

# Level 2 Awards/Certificate/Diploma in Medical Administration (5519)

October 2017 Version 1.4



## Qualification at a glance

<b>Subject area</b>	<b>Medical Administration</b>
<b>City &amp; Guilds number</b>	5519
<b>Age group approved</b>	16+
<b>Entry requirements</b>	None
<b>Assessment</b>	Written Assignment Portfolio
<b>Support materials</b>	Centre handbook Assessment packs
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 2 Certificate in Medical Administration	5519-01	600/9680/9
Level 2 Diploma in Medical Administration	5519-02	601/0192/1
Level 2 Award in Medical Terminology	5519-12	600/9683/4
Level 2 Award in Production of Medical Documents from Recorded Speech	5519-14	601/0089/8
Level 2 Award in Medical Word Processing	5519-16	601/0091/6
Level 2 Award in Working in the National Health Service	5519-18	601/0093/X

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 Oct 2013	List orders amended	<b>Appendix 1</b>
1.2 Nov 2013	LO 2, AC 2.5 range amended	<b>Unit 225</b>
1.3 Jan 2014	Minor amends to typing errors Clarified appendix to unit relationships	<b>Appendices</b>
1.4 October 2017	Added GLH and TQT details Removed QCF	<b>Introduction Appendix 11</b>



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# 1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	They are for learners who work or want to work as receptionists, administrators, administration assistants, ward and records clerks within any section of the health care sector
What do the qualifications cover?	Learners will develop personal and practical skills in how to communicate effectively with patients, visitors and members of the health service team and gain an understanding of hospital and general practice procedures, diary management, filing, the use of office equipment and IT.  Learners will also develop an understanding of health and safety in the workplace and its impact on the working environment particularly with regard to the hazards relating to the medical field. They will also gain an understanding of and be able to correctly use a range of medical terms, develop an understanding of the principles of medical ethics and etiquette and confidentiality which are essential to fulfilling the role of the medical administrator/receptionist.  Optional units give Learners the opportunity to learn about the structure of the NHS, and to develop an understanding of the range of care providers and how the different sections and departments work as part of the health care team. Learners will also develop an awareness of the legislation surrounding patient care and patients' rights and the limitations of the administrator's/receptionist's role.  With a choice of IT units Learners can also develop essential, transferable skills to enhance their employability in any health care or general administrative role.
Are the qualifications part of a framework or initiative?	Diploma is recognised as the Technical Certificate in the Medical Pathway of the Business and Administration Apprenticeship Framework.
Who did we develop	City & Guilds have redeveloped these qualifications in

the qualification with? collaboration with AMSPAR (the Association of Medical Secretaries, Practice Managers, Administrators and Receptionists).

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What opportunities for progression are there?

They allow learners to progress into employment or to the following City & Guilds qualifications:

- Level 3 Certificate/Diploma in Medical Administration (5519-03/04)
- Level 2/3 Diploma in Business Support (4475-12/13)
- Health and Social Care qualifications
- Level 3 Diploma in Legal Secretaries (7655-03)

## Structure

To achieve the **Level 2 Certificate in Medical Administration (5519-01)**, learners must achieve **29** credits from the mandatory units

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
L/505/1245	220	Medical terminology	6
H/505/1249	221	Administration skills in a medical environment	8
T/505/1255	222	Communication skills in a medical environment	6
M/505/1268	335	Medical principles for the administrator	9

To achieve the **Level 2 Diploma in Medical Administration (5519-02)**, learners must achieve **38** credits from the mandatory units and a minimum of **11** credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
L/505/1245	220	Medical terminology	6
H/505/1249	221	Administration skills in a medical environment	8
T/505/1255	222	Communication skills in a medical environment	6
D/505/1248	223	Working in the National Health Service	9
M/505/1268	335	Medical principles for the administrator	9
<b>Optional</b>			
A/505/1256	224	Work experience in a medical environment	5
J/505/1258	225	Medical word processing	9
L/505/1259	226	Production of medical documents from recorded speech	6
A/502/4624	801	Spreadsheet software	3

H/502/4553	802	Database software	3
K/502/4621	803	Presentation software	3
R/502/4628	804	Word processing software	4
F/502/4625	805	Spreadsheet software	4
M/502/4555	806	Database software	4
M/502/4622	807	Presentation software	4

**Please note learners are not to take units 226 and 804 together, these units are barred**



To achieve the **Level 2 Award in Medical and Terminology (5519-12)**, learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
L/505/1245	220	Medical terminology	6

To achieve the **Level 2 Award in Production of Documents from Recorded Speech (5519-14)**, learners must achieve **6** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
L/505/1259	226	Production of medical documents from recorded speech	6

To achieve the **Level 2 Award in Medical Word Processing (5519-16)**, learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
J/505/1258	225	Medical word processing	9

To achieve the **Level 2 Award in Working in the National Health Service (5519-18)**, learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
D/505/1248	223	Working in the National Health Service	9

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 2 Certificate in Medical Administration	237	290
Level 2 Diploma in Medical Administration	374	490
Level 2 Award in Medical Terminology	45	60



## 2 Centre requirements

### Approval

If your Centre is approved to offer Level 2/3 Certificate/Diploma in Medical Administration (4419-01, 02) you will be given an automatic approval to deliver 5519-01, 02, 12, 14, 16, 18.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification[s] before designing a course programme.

### Resource requirements

#### Physical resources and site agreements

Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

#### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

#### Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for these qualifications.

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications] successfully.

### **Age restrictions**

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for under 16s.

### **Candidate work placements**

Candidates must undertake a period of work placement to enable them to complete the assessment for Unit 224 Work Experience in a Medical Environment, see Unit 224 Supporting information for further details.



### 3 Delivering the qualification

#### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

#### Support materials

The following resources are available for these qualifications:

Description	How to access
Sample test papers	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assessment guides	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

#### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).



## 4 Assessment

Unit	Title	Assessment method	Where to obtain assessment materials
220	Medical terminology	Externally set and marked written test	Follow standard examination entry procedures.
221	Administration skills in a medical environment	Assignment.  The assessment covers all learning outcomes. Externally set assignment, locally marked and externally verified.	Download the current assignment version from the City & Guilds website using required password for 5519 assignments.
222	Communication skills in a medical environment	Assignment.  The assessment covers all learning outcomes. Externally set assignment, locally marked and externally verified.	Download the current assignment version from the City & Guilds website using required password for 5519 assignments.
223	Working in the National Health Service	Externally set and marked written test	Follow standard examination entry procedures.
224	Work experience in a medical environment	Mini portfolio of work placement evidence eg observation, work products, personal statement, diary.	Assessment guidance is within the unit.

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
225	Medical word processing	Assignment.  The assessment covers all learning outcomes. Externally set assignment, locally marked and externally verified.	Download the current assignment version from the City & Guilds website using required password for 5519 assignments.
226	Production of medical documents from recorded speech	Assignment.  The assessment covers all learning outcomes. Externally set assignment, locally marked and externally verified.	Download the current assignment version from the City & Guilds website using required password for 5519 assignments.
335	Medical principles for the administrator	Externally set and marked written test	Follow standard examination entry procedures.
801	Spreadsheet software	5519-801 (use ITQ assignment 7574-127)  The assessment covers all learning outcomes. Externally set assignment, locally marked and externally verified.	Download the current assignment version from the City & Guilds website using required password for ITQ assignments.
802	Database software	5519-802 (use ITQ assignment 7574-119)  The assessment covers all learning outcomes. Externally set assignment, locally marked and externally verified.	Download the current assignment version from the City & Guilds website using required password for ITQ assignments.

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
803	Presentation software	5519-803 (ITQ assignment 7574-125) The assessment covers all learning outcomes. Externally set assignment, locally marked and externally verified.	Download the current assignment version from the City & Guilds website using required password for ITQ assignments.
804	Word processing software	5519-804 (use ITQ assignment 7574-129) The assessment covers all learning outcomes. Externally set assignment, locally marked and externally verified.	Download the current assignment version from the City & Guilds website using required password for ITQ assignments.
805	Spreadsheet software	5519-805 (use ITQ assignment 7574-227) The assessment covers all learning outcomes. Externally set assignment, locally marked and externally verified.	Download the current assignment version from the City & Guilds website using required password for ITQ assignments.
806	Database software	5519-806 (ITQ assignment 7574-219) The assessment covers all learning outcomes. Externally set assignment, locally marked and externally verified.	Download the current assignment version from the City & Guilds website using required password ITQ assignments.



Unit	Title	Assessment method	Where to obtain assessment materials
807	Presentation software	5519-807 (use ITQ assignment 7574-225) The assessment covers all learning outcomes. Externally set assignment, locally marked and externally verified.	Download the current assignment version from the City & Guilds website using required password for ITQ assignments.

### Time constraints

The following must be applied to the assessment of this qualification:

- Candidates must finish their assessment within six months
- Assignments should take no longer than 8 hours. If they do, centres should consider why this is, and make sure that they are not trying to gather too much evidence.

### Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

**Test 1:** Unit 220

**Duration:** 1 hour

Unit	Outcome	Number of questions	%
220	1 Know the structure and meaning of medical word parts	3	30
	2 Know the meaning of medical terminology relating to the human body	3	55
	3 Know the meaning of medical terminology relating to medical specialities	1	7.5
	4 Know the meaning of pharmaceutical abbreviations	1	7.5
<b>Total</b>		<b>8</b>	<b>100</b>

**Test 2: Unit 223****Duration:** 1 hour 30 min

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
223	1 Understand the structure of the NHS	1	5
	2 Understand primary and secondary care	4	25
	3 Understand community based social care	2	12.5
	4 Understand key workplace legislation regarding employment	3	12.5
	5 Understand the importance of personal development in the workplace	2	5
	6 Understand how to maintain health and safety in the workplace	2	10
	7 Understand how to maintain and protect the rights of the patient	6	30
	<b>Total</b>	<b>20</b>	<b>100</b>

**Test 3: Unit 335****Duration:** 2 hours

<b>Unit</b>	<b>Outcome</b>	<b>Number of questions</b>	<b>%</b>
335	1 Understand the principles of Preventive Medicine	4	25
	2 Understand the principles of infection	4	25
	3 Understand the role and function of the Diagnostic Departments	3	19
	4 Understand the principles of medical ethics and medical etiquette	1	6
	5 Understand the principles regarding drugs used in medicine	3	19
	6 Understand the anatomy and physiology of the organs of the human body	1	6
	<b>Total</b>	<b>16</b>	<b>100</b>

## Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is also sector specific. Please see the table below for more details:

<b>4415/4419 unit number</b>	<b>Unit title</b>	<b>5519 unit number</b>	<b>5519 proxy number to use for RPL</b>
4415/4419- 220	Medical Terminology	5519-220	5519-620
4419-222	Administration Skills in a Medical Environment	5519-221	5519-621
4419-223	Communication Skills in a Medical Environment	5519-222	5519-622
4419-224	Working in the National Health Service	5519-223	5519-623
4419-225	Work Experience in a Medical Environment	5519-224	5519-624



## 5 Units

### Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

<b>UAN:</b>	<b>L/505/1245</b>
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	45
<b>Aim:</b>	The aim of this unit is to enable the learner to develop a basic knowledge of how to accurately construct, identify and use a specified range of medical terminology.

<b>Learning outcome</b>
The learner will: 1. know the structure and meaning of medical word parts
<b>Assessment criteria</b>
The learner can: 1.1 identify definitions of medical <b>word parts</b> 1.2 identify medical terms derived from the medical word parts

<b>Range</b>
<b>Word parts</b> Prefixes, roots and suffixes, use of combining vowel  See list in Appendix 1

<b>Learning outcome</b>
The learner will: 2. know the meaning of medical terminology relating to the human body
<b>Assessment criteria</b>
The learner can: 2.1 identify definitions of medical terms relating to the <b>human body</b>

<b>Range</b>
<b>Human body</b> Includes medical terms of anatomy and physiology (structure, function, organs, systems), diseases, conditions and procedures See list in Appendix 2

<b>Learning outcome</b>
The learner will: 3. know the meaning of medical terminology relating to the medical specialities
<b>Assessment criteria</b>
The learner can: 3.1 identify definitions of medical terms relating to the <b>medical specialities</b>

<b>Range</b>
<b>Medical specialities</b> See list in Appendix 3

<b>Learning outcome</b>
The learner will: 4. know the meaning of pharmaceutical abbreviations
<b>Assessment criteria</b>
The learner can: 4.1 identify the meaning of <b>pharmaceutical abbreviations</b>

<b>Range</b>
<b>Pharmaceutical abbreviations</b> See list in Appendix 4

<b>UAN:</b>	H/505/1249
<b>Level:</b>	2
<b>Credit value:</b>	8
<b>GLH:</b>	64
<b>Aim:</b>	The aim of this unit is to enable the learner to understand medical administrative procedures, including registration of patients, appointments and appointment systems, the use of office equipment, how to deal with post, filing and repeat prescribing. In addition, they will gain an understanding of how to manage their own workload and the importance of accuracy in the medical environment.

<b>Learning outcome</b>
The learner will:
1. understand how to manage own work in a medical environment
<b>Assessment criteria</b>
The learner can:
1.1 describe how to manage own work
1.2 describe the <b>use</b> of a <b>diary</b> in a medical environment
1.3 explain different types of <b>reminder systems</b>

<b>Range</b>
<b>Diary</b> Manual and electronic
<b>Use</b> Forecasting, record-keeping, evidence of work done using task manager, reminder of forthcoming events
<b>Reminder systems</b> Bring forward, tickler system, electronic

<b>Learning outcome</b>
The learner will:
2. understand the need for accurate record keeping in a medical environment

<b>Assessment criteria</b>
The learner can:
2.1 explain the <b>importance</b> of accurate record keeping
2.2 describe the different types of <b>records</b> that a medical administrator may work with
2.3 describe how the medical administrator can ensure that records are accurate
2.4 describe the use of <b>patient information systems</b> in a medical environment.

<b>Range</b>
<b>Importance</b> Easy to follow, accurate records will contribute to the success of the practice, saves time and effort, enhances patient care.
<b>Records</b> Paper, electronic
<b>Patient information systems</b> PAS, HISS

<b>Learning outcome</b>
The learner will:
3. understand primary and secondary care registrations
<b>Assessment criteria</b>
The learner can:
3.1 explain the <b>procedure</b> for patient registration in primary and secondary care
3.2 explain the main <b>features</b> of a patient's <b>record</b>

<b>Range</b>
<b>Procedure</b> <i>Primary care</i> Eligibility (geographical proximity, UK resident – temporary/permanent), documentation (temporary and permanent), essential medication, new patient screening, acceptance/refusal  <i>Secondary care</i> Eligibility (geographical proximity, UK resident – temporary/permanent), documentation (temporary and permanent, patient record)
<b>Features</b> <i>Primary care:</i> unique, follows the patient throughout their life, shows the patient's names, demographic details, previous illnesses including significant episodes in the lives <i>Secondary care:</i> records remain with the hospital, an individual may have



hospital records at more than one hospital, records divided into at least five sections (patient's information, medical section, nursing section, correspondence, results)

**Record**

In primary care: Lloyd George, A4, electronic

In secondary care: A4, electronic

**Learning outcome**

The learner will:

4. understand medical appointment systems

**Assessment criteria**

The learner can:

4.1 describe the main features of **appointment systems**

4.2 describe the **benefits** of medical appointment systems

4.3 describe the different **access routes** in secondary care.

**Range**

**Appointment systems**

In primary and secondary care

**Benefits**

Save time for patients and health professionals, reduce cross-infection, aid planning, reduce stress

**Access routes**

Referral from GP to consultant, via A&E, via NHS Direct or via walk in centres or national alternative

**Learning outcome**

The learner will:

5. understand the principles of repeat prescribing

**Assessment criteria**

The learner can:

5.1 describe the **safe procedure** for issuing repeat prescriptions

5.2 explain the **methods** of storing unused prescription pads and completed prescriptions to prevent misuse of drugs.

**Range**

**Safe procedure**

Checking the patient's details (full name, date of birth, address) against medical records, checking review dates, checking spelling of medication, checking correct dosage with medical records, verify the patient's details when handing out prescriptions

<p><b>Methods</b></p> <p>Ensure unused prescription pads are locked away when not in use, completed prescriptions are kept out of sight and reach of patients and locked away when the surgery is closed</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>6. understand general administrative duties in a medical environment</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>6.1 describe how patient confidentiality is maintained when using a fax machine or an email</p> <p>6.2 describe the procedure for dealing with <b>mail</b></p> <p>6.3 describe different types of <b>filing systems</b></p> <p>6.4 describe the use of an NHS Trust intranet.</p>

<p><b>Range</b></p> <p><b>Mail</b> Incoming and outgoing, general, confidential, parcels</p> <p><b>Filing systems</b> Alphabetical, numerical, chronological, geographical, subject, terminal digit</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>7. understand what constitutes a team</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>7.1 define a <b>team</b></p> <p>7.2 explain what constitutes an effective team.</p>

<p><b>Range</b></p> <p><b>Team</b> A group of people with complementary skills working together for a common goal</p>
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## **Unit 221                    Administration skills in a medical environment**

### **Supporting information**

#### **Guidance**

##### **Learning outcome 2**

Understand that the records the administrator/receptionist is involved with will be used for funding in general practice (the learner does not need to understand the actual funding process), demographics for medical audit, and for financial audit, and that accuracy is vital

##### **Learning outcome 3**

For registration in primary care the patient needs to complete personal details on form GMS1

<b>UAN:</b>	<b>T/505/1255</b>
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	50
<b>Aim:</b>	The aim of this unit is to equip the learner with the knowledge and skills to be able to communicate appropriately with a range of people in a medical environment. It enables the learner to understand the importance of the non-verbal as well as verbal aspects of communication, to understand what factors may make communication difficult and how to adapt communication in these situations. It will also equip the learner with the knowledge of how to use the telephone confidentially, in accordance with the special requirements of a medical environment, as well as develop skills on composing appropriate written documents.

<b>Learning outcome</b>
The learner will: 1. understand the importance of interpersonal skills in a medical environment
<b>Assessment criteria</b>
The learner can: 1.1 describe <b>face to face communication</b> 1.2 describe <b>ways</b> of promoting a professional image in the medical environment 1.3 describe how to <b>adapt</b> communication to <b>difficult situations</b>

<b>Range</b>
<b>Face to face communication</b> Speaking, listening, non-verbal; importance of non-verbal communication and reading non-verbal signs and signals
<b>Ways</b> Smile, greeting, level of eye contact, suitable tone, pace, clarity, volume, ensuring confidentiality of the conversation, full concentration, active listening, open body posture, control of gestures, building and maintaining

rapport

### **Adapt**

Calm manner, slower, quieter speech, addressing the person by name (confidentiality permitting), empathic listening, checking information carefully, not giving too much information at once, explaining specialist or medical terms, knowing when to summon a colleague's help.

