p> <p>1.3 explain the importance of the quality of <b>data</b> and information in a health context</p>			
2 Prepare to analyse <b>data</b> and information and present outputs in a health context	<p>2.1 describe <b>tools and techniques</b> data and information</p> <p>2.2 assess the available <b>tools and techniques</b> for their relevance and applicability to the work being carried out</p> <p>2.3 select tools and techniques paying attention to the quality of the <b>data</b> and information available</p> <p>2.4 determine the resources required to apply the selected tools and techniques</p> <p>2.5 record the rationale for the selection of <b>tools and techniques</b></p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Carry out analysis of <b>data</b> 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 <b>tools and techniques</b> 3.3 identify and highlight any anomalies and limitations in the <b>data</b> 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 <b>data</b> and information 4.3 record changes to the source <b>data</b> and information in line with local policy and protocol 4.4 select a presentation method that is appropriate to the <b>data</b> and information and audience 4.5 present the outputs of the analysis in line with local policy and protocol			

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## **Unit 42: Produce coded clinical data for external audit purposes**

**Unit reference number:** A/602/2690

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 38

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### **Unit summary**

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.

### **Additional information**

A **range of uses** of clinical coded data may include:

- national statistics
- clinical audit
- clinical research
- epidemiology
- managerial decision making
- cost referencing.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 <b>range of uses</b> of clinical coded data 2.4 describe ways in which health records are assembled and used 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			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to carry out the production of coded clinical data	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  4.1 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 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.5 select the classification cross map in accordance with national rules and standards from an identified clinical concept			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 43: Prepare, conduct and report the results of a clinical coding audit**

**Unit reference number:** J/602/2692

**QCF level:** 3

**Credit value:** 5

**Guided learning hours:** 38

### **Unit summary**

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.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand current legislation, national guidelines, policies, protocols and good practice related to reporting on the results of a clinical coding audit	<p>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</p> <p>1.2 describe the clinical coding audit process in accordance with local and national standards</p> <p>1.3 describe the impact of the clinical audit process on data validation</p>			
2 Prepare to carry out a clinical coding audit	<p>2.1 conduct pre-interviews with health professionals</p> <p>2.2 analyse pre-audit questionnaires</p> <p>2.3 agree the scope of the piece of work with health professional(s)</p> <p>2.4 agree a timescale for the piece of work</p> <p>2.5 define the audit methodologies</p> <p>2.6 implement the audit methodologies</p> <p>2.7 locate and abstract the specified audit data according to national standards</p> <p>2.8 describe how clinical data is indexed, stored and cross mapped to clinical terms within classification systems</p> <p>2.9 describe how to use information systems and technologies to analyse and present data</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	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 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 name: \_\_\_\_\_ Date: \_\_\_\_\_  
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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## Unit 44: Support individuals to access and use services and facilities

Unit reference number: F/601/7927

QCF level: 3

Credit value: 4

Guided learning hours: 25

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### Unit summary

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.

### Assessment requirements

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

### Additional information

**Services and facilities** may include:

- services provided within an individual's home
- services to enable an individual to meet their social care needs
- community facilities.

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

**Information** to be challenged may include information that is:

- misleading
- inaccurate
- discriminatory
- inaccessible
- excluding individuals.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand factors that influence <b>individuals'</b> access to <b>services and facilities</b>	<p>1.1 describe how accessing a range of <b>services and facilities</b> can be beneficial to an individual's wellbeing</p> <p>1.2 identify barriers that <b>individuals</b> may encounter in accessing services and facilities</p> <p>1.3 describe ways of overcoming barriers to accessing services and facilities</p> <p>1.4 explain why it is important to support <b>individuals</b> to challenge <b>information</b> about services that may present a barrier to participation</p>			
2 Be able to support <b>individuals</b> to select <b>services and facilities</b>	<p>2.1 work with an <b>individual</b> to identify a range of services and facilities likely to meet their assessed needs</p> <p>2.2 agree with an <b>individual</b> their preferred options for accessing services and facilities</p> <p>2.3 work with an <b>individual</b> to select services or facilities that meet their assessed needs and preferences</p>			
3 Be able to support <b>individuals</b> to access and use services and facilities	<p>3.1 identify with an <b>individual</b> the resources, support and assistance required to access and use selected <b>services and facilities</b></p>			



Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.2 carry out agreed responsibilities to enable the <b>individual</b> to access and use <b>services and facilities</b></p> <p>3.3 explain how to ensure <b>individuals'</b> rights and preferences are promoted when accessing and using <b>services and facilities</b></p>			
<p>4 Be able to support <b>individuals'</b> to review their access to and use of <b>services and facilities</b></p>	<p>4.1 work with an <b>individual</b> to evaluate whether services or facilities have met their assessed needs and preferences</p> <p>4.2 support an <b>individual</b> to provide feedback on their experience of accessing and using services or facilities</p> <p>4.3 work with an <b>individual</b> to evaluate the support provided for accessing and using services or facilities</p> <p>4.4 identify and agree any changes needed to improve the experience and outcomes of accessing and using <b>services or facilities</b></p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## **Unit 45: Work in partnership with families to support individuals**

**Unit reference number:** H/601/8147

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 27

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### **Unit summary**

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.

### **Assessment requirements**

Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.

### **Additional Information**

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.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand partnership working with families	<p>1.1 analyse the contribution of families to the care and/or support of <b>individuals</b></p> <p>1.2 identify factors that may affect the level of involvement of family members in care and/or support</p> <p>1.3 describe dilemmas or conflicts that may arise when working in partnership with families to support <b>individuals</b></p> <p>1.4 explain how the attitudes of a worker affect partnership working with families</p>			
2 Be able to establish and maintain positive relationships with families	<p>2.1 interact with family members in ways that respect their culture, experiences and expertise</p> <p>2.2 demonstrate dependability in carrying out actions agreed with families</p> <p>2.3 describe principles for addressing dilemmas or conflicts that may arise in relationships with families</p>			
3 Be able to plan shared approaches to the care and support of <b>individuals</b> with families	<p>3.1 agree with the <b>individual</b>, family members and <b>others</b> the proposed outcomes of partnership working with a family</p> <p>3.2 clarify own role, role of family members, and roles of <b>others</b> in supporting the <b>individual</b></p> <p>3.3 support family members to understand person-centred approaches and agreed ways of working</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.4 plan ways to manage risks associated with sharing care or support</p> <p>3.5 agree with the <b>individual</b> and family members processes for monitoring the shared support plan</p>			
4	<p>Be able to work with families to access support in their role as carers</p> <p>4.1 work with family members to identify the support they need to carry out their role</p> <p>4.2 provide accessible information about available <b>resources</b> for support</p> <p>4.3 work with family members to access resources</p>			
5	<p>Be able to exchange and record information about partnership work with families</p> <p>5.1 exchange information with the <b>individual</b> and family members about:</p> <ul style="list-style-type: none"> <li>- implementation of the plan</li> <li>- changes to needs and preferences</li> </ul> <p>5.2 record information in line with agreed ways of working about:</p> <ul style="list-style-type: none"> <li>- progress towards outcomes</li> <li>- effectiveness of partnership working</li> </ul>			
6	<p>Be able to contribute to reviewing partnership work with families</p> <p>6.1 agree criteria and processes for reviewing partnership work with families</p> <p>6.2 agree criteria and processes for reviewing support for family members</p> <p>6.3 encourage the <b>individual</b> and family members to participate in the review</p> <p>6.4 carry out own role in the review of partnership working</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Be able to provide feedback about support for families	7.1 provide feedback to <b>others</b> 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 name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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*(if sampled)*

## Unit 46: Support individuals to develop and run support groups

Unit reference number: H/601/9492

QCF level: 3

Credit value: 3

Guided learning hours: 24

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### Unit summary

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.