### **Difficult situations**

Conditions which make communication problematic: people with specific needs

Physical barriers – room layout, desks, screens and partitions, computers, distractions, distances, noise, silence

### **Learning outcome**

The learner will:

2. understand telephone techniques in a medical context

### **Assessment criteria**

The learner can:

- 2.1 describe the telephone **techniques** used in a medical environment
- 2.2 identify the **key facts** needed when taking telephone messages
- 2.3 explain the **methods** of maintaining confidentiality while using the telephone.

### **Range**

#### **Techniques**

Positive, clear greeting with house style applied; checking details, use of telephone alphabet, questioning to gather information (when, who, what, how and where), active listening and ways of communicating understanding; summarising and agreeing action, pausing to allow the caller to complete the call; closing the call

Adapting communication: voice tone and pitch, pace, avoiding fade, smile in voice to convey warmth, natural rather than forced

#### **Key facts**

Date, time, caller's name and contact details, actions required, urgency, message taken by, message for

#### **Methods**

Efficient checking and confirming but avoiding echo technique or repetition of patient/confidential details; confirming through the use of 'yes' or 'fine', repeating only dates and times and medical staff details; using a suitable voice level; correct use of answerphones; leaving minimal details of name and number only

### **Learning outcome**

The learner will:

3. understand diversity and its effects on work in a medical environment
<b>Assessment criteria</b>
The learner can: 3.1 explain the concept of <b>unconditional positive regard</b> 3.2 describe <b>methods</b> of communicating with people with <b>special requirements</b> 3.3 explain the <b>importance</b> of <b>cultural information</b> in communication and patient care

<b>Range</b>
<b>Unconditional positive regard</b> Giving good service irrespective of personal feelings and prejudice, avoiding over-familiarity, showing respect to patients, visitors and colleagues irrespective of race, sex, age, sexuality, religion, disability and also factors like personal hygiene, size, lifestyle habits
<b>Methods</b> Combining methods of communication, minicom, Braille, BSL, makaton
<b>Special requirements</b> Visually impaired, hearing impaired, the elderly, learning needs, language needs
<b>Importance</b> Avoiding misunderstanding, administrative errors and personal offence; maintaining consistent service and communication standards; understanding patient requests and behaviour
<b>Cultural information</b> Dress, diets, festivals, religious calendar, naming systems, attitudes to the opposite sex

<b>Learning outcome</b>
The learner will: 4. understand the use of different forms of electronic and written communication within a medical environment
<b>Assessment criteria</b>
The learner can: 4.1 describe the use of <b>electronic communication</b> 4.2 describe the <b>principles</b> of producing <b>written communication</b> .

<b>Range</b>
<b>Electronic communication</b> Fax, text message, pager and e-mail

**Principles**

Consideration for reader's needs, design and layout conventions, house style, clarity, courtesy, positive impression and business-like tone in documents, confidentiality

**Written communication**

Fax, email, written message, skeleton letter/template, letter from notes, fact sheet, notice, notes

**Learning outcome**

The learner will:

5. be able to use different forms of electronic and written communication within a medical environment

**Assessment criteria**

The learner can:

- 5.1 select an appropriate **form** of written and electronic communication for specific situations
- 5.2 **produce documentation** from notes or brief instructions using appropriate format.

**Range****Form**

Fax, written message, text message, pager and e-mail

**Produce**

Use appropriate formats, produce draft documents using a conventional layout, produce clear and accurate documents which convey the message, show the use of courtesy and business-like tone in documents.

**Documentation**

Fax, email, message, skeleton letter/template, letter from notes, fact sheet, notice, notes

<b>UAN:</b>	<b>D/505/1248</b>
<b>Level:</b>	2
<b>Credit value:</b>	9
<b>GLH:</b>	57
<b>Aim:</b>	<p>The aim of this unit is to provide the learner with the knowledge and understanding to enable them to work as a medical receptionist/administrator within a range of medical environments.</p> <p>It will provide them with a basic knowledge of the structure of National Health Service and an understanding of health and safety, employment legislation and the principles of data protection. They will also develop an understanding of the appraisal process within the healthcare sector and the importance of personal development. They will gain an understanding of patients' rights and of the administrator's role in the complaints process.</p>

<b>Learning outcome</b>
The learner will:
1. understand the structure of the NHS
<b>Assessment criteria</b>
The learner can:
1.1 identify the current organisations that form the structure of the National Health Service.

<b>Learning outcome</b>
The learner will:
2. understand primary and secondary care
<b>Assessment criteria</b>
The learner can:
2.1 describe the services available from <b>key primary care providers</b>
2.2 identify <b>key staff</b> employed in the NHS
2.3 describe the job roles of <b>key staff</b> employed in the NHS
2.4 describe the services provided by the <b>key departments</b> in secondary care.



<b>Range</b>
<p><b>Key primary care providers</b> General Practitioners, Pharmacists, Opticians, Dentists, NHS Direct (England/Wales), NHS 24 (Scotland), NHS Walk-In Centres</p> <p><b>Key staff</b> (Primary) GP, Practice Nurse, Community/District Nurse, Midwife, Practice Manager, Secretaries, Receptionists. (Secondary) Consultant, Registrar, Junior Doctor, Sister/Charge Nurse, Staff Nurse, general Nurse, Physiotherapist, Occupational Therapist, Radiographer, administrative staff</p> <p><b>Key departments</b> Radiology, Oncology, Orthopaedics, Cardiology, Accident and Emergency (A&amp;E), Gastroenterology</p>

<b>Learning outcome</b>
The learner will:
3. understand community based social care
<b>Assessment criteria</b>
The learner can:
3.1 identify the various types of <b>community based social care</b>
3.2 identify the range of <b>people</b> who could benefit from social care
3.3 describe the role of the <b>key professionals</b> who provide social care.

<b>Range</b>
<p><b>Community based social care</b> Care homes, sheltered accommodation, residential homes, community care workers</p> <p><b>People</b> Families and children, adolescents, disabled, elderly, drug offenders, youth offenders, asylum seekers, adults and children with mental health problems</p> <p><b>Professionals</b> Social Workers, Community Psychiatric Nurse (CPN), Support Workers</p>

<b>Learning outcome</b>
The learner will:
4. understand key workplace legislation regarding employment
<b>Assessment criteria</b>
The learner can:
4.1 state the purpose of a written contract of employment

4.2	identify the terms of a written contract of employment
4.3	explain the current discrimination legislation
4.4	describe the workplace <b>grievance procedure</b>
4.5	identify possible <b>grounds</b> for a workplace grievance.

<b>Range</b>
<b>Grievance procedure</b> Informal/formal complaint to manager, discussion, investigation, written complaint, role of HR, conciliation
<b>Grounds</b> Discrimination, bullying, harassment

<b>Learning outcome</b>
The learner will: 5. understand the importance of personal development in the workplace
<b>Assessment criteria</b>
The learner can: 5.1 explain the <b>Personal Development Review</b> (PDR) process 5.2 explain the purpose of continuous professional development (CPD) 5.3 describe the <b>ways</b> in which the NHS employee can enhance their skills in the workplace.

<b>Range</b>
<b>Personal development review</b> A joint review between the employee and their line manager and constructive feedback will be delivered. Training needs will be identified. Yearly review process which both the employee and manager need to prepare for.
<b>Ways</b> Internal training courses, secondments, mentoring and coaching

<b>Learning outcome</b>
The learner will: 6. understand how to maintain health and safety in the workplace
<b>Assessment criteria</b>
The learner can: 6.1 outline the current health and safety <b>legislation</b> 6.2 describe how to maintain a safe working environment.

<b>Range</b>
<b>Legislation</b> HASAWA, RIDDOR, Health & Safety (Display screen equipment) Regulations, COSHH

<b>Learning outcome</b>
The learner will: 7. understand how to maintain and protect the rights of the patient
<b>Assessment criteria</b>
The learner can: 7.1 identify key <b>patient rights</b> 7.2 explain types of <b>consent</b> 7.3 outline the current <b>legislation and regulations</b> governing patient confidentiality 7.4 explain how to maintain patient confidentiality 7.5 identify consequences of breaching patient confidentiality 7.6 describe the current NHS complaints procedure 7.7 explain the role of the administrator in dealing with the complaints.

<b>Range</b>
<b>Patients' rights</b> As outlined in the NHS Constitution
<b>Consent</b> Express consent - written consent for all major diagnostic procedures Implied consent - by presenting oneself at a surgery or outpatient department implies that one is agreeable to examination Informed consent – patient must have a clear understanding of the facts and the implications of going ahead with (or not) the treatment/procedure
<b>Legislation and regulations</b> Data Protection Act 1998 Caldicott Guidelines Freedom of Information Act 2000

### Supporting information

#### Guidance

##### Learning outcome 4

Terms and purpose of a written contract of employment

- Commencement
- Term
- Job title and duties
- Place of work
- Hours of work
- Pay
- Holiday entitlement
- Pension
- Sickness absence
- Termination of contract
- Notice periods on both sides
- Disciplinary, dismissal and grievance procedures

The purpose of the contract is to protect the employee and the employer, the employee is entitled to a written contract of employment within two months of starting work

<b>UAN:</b>	<b>A/505/1256</b>
<b>Level:</b>	2
<b>Credit value:</b>	5
<b>GLH:</b>	40
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and understanding to enable them to work as a medical receptionist/administrator within a range of medical environments.

<b>Learning outcome</b>
The learner will: 1. be able to communicate with other people in a medical environment
<b>Assessment criteria</b>
The learner can: 1.1 <b>listen actively</b> to information that <b>other people</b> are communicating 1.2 <b>provide</b> accurate, clear and structured information to meet the needs of other people 1.3 use positive verbal and non-verbal communication when dealing with other people 1.4 use the telephone in a professional manner.

<b>Range</b>
<b>Listen actively</b> Ask questions to clarify and check information
<b>Other people</b> Manager/supervisor, work colleague, medical staff (doctor, nurse or diagnostic staff), patients and their carers
<b>Provide</b> Face-to-face oral communication; written communication (notes, email, letter, message); using existing resources (leaflets, forms/templates, intranet, diary)

<b>Learning outcome</b>
The learner will: 2. understand the medical organisation/setting in which they work
<b>Assessment criteria</b>
The learner can: 2.1 describe the organisation's function and purpose 2.2 explain how the organisation links with other organisations and healthcare facilities 2.3 describe own team and its role within the organisation 2.4 describe how own role contributes to the organisation.

<b>Learning outcome</b>
The learner will: 3. be able to contribute to teamwork
<b>Assessment criteria</b>
The learner can: 3.1 work in a way that <b>supports</b> their medical team and its objectives 3.2 recognise own strengths and development needs.

<b>Range</b>
<b>Supports</b> Agree objectives with the people they work with, take responsibility for own work, prioritise tasks and manage own time, keep other people informed about own progress, complete work to, agreed standards and timescale, respond to feedback from colleagues

<b>Learning outcome</b>
The learner will: 4. be able to follow organisational requirements
<b>Assessment criteria</b>
The learner can: 4.1 follow organisational <b>requirements</b> in relation to security of information and patient confidentiality 4.2 follow the <b>policies, systems and procedures</b> that are relevant to own role.

<b>Range</b>
<b>Requirements</b> Legal requirements and codes of practice
<b>Policies, systems and procedures</b> Health and safety, employment protocols (signing in, attendance, security), house style, telephone procedures, use of resources

# Unit 224 Work experience in a medical environment

## Supporting information

### Guidance

Work experience is a valuable learning opportunity and candidates should use the work experience unit as a way of improving their employability. It is also advantageous for candidates already in post in a health care environment as a means of broadening experience and developing a new career direction.

### Hours

To complete this unit, candidates should be allocated a work placement of 5 days or 30 hours. This can be on a part or full-time basis. It is not necessary to complete the work experience in a single block; small blocks of time or more flexible arrangements may be preferable to candidates and their placement providers.

### Medical environments

Work placements should be undertaken in a medical environment, where candidates have experience of patient contact, handling medical records, utilising communication skills and observing appointment procedures. Where primary care or secondary care placement proves difficult, other healthcare settings will be acceptable. Wherever they are placed, it is important that candidates understand the purpose of the organisation and how it is connected to local healthcare provision.

Possible healthcare settings/organisations:

<ul style="list-style-type: none"><li>• Ambulance Control Centres</li><li>• Community Healthcare Services</li><li>• Day centres for those with learning or physical disabilities or elderly persons</li><li>• Dental Practices</li><li>• Elderly Care Units</li><li>• Family Planning Clinics</li><li>• General Medical Practices</li><li>• Health Education Departments</li><li>• Hospices</li></ul>	<ul style="list-style-type: none"><li>• NHS Hospitals</li><li>• Nursing Homes</li><li>• Opticians</li><li>• Outreach Clinics</li><li>• Pharmacies</li><li>• Private Hospitals</li><li>• Specialist and diagnostic Clinics</li><li>• Well Woman Clinics</li><li>• Well Man Clinics</li></ul>
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### Guidelines for the placement organiser and provider

It is recognised that work experience providers have a valuable role in supporting candidates towards their diploma. The time spent on placement puts their college work into perspective and helps develop professionalism.

Before embarking on a placement, all candidates will need to be fully briefed by their tutors so that they understand their role and work only within the remit of their responsibility.

Whilst on placement, candidates must be made aware of the organisation's regulations with respect to confidentiality and security of information. Candidates should also receive initial guidance on workplace standards relating to punctuality, reliability, accuracy, dress code and general performance as well as the health and safety and security procedures to follow

A high standard of professionalism will be expected of the candidates and the most important aspect is that confidentiality is maintained.

### **Areas of work**

Access to the following areas of work will enhance the candidate's skills development and will help the candidate achieve the four learning outcomes for this unit:

<ul style="list-style-type: none"><li>• Reception duties; greeting visitors and patients face to face; verbal and non-verbal communication</li><li>• Telephone procedures and skills; development of a confident professional telephone manner</li><li>• Understanding appointment systems, booking appointments, transmission of accurate messages</li><li>• Filing and retrieval of patients' notes, correspondence, medical records; use of the organisation's computerised and paper-based filing systems</li></ul>	<ul style="list-style-type: none"><li>• IT systems</li><li>• Use of diaries and planners either paper-based or computerised</li><li>• Working relationships - both one-to-one and working as part of a wider team; contact with a range of key professionals</li></ul>
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Work in these additional areas will support the candidate's learning and enhance their experience:

- Using IT Skills, data input and word-processing
- Using a range of equipment and resources
- Dealing with post, patient information and displays
- Observation/assistance with clinic reception and administration

### **Guidelines for candidates**

Detailed guidelines for candidates are published in the 5519 Assessment guide available from the City & Guilds website. Tutors should provide a copy of the guidelines to each candidate.



**Assessment**

The work experience unit is assessed through a mini portfolio of evidence based on the candidate's work placement; full details are contained in the 5519 Assessment guide.

Candidates already working within a medical environment can choose to base their evidence on either their main work role or on their work placement.

<b>UAN:</b>	<b>J/505/1258</b>
<b>Level:</b>	2
<b>Credit value:</b>	9
<b>GLH:</b>	60
<b>Aim:</b>	<p>The aim of this unit is to enable learners to develop the knowledge and skills to accurately produce routine professional documents for the medical environment. They will learn how to interpret relevant information and use a range of word processing techniques to edit, format and print a range of standard documents that are common in a medical environment.</p> <p>Learners will also use mail merge functions to combine information from a data file and produce standard letters. They will also learn the importance of proofreading and how to use appropriate checking methods to produce accurate documents.</p>

<b>Learning outcome</b>
The learner will:
1. be able to manage electronic files in a medical environment
<b>Assessment criteria</b>
The learner can:
1.1 create and name folders
1.2 create and save <b>documents</b> in named folders
1.3 recall, rename and save <b>electronic files</b> in named folders.

<b>Range</b>
<b>Documents</b>
Medical reports, medical referral letters, appointment letters, clinic letters, discharge letters, operation lists, notices, information leaflets
<b>Electronic files</b>
Letterheads, notices, information leaflets

<b>Learning outcome</b>
The learner will: 2. be able to use word processing functions to format and present medical documents
<b>Assessment criteria</b>
The learner can: 2.1 input different <b>types of information</b> from handwritten and typewritten drafts 2.2 use appropriate <b>formatting techniques</b> to present <b>medical documents</b> 2.3 expand <b>general abbreviations</b> 2.4 follow written instructions and <b>standard printers' correction</b> signs to <b>edit</b> text 2.5 create and <b>format tables</b> within documents 2.6 complete work within set timescales.

<b>Range</b>
<p><b>Types of information</b> Text/numbers, references, dates, headings (main, subject, implied headings containing patient details), medical terminology, special marks (such as urgent, private, confidential, for the attention of), indicate enclosures, indicate copy letters</p> <p><b>Formatting techniques</b> Emphasise headings (embolden, capitals, italics, underline), change font style and size, paragraphs with numbered or bullet points, portrait and landscape orientation, insert headers and footers, add/remove page breaks, adjust margins, align text (left, right, fully justified), change line spacing, place and resize images, indicate routing on letters, insert page numbers, insert symbols See Appendix 5</p> <p><b>Medical documents</b> Medical reports, medical referral letters, appointment letters, clinic letters, discharge letters, operation lists, notices, information leaflets</p> <p><b>General abbreviations</b> See Appendix 5</p> <p><b>Standard printers' correction signs</b> See Appendix 5</p> <p><b>Edit text</b> Insert, delete, transpose, copy, move and paste text within a document, sort data (into alphabetical, numerical, chronological order)</p> <p><b>Format tables</b> Use column headings, merge cells, adjust column width, align column content</p>

(left, right, centre), transpose columns

<b>Learning outcome</b>
The learner will: 3. be able to use mail merge functions
<b>Assessment criteria</b>
The learner can: 3.1 recall <b>medical documents</b> and insert variable merge codes 3.2 <b>update</b> an existing data file 3.3 combine and merge information using single criteria into a document.

<b>Range</b>
<b>Medical documents</b> Appointment letters, screening invitations
<b>Update</b> Add, amend and delete records

<b>Learning outcome</b>
The learner will: 4. be able to proofread and correct errors in medical documents
<b>Assessment criteria</b>
The learner can: 4.1 check documents for <b>accuracy</b> 4.2 identify and correct <b>errors</b> in medical documents.

<b>Range</b>
<b>Accuracy</b> Following instructions, checking work for errors
<b>Errors</b> Typographical, spelling including medical terminology, grammatical, punctuation, presentation, consistency

<b>Learning outcome</b>
The learner will: 5. be able to print medical documents
<b>Assessment criteria</b>
The learner can: 5.1 use appropriate <b>methods</b> to check documents before printing 5.2 produce screen shots 5.3 print <b>final copies</b> of documents as instructed.