### Assessment requirements

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

### Additional information

Support to **set up a group** may include:

- putting individuals in touch with others who have the same interests and purpose
- accessing resources
- providing advice and encouragement.

Support to **run the group** may include:

- providing advice and sharing expertise
- developing guidelines on roles and responsibilities
- developing ground rules
- giving advice on respecting and valuing all members.

Operating **safely** may need to take account of:

- health and safety
- the environment
- equipment and materials
- use and abuse of power
- risk of harm or abuse.

**Conflicts** may include those relating to:

- rights and responsibilities
- health and safety
- managing risk
- costs
- ethical concerns
- interpersonal relationships.

**Agreed ways of working** will include policies and procedures where these exist.

## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.



## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the role of support groups	<p>1.1 explain the benefits of support groups to individuals</p> <p>1.2 explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals</p> <p>1.3 compare key points of theories about group dynamics</p>			
2 Be able to support individuals to assess the need for additional support groups	<p>2.1 work with individuals to identify the support a group could provide for them</p> <p>2.2 contribute to accessing sources of information about existing support groups</p> <p>2.3 work with individuals to evaluate existing support groups and identify gaps in provision</p>			
3 Be able to support individuals to develop their own support groups	<p>3.1 work with individuals to identify ways to develop their own support group where there is a gap in provision</p> <p>3.2 work with individuals to agree the nature and purpose of the support group</p> <p>3.3 establish with individuals the level and type of support they require to <b>set up a group</b></p> <p>3.4 carry out own role as agreed to support the setting up of the group</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to support individuals to run support groups	4.1 establish with group members the support they need to <b>run the group</b> 4.2 support the group to operate <b>safely</b> 4.3 support the group to resolve <b>conflicts</b>			
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: - 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 <b>agreed ways of working</b>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(if sampled)*

## Unit 47: Support the development of community partnerships

Unit reference number: M/601/9494

QCF level: 4

Credit value: 5

Guided learning hours: 33

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### Unit summary

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.

### Assessment requirements

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

### Additional information

**Others** may include:

- individuals
- families and friends of individuals
- colleagues within the organisation
- colleagues outside the organisation.

**Roles and responsibilities** may include:

- contribution of resources
- commitment of time
- allocation of tasks.

**Operating effectively** will include:

- working inclusively
- respecting and valuing all members
- supporting members to participate
- abiding by agreements
- resolving conflicts.

### Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the role of community partnerships	<p>1.1 explain the concept of community partnerships</p> <p>1.2 analyse the benefits of community partnerships</p> <p>1.3 describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships</p>			
2 Be able to identify where community partnerships could inform and support practice	<p>2.1 work with <b>others</b> to identify needs that could be met through community partnerships</p> <p>2.2 gather and disseminate information about existing community partnerships that may meet identified needs</p> <p>2.3 contribute to evaluating information about existing community partnerships and identifying gaps</p> <p>2.4 work with <b>others</b> to determine how a community partnership could fill a gap in provision</p>			
3 Be able to bring people together to set up community partnerships	<p>3.1 identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision</p> <p>3.2 disseminate information about the proposed partnership to those identified</p> <p>3.3 invite participation in the proposed partnership</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
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 <b>others</b> to agree: <ul style="list-style-type: none"> <li>- membership of the partnership</li> <li>- aims and objectives</li> <li>- <b>roles and responsibilities</b></li> <li>- activities and practices</li> </ul>			
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 <b>operate effectively</b> 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			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.3 contribute to evaluating the partnership			
	6.4 contribute to agreeing changes to the partnership's practice			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## Unit 48: **Develop and sustain effective working relationships with staff in other agencies**

Unit reference number: R/601/3526

QCF level: 3

Credit value: 4

Guided learning hours: 24

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### Unit summary

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

### Assessment requirements

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

#### **Special considerations:**

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

#### **Required sources of performance and knowledge evidence:**

**Observation and/or Expert Witness Testimony** is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

### **Other sources of performance and knowledge evidence:**

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Not applicable to this unit.