<b>Range</b>
<b>Methods</b> Spell checker, print preview facilities, grammar and thesaurus facilities, English and mother tongue dictionaries, medical and drug dictionaries, online dictionaries
<b>Final copies</b> Letters indicating routing, data file, merged documents, document showing merge codes, screen shots showing files and folders, single and multiple-page documents

<b>UAN:</b>	<b>L/505/1259</b>
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	40
<b>Aim:</b>	<p>The aim of this unit is to enable learners to develop the knowledge and skills to use audio equipment and software in order to produce a range of routine and professional medical documents.</p> <p>They will learn the techniques to transcribe recorded speech of a routine nature and containing medical terminology. Learners will learn how to interpret relevant information and use a range of word processing techniques to produce, format and print documents that are common in a medical environment.</p> <p>Learners will also learn the importance of proofreading their work and how to use appropriate checking methods to produce accurate and professional documents.</p>

<b>Learning outcome</b>
The learner will:
1. be able to manage electronic files in a medical environment
<b>Assessment criteria</b>
The learner can:
1.1 create and save <b>documents</b>
1.2 recall, rename and save documents
1.3 recall files containing recorded speech for transcribing.

<b>Range</b>
<b>Documents</b>
Clinic letters, screening invites, medical referral letters, discharge letters, notices/leaflets/information sheets, letterheads, containing medical terminology, screenshot, letters to patients

<b>Learning outcome</b>
The learner will: 2. be able to produce professional medical documents from recorded speech
<b>Assessment criteria</b>
The learner can: 2.1 key in <b>information</b> from recorded speech and written instructions 2.2 select <b>stationery</b> appropriate to the document type 2.3 use the <b>functions</b> of audio software and <b>equipment</b> to transcribe <b>documents</b> 2.4 create and format <b>tables</b> 2.5 use appropriate <b>formatting techniques</b> to present medical <b>documents</b> 2.6 check documents for <b>accuracy</b> 2.7 complete work within set timescales

<b>Range</b>
<b>Information</b> Text/numbers, references, dates, headings (main, subject, implied headings containing patient details), special marks (such as urgent, private, confidential, for the attention of), indicate enclosures, show routing of letters, generic and brand names of drugs
<b>Stationery</b> Pre-stored templates (eg letterheads), plain paper
<b>Functions</b> Controls (speed, voice, playback, fast-forward, rewind)
<b>Equipment</b> Pedals, earphones/headsets
<b>Documents</b> Medical reports, clinic letters, screening invites, medical referral letters, discharge letters, operation lists, notices/leaflets, letterheads, containing medical terminology
<b>Tables</b> 3-column table, column headings, text, numbers, adjust column width, gridlines
<b>Formatting techniques</b> Emphasise headings (emboldening, capitals, italics, underline), change font style and size, paragraphs with numbers or bullet points, portrait and landscape orientation, insert headers and footers, adjust margins, align text (left, right, centre, fully justified), change line spacing, insert symbols

<b>Accuracy</b> Spellings including medical terminology, generic and brand names of drugs
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<b>Learning outcome</b>
The learner will: 3. be able to print medical documents
<b>Assessment criteria</b>
The learner can: 3.1 use appropriate <b>methods</b> to check documents before printing 3.2 print <b>final copies</b> of documents as instructed.

<b>Range</b>
<b>Methods</b> Spell checker, print preview facilities, grammar and thesaurus facilities, English and mother tongue dictionaries, medical and drug dictionaries, online dictionaries
<b>Final copies</b> Letters indicating routing, single-page documents, screenshot showing files



<b>UAN:</b>	<b>M/505/1268</b>
<b>Level:</b>	3
<b>Credit value:</b>	9
<b>GLH:</b>	78
<b>Aim:</b>	The aim of this unit is to equip the learner with specialised medical knowledge of administration in a healthcare environment. It will enable the learner to understand health promotion (HP) and the role of the medical administrator in giving advice on health. They will learn how to maintain a safe and healthy environment through the prevention of infection and how the principles of medical ethics, etiquette and confidentiality apply to medical administration. The learner will also develop an understanding of the work of the pathology and clinical imaging departments and a basic knowledge of drug classification, human anatomy and physiology.

<b>Learning outcome</b>
The learner will:
1. understand the principles of Preventive Medicine
<b>Assessment criteria</b>
The learner can:
1.1 explain the role of <b>Preventive Medicine (PM)</b> in a medical environment
1.2 identify <b>health aspects</b> routinely targeted by PM
1.3 describe the range of advice given in <b>areas</b> targeted by PM
1.4 explain the <b>role</b> of the medical administrator in supporting PM
1.5 explain the purpose of <b>screening and diagnostic tests</b> .

<b>Range</b>
<b>Preventive Medicine</b> To include Health Promotion
<b>Health aspects</b> Diabetes, cardiovascular disease, pulmonary disease, cancer, childhood and adult infections, sexual health

**Areas**

Holiday health, cardiovascular disease, pulmonary disease, sexual health, cancer, diabetes, childhood and adult infections

**Role**

Tasks, limitations

**Screening and diagnostic tests**

Maternity services, child health, cancer, cardiovascular and pulmonary disease

**Learning outcome**

The learner will:

2. understand the principles of infection

**Assessment criteria**

The learner can:

- 2.1 state the different **types** of pathogenic micro-organisms
- 2.2 describe the **ways** in which pathogenic micro-organisms may enter the human body
- 2.3 describe the **indications** of infection in the body
- 2.4 identify the legislation that governs hazardous substances in a medical environment
- 2.5 explain **methods** of controlling cross infection in a medical environment.

**Range****Types**

Bacteria, viruses, fungi, protozoa,

**Ways**

Inhalation, ingestion, inoculation, body fluids, via the placenta

**Indications**

Signs, symptoms

**Methods**

Collection, labelling and storage of specimens containing body fluids, disposal of clinical and general waste, disposal of sharps, removal of spilt body fluids, general cleaning routines

**Learning outcome**

The learner will:

3. understand the role and function of the Diagnostic Departments

**Assessment criteria**

The learner can:

- 3.1 describe the work of the main **sections** of the **Diagnostic Departments**

- 3.2 describe the key job roles in the Diagnostic Departments
- 3.3 explain the ways in which **individuals** are protected from the harmful effects of radiation.

**Range**

**Diagnostic Departments**

Pathology Department, Clinical Imaging Department

**Sections**

Pathology Department

Microbiology, Haematology, Biochemistry, Histopathology/Cytology, Clinical Imaging Department,

General/simple X-ray, MRI (Magnetic Resonance Imaging), CAT/CT/ (Computerised Axial Tomography), Ultrasound, Positive emission tomography, (PET), Bone scans (Scintograms) Ultrasound, use of contrast mediums

**Individuals**

Staff and public

**Learning outcome**

The learner will:

- 4. understand the principles of medical ethics and medical etiquette

**Assessment criteria**

The learner can:

- 4.1 explain medical ethics and medical etiquette
- 4.2 explain the **importance** of maintaining patient confidentiality
- 4.3 describe how confidentiality can be maintained within a healthcare environment.

**Range**

**Importance**

To the patient, to the healthcare staff

**Learning outcome**

The learner will:

- 5. understand the principles regarding drugs used in medicine

**Assessment criteria**

The learner can:

- 5.1 explain the role and responsibilities of a **pharmacist**
- 5.2 describe the current acts which control the production, storage and prescribing of drugs in the UK
- 5.3 identify the **publications** which give information regarding the drugs and medical dressings licensed for use in the UK
- 5.4 explain the meaning of generic and proprietary drug names

5.5 describe the **classification of drugs**.

**Range**

**Pharmacist**

Hospital pharmacist, community pharmacist

**Publications**

MIMS (Monthly Index of Medical Specialities), BNF (British National Formulary) and the BP (British Pharmacopoeia)

**Classification of drugs**

See Appendix 6

**Learning outcome**

The learner will:

6. understand the anatomy and physiology of the organs of the human body

**Assessment criteria**

The learner can:

6.1 identify the main **bones** in the human body

6.2 describe the main **organs** of the human body.

**Range**

**Bones**

Medical name, position

See Appendix 7

**Organs**

Medical name, position, function and the system/s to which they belong.

See Appendix 8

<b>UAN:</b>	<b>A/502/4624</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is based on the Level 1 National Occupational Standards for IT users.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.
<b>Aim:</b>	This unit is about the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems.

<b>Learning outcome</b>
The learner will:
1. use a spreadsheet to enter, edit and organise numerical and other data
<b>Assessment criteria</b>
The learner can:
1.1 identify what numerical and other information is needed and how the spreadsheet should be structured to meet needs
1.2 enter and edit numerical and other data accurately
1.3 store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.

<b>Learning outcome</b>
The learner will:
2. use appropriate formulas and tools to summarise and display spreadsheet information
<b>Assessment criteria</b>
The learner can:
2.1 store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available
2.2 use functions and formulas to meet calculation requirements
2.3 use spreadsheet tools and techniques to summarise and display information.

<b>Learning outcome</b>
The learner will: 3. select and use appropriate tools and techniques to present spreadsheet information effectively
<b>Assessment criteria</b>
The learner can: 3.1 select and use appropriate tools and techniques to format spreadsheet cells, rows and columns 3.2 identify which chart or graph type to use to display information 3.3 select and use appropriate tools and techniques to generate, develop and format charts and graphs 3.4 select and use appropriate page layout to present and print spreadsheet information 3.5 check information meets needs, using spreadsheet tools and making corrections as necessary.

<b>UAN:</b>	<b>H/502/4553</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is based on the Level 1 National Occupational Standards for IT users.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.
<b>Aim:</b>	This unit is about the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems.

<b>Learning outcome</b>
The learner will:
1. enter, edit and organise structured information in a database
<b>Assessment criteria</b>
The learner can:
1.1 identify the main components of a database
1.2 create a database table for a purpose using specified fields
1.3 enter structured data into records to meet requirements
1.4 locate and amend data records
1.5 respond appropriately to data entry error messages
1.6 check data meets needs, using it tools and making corrections as necessary.