Your assessor will identify other sources of evidence ensuring the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you, eg minutes of meetings with other agencies.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio, eg case records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded, eg outline the roles and responsibilities of key people who work in the agencies who are involved in joint working arrangements.
- **Professional Discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application, eg the nature, roles and functions, policies and procedures of principal agencies.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg Certificate/Progression Award in Drug and Alcohol Services.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/reflective account to provide some of the evidence for this unit, eg explain the methods of identifying and resolving conflict within and between agencies and between individuals.
- **Witness Testimony:** Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance.

Your assessor will help you to identify the appropriate use of witnesses.

### **Unit Guidance**

The evidence for this unit is likely to come from:

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



## **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the context of working in partnership	<p>1.1 identify the nature, roles and functions, policies and procedures of principal agencies</p> <p>1.2 identify structures, function, and methods of communication and decision making</p> <p>1.3 identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements</p> <p>1.4 identify the effect agency structure and culture may have upon the policy and practice of joint working</p> <p>1.5 identify the effect of agency culture and structure upon policy and practice of working in partnership</p> <p>1.6 explain the principles and benefits of working in partnership</p>			
2 Develop effective working relationships with staff in other agencies	<p>2.1 develop clear action plans for joint work which clarify roles and responsibilities of the respective parties</p> <p>2.2 reach agreements about roles and responsibilities and arrangements for decision making</p> <p>2.3 apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Sustain effective working relationships	<p>2.4 confirm arrangements for joint work which are:</p> <ul style="list-style-type: none"> <li>- appropriate to the nature and purpose of the work</li> <li>- likely to be effective in establishing and maintaining relationships</li> <li>- respect confidentiality while balancing risks of sharing or not sharing information.</li> </ul> <p>2.5 identify effective methods to monitor and review the progress of joint work</p> <p>2.6 obtain advice and support promptly when team discussion and supervision are appropriate</p> <p>2.7 complete records accurately and clearly and store them according to agency requirements</p> <p>2.8 communicate information to people who are authorised to have it</p>			
	<p>3.1 identify the benefits and advantages of joint working and use these to develop own practice</p> <p>3.2 identify factors which might hinder joint working</p> <p>3.3 explain methods of identifying and resolving conflict within and between agencies and between individuals</p> <p>3.4 demonstrate methods of assessing the effectiveness of joint working relationships</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>3.5 explain and defend the views of your agency and its policies</p> <p>3.6 contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved</p> <p>3.7 complete records accurately and clearly and store them according to agency requirements</p> <p>3.8 communicate information to people who are authorised to have it</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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(if sampled)

## **Unit 49: Deliver training through demonstration and instruction**

**Unit reference number:** M/602/4520

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 21

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### **Unit summary**

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 coordination and manual dexterity for the manipulation/handling of clients, objects, tools or equipment.

Resources: refers to any physical resource that supports demonstration and instruction led training. This may include technical equipment, people or simulation devices, handouts, workbooks or Information Technology based aides.

This unit covers the training of individuals or groups of learners.

This unit covers the training of single or multiple tasked practical activities.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to deliver training through demonstration and instruction</p>	<p>1.1 identify key current national guidelines, policies or protocols relevant to the subject area in which the training is to be delivered</p> <p>1.2 describe the resources required to deliver the training</p> <p>1.3 describe what constitutes an appropriate environment for the delivery of the training</p> <p>1.4 explain how to overcome barriers that learners may encounter while undertaking training</p> <p>1.5 assess the use of demonstration and instruction as a teaching strategy</p> <p>1.6 explain the skills required for the effective delivery of demonstration and instruction as a teaching method</p>			
<p>2 Be able to deliver training by demonstration and instruction</p>	<p>2.1 explain the learning aims and objectives of the training session to the learners</p> <p>2.2 deliver the training programme to the learners through demonstration and instruction</p> <p>2.3 maintain communication with learners during demonstration and instruction</p> <p>2.4 check the learners' understanding at regular intervals</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to review learning and training 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 3.1 gather feedback from learners on the effectiveness of the training 3.2 assess whether the training programme delivers the required learning outcomes 3.3 review the effectiveness of the training programme 3.4 identify ways to improve or adapt the training			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 (*if sampled*)





## **Unit 50: Deal with disorderly and aggressive behaviour**

**Unit reference number:** L/601/9213

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 11

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### **Unit summary**

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 deterring adverse behaviour.

### **Forbidden combination**

This unit must not be taken with Unit 51: *Contribute to the prevention of aggressive and abusive behaviour of people (J/502/1631)*.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to deter adverse behaviour through visible security presence</p>	<p>1.1 state the organisation’s instructions for discouraging and dealing with adverse behaviour</p> <p>1.2 provide a visible presence in designated areas that deters adverse behaviour</p> <p>1.3 comply with the required company and customer standards for appearance and behaviour</p> <p>1.4 recognise adverse behaviour promptly</p> <p>1.5 discourage adverse behaviour before it escalates, using professional judgement and skills to defuse conflict situations</p> <p>1.6 take appropriate action to reduce risks to security or safety while maintaining own health safety and welfare, and that of others</p> <p>1.7 describe how to recognise criminal activity, including drug handling</p> <p>1.8 describe the layout and geography of the locations where security services are provided in line with assignment instructions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Be able to deal with adverse behaviour</p>	<p>2.1 respond promptly to adverse behaviour in a polite, professional and calming manner</p> <p>2.2 demonstrate how to recognise and defuse aggressive or abusive behaviour, using both verbal and non-verbal communication</p> <p>2.3 demonstrate how to politely encourage people involved to refrain from adverse behaviour</p> <p>2.4 segregate individuals involved in adverse behaviour to minimise the effect on others</p> <p>2.5 describe how to get immediate help from other people when it is needed</p> <p>2.6 take appropriate, prompt and permitted action to prevent further adverse behaviour, in line with legal constraints and instructions</p> <p>2.7 record the details of situations of adverse behaviour, in line with legal requirements and within required timescales</p> <p>2.8 explain how and when reasonable and necessary force can be used</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

**Unit 51:** **Contribute to the prevention of aggressive and abusive behaviour of people**

**Unit reference number:** J/502/1631

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 26

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**Unit summary**

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.

**Forbidden combination**

This unit must not be taken with Unit 50: *Deal with disorderly and aggressive behaviour* (L/601/9213).

**Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to take action to discourage aggressive and abusive behaviour of people</p>	<p>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</p> <p>1.2 communicate with individual/s in a manner which:</p> <ul style="list-style-type: none"> <li>- is free from discrimination and oppression</li> <li>- is not likely to antagonise the situation</li> <li>- encourages an open exchange of information</li> <li>- is appropriate</li> <li>- acknowledges the rights of everyone present</li> </ul> <p>1.3 explain clearly to the individual what your role is and the required outcome of the encounter</p> <p>1.4 ensure your behaviour towards individual/s is supportive of diverting aggression or abuse, and resolving the situation peacefully</p> <p>1.5 monitor the situation and give appropriate warnings to people who are becoming aggressive or abusive consistent with good practice and relevant legislation.</p> <p>1.6 take appropriate action if the situation deteriorates</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand the actions to take to discourage aggressive and abusive behaviour of people</p>	<p>2.1 describe the signs of potentially disruptive behaviour—verbal and non-verbal</p> <p>2.2 explain how the principles of equality, diversity and anti-discriminatory practice apply and the dangers of stereotyping</p> <p>2.3 explain how to communicate effectively and how this may promote the behaviour wanted</p> <p>2.4 explain how your own behaviour and language could be interpreted</p> <p>2.5 describe the types of constructive behaviour and techniques which can be taken to diffuse situations</p> <p>2.6 describe actions that could trigger aggressive or abusive behaviour</p> <p>2.7 explain the warnings which may be necessary to give people in relation to their behaviour</p> <p>2.8 explain the importance of constantly assessing the risks of a situation and what actions to take if the situation deteriorates</p> <p>2.9 summarise how to report and record incidents of abusive and aggressive behaviour</p>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## **Unit 52: Manage own performance in a business environment**