<b>Learning outcome</b>
The learner will:
2. use database software tools to extract information and produce reports
<b>Assessment criteria</b>
The learner can:
2.1 identify queries which meet information requirements
2.2 run simple database queries
2.3 identify reports which meet information requirements
2.4 generate and print pre-defined database reports.

<b>UAN:</b>	<b>K/502/4621</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is based on the Level 1 National Occupational Standards for IT users.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.
<b>Aim:</b>	This unit is about the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems.

<b>Learning outcome</b>
The learner will: 1. input and combine text and other information within presentation slides
<b>Assessment criteria</b>
The learner can: 1.1 identify what types of information are required for the presentation 1.2 select and use different slide layouts as appropriate for different types of information 1.3 enter information into presentation slides so that it is ready for editing and formatting 1.4 identify any constraints which may affect the presentation 1.5 combine information of different forms or from different sources for presentations 1.6 store and retrieve presentation files effectively, in line with local guidelines and conventions where available.



<b>Learning outcome</b>
The learner will: 2. use presentation software tools to structure, edit and format slides
<b>Assessment criteria</b>
The learner can: 2.1 identify what slide structure to use 2.2 select and use an appropriate template to structure slides 2.3 select and use appropriate techniques to edit slides 2.4 select and use appropriate techniques to format slides.

<b>Learning outcome</b>
The learner will: 3. prepare slides for presentation to meet needs
<b>Assessment criteria</b>
The learner can: 3.1 identify how to present slides to meet needs and communicate effectively 3.2 prepare slides for presentation 3.3 check presentation meets needs, using it tools and making corrections as necessary.

<b>UAN:</b>	<b>R/502/4628</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is based on the Level 2 National Occupational Standards for IT users.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.
<b>Aim:</b>	This unit is about the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"> <li>1. enter and combine text and other information accurately within word processing documents</li> </ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"> <li>1.1 identify what types of information are needed in documents</li> <li>1.2 use appropriate techniques to enter text and other information accurately and efficiently</li> <li>1.3 select and use appropriate templates for different purposes</li> <li>1.4 identify when and how to combine and merge information from other software or other documents</li> <li>1.5 select and use a range of editing tools to amend document content</li> <li>1.6 combine or merge information within a document from a range of sources</li> <li>1.7 store and retrieve document and template files effectively, in line with local guidelines and conventions where available.</li> </ol>

<b>Learning outcome</b>
The learner will: 2. create and modify layout and structures for word processing documents
<b>Assessment criteria</b>
The learner can: 2.1 identify the document requirements for structure and style 2.2 identify what templates and styles are available and when to use them 2.3 create and modify columns, tables and forms to organise information 2.4 select and apply styles to text.

<b>Learning outcome</b>
The learner will: 3. use word processing software tools to format and present documents effectively to meet requirements
<b>Assessment criteria</b>
The learner can: 3.1 identify how the document should be formatted to aid meaning 3.2 select and use appropriate techniques to format characters and paragraphs 3.3 select and use appropriate page and section layouts to present and print documents 3.4 describe any quality problems with documents 3.5 check documents meet needs, using it tools and making corrections as necessary 3.6 respond appropriately to quality problems with documents so that outcomes meet needs.

<b>UAN:</b>	<b>F/502/4625</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is based on the Level 2 National Occupational Standards for IT users.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.
<b>Aim:</b>	This unit is about the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems.

<b>Learning outcome</b>
The learner will:
1. use a spreadsheet to enter, edit and organise numerical and other data
<b>Assessment criteria</b>
The learner can:
1.1 identify what numerical and other information is needed in the spreadsheet and how it should be structured
1.2 enter and edit numerical and other data accurately
1.3 combine and link data across worksheets
1.4 store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.

<b>Learning outcome</b>
The learner will:
2. select and use appropriate formulas and data analysis tools to meet requirements
<b>Assessment criteria</b>
The learner can:
2.1 identify which tools and techniques to use to analyse and manipulate data to meet requirements
2.2 select and use a range of appropriate functions and formulas to meet calculation requirements
2.3 use a range of tools and techniques to analyse and manipulate data to meet requirements.

<b>Learning outcome</b>
The learner will: 3. select and use tools and techniques to present and format spreadsheet information
<b>Assessment criteria</b>
The learner can: 3.1 plan how to present and format spreadsheet information effectively to meet needs 3.2 select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets 3.3 select and format an appropriate chart or graph type to display selected information 3.4 select and use appropriate page layout to present and print spreadsheet information 3.5 check information meets needs, using spreadsheet tools and making corrections as necessary 3.6 describe how to find errors in spreadsheet formulas 3.7 respond appropriately to any problems with spreadsheets.

<b>UAN:</b>	<b>M/502/4555</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is based on the Level 2 National Occupational Standards for IT users.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.
<b>Aim:</b>	This unit is about the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems.

<b>Learning outcome</b>
The learner will: 1. create and modify non-relational database tables
<b>Assessment criteria</b>
The learner can: 1.1 identify the components of a database design 1.2 describe the field characteristics for the data required 1.3 create and modify database tables using a range of field types 1.4 describe ways to maintain data integrity 1.5 respond appropriately to problems with database tables 1.6 use database tools and techniques to ensure data integrity is maintained.

<b>Learning outcome</b>
The learner will: 2. enter, edit and organise structured information in a database
<b>Assessment criteria</b>
The learner can: 2.1 create forms to enter, edit and organise data in a database 2.2 select and use appropriate tools and techniques to format data entry forms 2.3 check data entry meets needs, using it tools and making corrections as necessary 2.4 respond appropriately to data entry errors.

<b>Learning outcome</b>
The learner will: 3. use database software tools to run queries and produce reports
<b>Assessment criteria</b>
The learner can: 3.1 create and run database queries using multiple criteria to display or amend selected data 3.2 plan and produce database reports from a single table non-relational database 3.3 select and use appropriate tools and techniques to format database reports 3.4 check reports meet needs, using it tools and making corrections as necessary.

<b>UAN:</b>	<b>M/502/4622</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is based on the Level 2 National Occupational Standards for IT users.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.
<b>Aim:</b>	This unit is about the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems.

<b>Learning outcome</b>
The learner will:
1. input and combine text and other information within presentation slides
<b>Assessment criteria</b>
The learner can:
1.1 identify what types of information are required for the presentation
1.2 enter text and other information using layouts appropriate to type of information
1.3 insert charts and tables into presentation slides
1.4 insert images, video or sound to enhance the presentation
1.5 identify any constraints which may affect the presentation
1.6 organise and combine information of different forms or from different sources for presentations
1.7 store and retrieve presentation files effectively, in line with local guidelines and conventions where available.



<b>Learning outcome</b>
The learner will: 2. use presentation software tools to structure, edit and format slide sequences
<b>Assessment criteria</b>
The learner can: 2.1 identify what slide structure and themes to use 2.2 select, change and use appropriate templates for slides 2.3 select and use appropriate techniques to edit slides and presentations to meet needs 2.4 select and use appropriate techniques to format slides and presentations 2.5 identify what presentation effects to use to enhance the presentation 2.6 select and use animation and transition effects appropriately to enhance slide sequences.

<b>Learning outcome</b>
The learner will: 3. prepare slideshow for presentation
<b>Assessment criteria</b>
The learner can: 3.1 describe how to present slides to meet needs and communicate effectively 3.2 prepare slideshow for presentation 3.3 check presentation meets needs, using its tools and making corrections as necessary 3.4 identify and respond to any quality problems with presentations to ensure that presentations meet needs.

## Appendix 1      Word part list – (Unit 220) Medical terminology

Learning outcome 1 only

This list can be referred to as a framework for other learning outcomes, however candidates will need to know the **full range** of terminology in relation to the individual body systems.

### Prefixes

Prefix	Meaning
a-	absence of
ab-	away from
ad-	towards
an-	absence of
ante-	before
anti-	against
auto-	self
bi-	two
bio-	life
brady-	slow
circum-	around
co-/con-	together/joined
contra-	against
cryo-	cold
cyano-	blue
de-	away from/removing
dia-	through
diplo-	double
dys-	difficult/ abnormal/ painful
ecto-	external/ outside/without
en-/endo-	within/in/into
epi-	upon/above/on

Prefix	Meaning
ery-/erythro-	red
hemi-	half
hetero-	unlike/dissimilar
homo-	same
hyper-	above/high/in excess of normal
hypo-	low/below/ under/less than normal
inter-	between
intra-	within/inside
iso-	equal
kypho-	crooked/hump/ curvature
latero-	side
leuco-/leuko-	white
loro-	curvature forward
macro-	large
mal-	poor/abnormal/ impaired
mega-/megalo-	big/enlarged
melano-	black/dark/ pigment
meta-	after/beyond
micro-	small

Prefix	Meaning
mono-	one/single
multi-	many
neo-	new
oligo-	scanty/ deficiency
ortho-	straight
pachy-	thick
pan-	all
para-	alongside
peri-	around
polio-	grey
poly-	many
post-	after
pre-/pro-	before

Prefix	Meaning
quadri-	four
retro-	backwards
sclero-	hard
scolio-	sideways/ twisted
semi-	half
steno-	narrow
sub-	below
super-/supra-	above
syn-	with/together/ union
tachy-	rapid/fast
uni-	one

## Word Roots

Word Root	Meaning
abdomino-	abdomen
adeno-	gland (any)
albumen- /albumin-	albumin/ a protein
alveolo-	air sac
andro-	man
angio-	vessel
aorto-	aorta/ main artery
appendico-	appendix
arterio-	artery
arthro-	joint
atrio-	atrium/ upper chamber of heart
bili-	bile
blepharo-	eyelid
bronchiolo-	bronchiole/ small air tube in lung
broncho-	bronchus/ tube to the lung
cardio-	heart
carpo-	wrist/hand
cephalo-	head
cerebro-	cerebrum/ part of brain
cerebello-	cerebellum/ lower lobe of brain
cervico-	cervix/neck
cholangio-	bile/biliary vessels
chole-	bile
cholecysto-	gallbladder
chondro-	cartilage
colo-/colono-	colon (large intestine)

Word Root	Meaning
colpo-	vagina
corono-	heart/crown
costo-	rib
cranio-	skull containing brain
cysto-	bladder
cyto-	cell
dento-	tooth
derm-/dermato-	skin
duodeno-	duodenum (part of intestine)
encephalo-	brain
endocardio-	lining of heart
endometrio-	endometrium (lining of uterus)
entero-	intestine
epididymo-	tubules above testes/ testicles
febri-	fever
feto-	fetus/unborn baby
gastro-	stomach
gingivo-	gums
glosso-	tongue
glyco-	sugar
gyno-/gynaeco-	woman
haemo-/ haemato-	blood
hep-/hepato-	liver
hernio-	hernia, rupture, protrusion
histo-	tissue
hydro-	water
hystero-	womb
iatro-	doctor/ physician

Word Root	Meaning
ileo-	ileum (part of intestine)
ilio-	ilium (bone of the pelvis)
immuno-	immunity
jejuno-	jejunum (part of intestine)
laparo-	abdomen/ abdominal wall
laryngo-	larynx/voice-box
leuco-	white
lipo-	fat
litho-	stone
lymphadeno-	lymph gland
lymphangio	lymph vessel
lympho-	lymphatic, lymph/tissue fluid
mammo-/masto-	breast
mandibulo-	lower jaw bone
maxillo-	upper jaw bone
meningo-	meninges/ membrane covering brain and spinal cord
menisco-	meniscus (knee cartilage)
meno-	menstruation/ monthly period
metro-	womb
myelo-	marrow/spinal cord
myo-/myos-	muscle
myocardio-	myocardium (heart muscle)
myometrio-	myometrium (muscle of

Word Root	Meaning
	uterus)
myringo-	ear drum
naso-	nose
nato-	birth
necro-	death
nephro-	kidney
neuro-	nerve
oculo-	eye
oesophago-	oesophagus (gullet)
onco-	tumour
onycho-	nail
oophoro-	ovary
ophthalmo-	eye
opto-	sight/eye
orchio-/orchido-	testis/male gonad/male gland
osteo-	bone
oto-	ear
paedo-	child
pancreato-	pancreas/a gland
patho-	disease
pericardio-	outer layer of heart (covering of heart)
phago-	swallow, eat
Phaso-	speech
pharmaco-	drug
pharyngo-	pharynx/ throat
phlebo-	vein
pleuro-	lung covering/ membrane
pneumo- /pneumono-	air/gas/lung
pnoe-	breathing
procto-	anus/rectum

prostat-	prostate/a male gland
phallo-	penis
pulmono-	lung
pyo-	pus
pyro-	fever
recto-	rectum
reno-	kidney
rhino-	nose
salpingo-	fallopian/ uterine tube
sigmoido-	sigmoid colon/ part of large intestine
spleno-	spleen
steato-	fat
stoma-/stomato-	mouth
tarso-	foot/eyelid
thermo-	heat
thoraco-	chest/thorax
thrombo-	blood clot

thyro-	thyroid/gland in neck
tonsillo-	tonsils/lymph gland
tox-/toxico-	poison
tracheo-	windpipe/trachea
tympano-	ear drum
uretero-	ureter/tube from kidney
urethro-	urethra/tube from bladder
Uro-	Urine/urinary organs
utero-	womb
vaso-	vessel
veno-	vein
ventrico- /ventriculo-	ventricle (lower chamber of heart)

## Suffixes

Suffix	Meaning
-a	condition of
-aemia	blood
-ac	concerning/ pertaining
-al	concerning/ pertaining to
-algia	pain
-blast	immature cell
-cele	swelling/ protrusion
-centesis	to puncture/ tapping
-cide	kill/destroy
-cyte	cell
-demic	people/ population
-desis	binding together
-dynia	pain
-ectasis	dilatation
-ectomy	surgical removal of
-form	shape/form of
-gen	producing/ forming
-genesis	forming or origin
-genic	producing or forming
-gram	picture/tracing
-graph	machine that records/tracing
-graphy	procedure of recording/ tracing
-gravida	pregnancy
-ia/-iasis	condition of/state of
-iac	pertaining to

Suffix	Meaning
-iatric	pertaining to medicine/ physician
-ic	concerning pertaining to
-iosis/-ism	condition of/state of
-itis	inflammation of
-lith	stone
-lithiasis	condition/ presence of stones
-lysis	destruction/ splitting/ breaking down
-malacia	softening
-megaly	enlargement of
-meter	measure
-natal	birth
-oedema	swelling caused by excess fluid
-oid	likeness/ resembling
-ology	study of/science of
-oma	tumour
-opia	condition of the eye
-orrhage	burst forth/ bleeding
-orrhagia	condition of heavy bleeding
-orrhaphy	sew/repair
-orrhoea	flow/discharge
-oscopy	examination with a lighted instrument
-osis	condition of
-ostomy	artificial opening into

Suffix	Meaning
-otomy	cutting into/dividing/ incision
-para	given birth
-pathy	disease
-penia	lack of/decreased
-pexy	fixation of
-phagia	swallowing
-phasia	speech
-philia	liking/loving/ affinity for
-phobia	irrational fear
-phylaxis	protection/ prevention
-plasia	formation
-plasty	form/mould/ reconstruct
-plegia	paralysis
-pnoea	breathing

Suffix	Meaning
-porosis	thinning/ passage
-ptosis	drooping/falling
-rrhythmia	rhythm
-sclerosis	hardening
-scope	lighted instrument used to examine
-spasm	involuntary contraction of
-stasis	cessation of movement/flow
-staxis	dripping
-stenosis	narrowing
-tome	cutting instrument
-tripsy	crushing
-trophy	nourishment/ food
-uria	condition of urine



## Appendix 2      Human body systems – (Unit 220) Medical terminology

The learner should be able to identify and give definitions of terms relating to:

### **Skeletal/locomotor system**

- the skeleton:
  - skull (main bones)
  - cranium
  - face bones (main)- maxilla, mandible
  - nasal
- vertebrae – atlas, axis, cervical, thoracic, lumbar, sacral, coccyx, thorax - rib cage, sternum
- appendicular
  - scapula, clavicle
  - pelvis
- Extremities -humerus, radius, ulna, carpals, metacarpals, phalanges, femur, tibia, fibula, patella, tarsals, metatarsals
- **diseases, disorders and conditions of the skeletal/locomotor system**
- **medical procedures, diagnostic tests and equipment used with this body system.**

### **Blood and cardiovascular system**

#### *Blood*

The learner should be able to identify and give definitions of terms relating to:

- individual blood cells
  - erythrocytes
  - leucocytes (phagocytes)
  - lymphocytes
  - thrombocytes/platelets
- plasma/serum
- **diseases, disorders and conditions of the blood**
- **medical procedures, diagnostic tests and equipment used with this body system.**

#### *Cardiovascular system*

- the heart structures
  - pericardium
  - myocardium
  - endocardium,
  - heart chambers - atria, ventricles
- types of blood vessels
  - major blood vessels:
    - arteries – aorta
    - veins – venae cavae

- minor blood vessels: capillaries
- **diseases, disorders and conditions of the cardiovascular system**
- **medical procedures, diagnostic tests and equipment used with this body system.**

#### **Lymphatic and immune system including body's response to infection**

- lymphatic structures
  - lymph/tissue fluid
  - vessels
  - ducts
  - nodes (glands)
  - specialised lymph glands ie spleen, tonsils, adenoids,
- processes of infection and body's response
- **diseases, disorders and conditions of the lymphatic system**
- **medical procedures, diagnostic tests and equipment used with this body system.**

#### **Respiratory system**

- upper respiratory tract structure:
  - nose, pharynx, epiglottis, larynx, trachea
- lower respiratory tract structure:
  - lungs - bronchi, bronchioli, alveoli
  - pleura
- thoracic cavity, diaphragm
- **diseases, disorders and conditions of the respiratory system**
- **medical procedures, diagnostic tests and equipment used with this body system.**

#### **Digestive system**

- structures of the digestive system:
  - mouth
  - salivary glands
  - pharynx
  - oesophagus
  - stomach:
    - small intestine
    - large intestine
- accessory organs of digestion: teeth, tongue, gums salivary glands, pancreas, liver, gallbladder
- **diseases, disorders and conditions of the digestive system and accessory organs of digestion**
- **medical procedures, diagnostic tests and equipment used with this body system.**

#### **Urinary**

- structures of the urinary system:
  - kidney and its regions – renal pelvis
  - ureters
  - bladder
  - urethra
- **diseases, disorders and conditions of the urinary system**

- **medical procedures, diagnostic tests and equipment used with this body system.**

### **Reproductive (male and female including obstetrics)**

#### *Male reproductive system:*

- testes
- scrotum
- epididymis
- penis
- prostate gland
- urethra
- perineum
- **diseases, disorders and conditions of the male reproductive system**
- **medical procedures, diagnostic tests and equipment used with this body system.**