**Unit reference number:** F/601/2467

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 9

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### **Unit summary**

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

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to plan work and be accountable to others</p>	<p>1.1 outline guidelines, procedures codes of practice relevant to personal work</p> <p>1.2 explain the purpose of planning work, and being accountable to others for own work</p> <p>1.3 explain the purpose and benefits of agreeing realistic targets for work</p> <p>1.4 explain how to agree realistic targets</p> <p>1.5 describe ways of planning work to meet agreed deadlines</p> <p>1.6 explain the purpose of keeping other people informed about progress</p> <p>1.7 explain the purpose and benefits of letting other people know work plans need to be changed</p> <p>1.8 describe types of problems that may occur during work</p> <p>1.9 describe ways of seeking assistance with getting help to resolve problems</p> <p>1.10 explain the purpose and benefits of recognising and learning from mistakes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to behave in a way that supports effective working</p>	<p>2.1 explain the purpose and benefits of agreeing and setting high standards for own work</p> <p>2.2 describe ways of setting high standards for work</p> <p>2.3 explain the purpose and benefits of taking on new challenges if they arise</p> <p>2.4 explain the purpose and benefits of adapting to change</p> <p>2.5 explain the purpose and benefits of treating others with honesty, respect and consideration</p> <p>2.6 explain why own behaviour in the workplace is important</p> <p>2.7 describe types of behaviour at work that show honesty, respect and consideration and those that do not</p>			
<p>3. Be able to plan and be responsible for own work, supported by others</p>	<p>3.1 agree realistic targets and achievable timescales for own work</p> <p>3.2 plan work tasks to make best use of own time and available resources</p> <p>3.3 confirm effective working methods with others</p> <p>3.4 identify and report problems occurring in own work, using the support of other people when necessary</p> <p>3.5 keep other people informed of progress</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.6 complete work tasks to agreed deadlines or renegotiate 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 4.5 help and support other people in work tasks			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 (if sampled)

## **Unit 53: Emergency First Aid Skills**

**Unit reference number:** Y/600/1250

**QCF level:** 2

**Credit value:** 1

**Guided learning hours:** 10

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### **Unit summary**

The purpose of this unit is for learners to attain the knowledge and practical competences required to deal with the range of emergency first aid situations contained in this unit.

The aims are for learners to demonstrate the practical administration of safe, prompt, effective first aid in emergency situations with an understanding of the role of the first aider including equipment, record keeping and basic hygiene.

### **Assessment methodology**

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the role and responsibilities of an emergency first-aider	<p>1.1 identify the role and responsibilities of an emergency first-aider</p> <p>1.2 describe how to minimise the risk of infection to self and others</p> <p>1.3 describe how to complete an incident report form</p> <p>1.4 identify the first aid equipment available and describe how it can be used safely</p>			
2 Know how to assess an incident	<p>2.1 describe how to conduct a scene survey</p> <p>2.2 describe how to make a primary survey of a casualty</p> <p>2.3 identify when and how to call for help</p>			
3 Manage an unresponsive casualty who is breathing normally	<p>3.1 demonstrate how to assess a casualty's level of consciousness</p> <p>3.2 demonstrate how to open a casualty's airway and check breathing</p> <p>3.3 demonstrate how to place an unconscious casualty into the recovery position that maintains an open airway and explain why it is important</p> <p>3.4 describe how to treat a casualty who is in seizure</p>			
4 Manage an unresponsive casualty who is not breathing normally	<p>4.1 demonstrate how to administer effective cardio-pulmonary resuscitation using a manikin</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5	Recognise and assist a casualty who is choking	5.1 describe how to identify a casualty with a partially and completely blocked airway obstruction 5.2 demonstrate how to treat a casualty who is choking		
6	Manage a casualty who is wounded and bleeding	6.1 demonstrate how to control severe external bleeding		
7	Manage a casualty who is in shock	7.1 describe signs and symptoms of shock 7.2 demonstrate how to manage a casualty who is in shock		
8	Understand how to manage a casualty with a minor injury	8.1 describe how to manage a casualty with: <ul style="list-style-type: none"> <li>- small cuts, grazes and bruises</li> <li>- minor burns and scalds</li> <li>- small splinters</li> </ul>		

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)





## Further information

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Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

## Useful publications

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Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

Skills For Health  
2nd Floor, Goldsmiths House, Broad Plain  
Bristol BS20JP  
Telephone: 01179221155  
Fax: 01179251800  
Email: [office@skillsforhealth.org.uk](mailto:office@skillsforhealth.org.uk)

Skills For Care and Development  
2nd Floor, City Exchange, 11 Albion Street  
Leeds LS15ES  
Tel: 01133907666  
Fax: 01132468066  
Email: [sscinfo@skillsforcareanddevelopment.org.uk](mailto:sscinfo@skillsforcareanddevelopment.org.uk)

## Professional development and training

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Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought-provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

## Annexe A: Progression pathways

### The Edexcel qualification framework for the Health sector

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	Occupational
8				
7				
6				
5		BTEC Higher Nationals in Health and Social Care		
4				
3	GCE Health and Social Care Higher Diploma in Society, Health and Development	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care		Level 3 Diploma in Health and Social Care (Adults) for England Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland
2	GCSE (Double and Single Award) in Health and Social Care Advanced Diploma in Society, Health and Development	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care		Level 2 Diploma in Health and Social Care (Adults) for England Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland

<b>QCF Level</b>	<b>General qualifications</b>	<b>BTEC full vocationally-related qualifications</b>	<b>BTEC Short Courses</b>	<b>Occupational</b>
<b>1</b>	Foundation Diploma in Society, Health and Development	BTEC Level 1 Award/Certificate/Diploma in Health and Social Care		
<b>Entry</b>		BTEC Entry Level Award in Health and Social Care (Entry 3)		

# Annexe B: Quality assurance

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## Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel-recognised centre and must have approval its for qualifications.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector

- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

## Annexe C: Centre certification and registration

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Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

### What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications for further details [www.edexcel.com](http://www.edexcel.com).





# Annexe D: Assessment principles

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## Skills for Health QCF assessment principles

### **1 Introduction**

- 1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.
- 1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the regulatory arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of awarding organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements

### **2 Assessment principles**

- 2.1 Assessment decisions for competence units (e.g. those including learning outcomes that begin with 'to be able to' or 'understand') must be made by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment
- 2.2 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualifications assessment strategy
- 2.3 Competence-based units must include direct observation as the primary source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements of the unit
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor
- 2.6 Assessment decisions for knowledge - only units must be made by an assessor qualified to make the assessment decisions as defined in the unit assessment strategy. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

### **3 Internal quality assurance**

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally

knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

## **4 Definitions**

### **4.1 Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Occupational competence must be at unit level which might mean different assessors across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

### **4.2 Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

### **4.3 Qualified to make assessment decisions:**

This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/qualification assessment strategy. Skills for Health will agree with awarding organisations the relevant assessor qualifications or standard for qualifications covered by these principles.

### **4.4 Qualified to make quality assurance decisions:**

Awarding organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

### **4.5 Expert witness:**

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have **either** a qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff.

## Skills for Care and Development QCF assessment principles

### 1 Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the regulatory arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of awarding organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skills for Health will also use these assessment principles.

### 2 Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge based Learning Outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

- 2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge-based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

### **3 Internal quality assurance**

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

## **4 Definitions**

### **4.1 Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

### **4.2 Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

### **4.3 Qualified to make assessment decisions:**

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

### **4.4 Qualified to make quality assurance decisions:**

Awarding organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

### **4.5 Expert witness:**

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise

- have either any qualification in assessment of workplace performance or a professional work role which involves evaluating the everyday practice of staff.

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Welsh Assembly Government

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