#### *Female reproductive system and obstetrics*

- ovary
- fallopian (uterine) tubes
- uterus
- cervix
- vagina
- perineum
- vulva
- accessory organs - breast
- menstruation
- structures and stages of pregnancy including development of fertilized egg:
  - embryo
  - fetus – placenta
- **diseases, disorders and conditions of the female reproductive system and obstetrics**
- **medical procedures, diagnostic tests and equipment used with this body system.**

## Appendix 3      Medical specialities – (Unit 220)

### Medical terminology

Term	Meaning
	<b>Study of the conditions, disease and treatment of:</b>
Anaesthesiology	Study of speciality concerning control of sensation and resuscitation
Bariatrics	Reduction of stomach capacity for treatment of obesity
Cardiology	The heart and blood vessels
Dermatology	The skin
Colorectal	The colon (large intestine) and rectum (last part of the large intestine)
Endocrinology	Endocrine system ie hormones and ductless glands
Gastroenterology	Digestive system
Genitourinary	Urinary and male reproductive system
Geriatrics	Elderly/old people
Gynaecology	Female reproductive system
Haematology	Blood
Hepatology	Liver
Immunology	The immune ie defence system of the body
Nephrology	The urinary system including the kidney
Neurology	The nervous system
Obstetrics	Pregnancy and childbirth
Oncology	Tumours including cancer
Ophthalmology	Eyes
Orthopaedics	Locomotor system/bones and joints
Otorhinolaryngology	Ear nose and throat
Plastic surgery	Reshaping body parts/skin **aesthetics improving visual appearance as opposed to functional need /cosmetic
Paediatrics	Children
Psychiatry	Mental illness
Rheumatology	Connective tissue
Urology	The urinary system
Venereology	Sexually transmitted disease
	<b>Miscellaneous</b>

<b>Term</b>	<b>Meaning</b>
Cytology	Microscopic study of cells
Bacteriology	Microscopic study of bacteria ie a classification of micro-organism
Biochemistry	Study of the chemical contents and processes of the body
Forensic pathology	Study of criminal investigation concerning disease/death
Histology	Microscopic study of tissues
Histopathology	Microscopic study of disease of tissues
Microbiology	Microscopic study of micro-organisms (too small to be seen unless under a microscope)
Pathology	Study of disease; its effects and causes
Pharmacology	Drugs and their effects
Physiotherapy	Treatment with natural, physical means as opposed to drugs eg exercise, massage
Psychology	Study of the mind and behaviour
Radiology	Study of the use of X-rays in diagnosis and treatment
Scintology	Study of use of radioactive isotopes in diagnosis

## Appendix 4      Pharmaceutical abbreviations – (Unit 220) Medical terminology

<b>Abbreviation *Prescription directions</b>	<b>Meaning</b>
ac	Before food
bd	Twice daily
od	Every day
om	Every morning
on	Every night
pc	After food
prn	When required/whenever necessary
qds	Four times daily
qqh	Every four hours
stat	At once/immediately
tds	Three times daily
tid	Three times daily
<b>Modes of administration and units of measurement</b>	
im or i/m or IM	Intra-muscular
iv or i/v or IV	intravenous
g	gram
mcg (not used in prescriptions)	microgram
mg	milligram
ml	millilitre
L or l	litre
<b>Miscellaneous</b>	
BNF	British National Formulary
BP	British Pharmacopoeia
MIMS	Monthly index of medical specialities
NP	Proper name/named
OTC	Over the counter
rep	Repeat/let it be repeated
R <sub>x</sub>	Take/recipe/treatment
SI	International System (of measurement)

TTA	To take away
-----	--------------

<b>Legal classification</b>	
CD/cd	Controlled drug
GSL	General Sales List
P	Pharmacy only
POM	Prescription only medicine
MODA	Misuse of Drugs Act
<b>Types of drugs</b>	
HRT	Hormone replacement therapy
NSAID	Nonsteroidal anti-inflammatory drug
PPI	Proton pump inhibitor

\*Candidates will only be tested on the approved abbreviations in the BNF (as stated in the assessment criteria). Centres may teach common variations eg bid, qid but these will **not** be tested.

## Appendix 5      Abbreviations, spelling, amendment and correction signs, symbols and special characters - (Unit 225) Medical Word Processing

### General Abbreviations








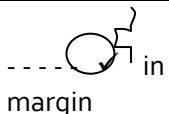




You should be able to expand the following abbreviations and spell the words accurately:

abbreviation	spelling
AOB	any other business
approx	approximately
appt(s)	appointment(s)
asap	as soon as possible
dept(s)	department(s)
immed	immediate(ly)
info	information
misc	miscellaneous
necy	necessary
opp(s)	opportunities
poss	possible
pt	patient
recd	received
yr(s)	year(s)
yr(s)	your(s)
days of the week:	eg Mon, Tues
months of the year	eg Jan Feb
words in addresses	eg Rd St Ave Dr Sq Cresc Pl Pk
complimentary closes	eg ffly sinclly

All abbreviations will be shown in the typewritten or handwritten draft as open punctuation, unless they appear at the end of a sentence or are followed by actual punctuation marks.



<b>You should be able to distinguish between words that are often confused eg</b>			
affect / effect	are / our	complement / compliment	dependant / dependent
enquiry / inquiry	ensure / insure	practice / practise	to / too
their / there			
<b>and identify how to use the apostrophe for omission and possession eg</b>			
it is – <b>it's</b> not true it has – <b>it's</b> happened twice you/we/they are – <b>you're/we're/they're</b> welcome they/we have – <b>they've/we've</b> arrived early		it – the dog wagged <b>its</b> tail singular noun – the <b>girl's</b> dogs plural noun – the <b>girls'</b> dogs plural noun that doesn't end in 's' – the <b>men's</b> hats	

<b>Amendment and correction signs</b>			
New paragraph	 or 	close up	
run on		leave a space	
insertion (with word above or balloon with arrow)	 or 	Let it stand (stet)	 in margin
transpose horizontally or balloon with arrow	 or 	underscore ie underline	u/s 
transpose vertically		lower case	l/c
upper case ie capital letter(s)	u/c		

<b>Punctuation</b>			
<b>Punctuation marks used may include:</b>			
colon	:	full stop	.
semi-colon	;	question mark	?
hyphen (no space either side)	-	exclamation mark	!
dash (one space either side)	-	brackets	( )

apostrophe	'	asterisk	*
inverted commas	" "	oblique	/
comma	,	ampersand	&

<b>Symbols and special characters</b> (Please note this list is not exhaustive, these are examples only)	
Accents	è, à
Symbols and special characters	£, @, %, °, ©

## Appendix 6      Classification of medicines/drugs – (Unit 335) Medical principles

DRUG CLASSIFICATION	USEAGE
Anaesthetic	Drug for removal of feeling
Analgesic	Drug for relief of pain
Antacid	A substance which neutralises stomach acid
Antibiotic	Drug which kills bacteria
Anticoagulant	Drug which prevents clotting
Antidepressant	Drug which lifts the patient's mood
Anti-emetic	Drug which reduces nausea
Antihistamine	Drug which reduces the production of histamine. Used to treat allergies
Antihypertensive	Drug which reduces blood pressure
Anti-inflammatory	Drug which reduces inflammation
Antipyretic	Drug which reduces fever
Antitussic	Drug which reduces coughing
Bronchodilator	Drug which dilates the bronchial tubes Used in the treatment of asthma
Chemotherapy	Toxic drugs which kill malignant cells
Contraceptive	Drug which prevents conception
Decongestant	Drug which relieves congestion of mucous membranes
Diuretic	Drug which increases the production of urine
Expectorant	Liquid form of drugs which encourages coughing up of secretions from the respiratory tract
Hypnotic	Drug used to induce natural sleep
Myotic	Drug used to constrict the pupil of the eye
Narcotic	Drug derived from opium which will induce deep sleep
Prophylactic	A substance used to prevent disease
Proton pump inhibitor	Drugs which inhibit the production of hydrochloric acid in the stomach
Sedatives	Drugs which lower function of the central Nervous System (CNS)
Steroids	Drugs containing hormones
Statins	Drug used to lower cholesterol levels in the blood

Tranquilliser	Drug which reduces anxiety
---------------	----------------------------

## Appendix 7 List of bones – (Unit 335) Medical principles

BONE	POSITION
Cranium	Skull –contains brain
Scapula	Shoulder blade
Clavicle	Collar bone
Humerus	Top of arm/upper arm
Radius	Lower arm
Ulna	
Carpals	Wrist/hand bones
Metacarpals	Hand
Phalanges	Fingers and toes
Vertebrae	Spinal column
Coccyx	Bottom of spine
Ribs	Chest
Sternum	Breast bone
Pelvic girdle	Surrounds lower abdomen, contains the hip bones, the femur is attached at the acetabulum forming the hip joint
Femur	Upper leg
Patella	Knee cap
Fibula	Thinner lower leg bone
Tibia	Shin Bone
Tarsals	Ankle /foot bones
Metatarsals	Feet

## Appendix 8      List of organs and systems – (Unit 335) Medical principles

ORGAN	Common Name /Position/Function	BODY SYSTEM
Brain	Controls body functions	Central nervous system
Skin	Outer protective cover of the body	Skin
Spleen	Lies on underside of stomach. Produces antibodies / acts as a defence mechanism and controls the volume of blood circulating	Lymphatic system
Liver	Factory of the body. Breaks down toxins, nitrogenous waste and drugs for removal from the body. Produces bile	Digestive system
Oesophagus	Gullet/food pipe. Transports food from throat to stomach	Digestive system
Stomach	Receives food, commences protein digestion	Digestive system
(Duodenum, Jejunum and Ileum)	Small intestine Long tube from stomach to colon where digestion is completed and most absorption takes place	Digestive system
Colon	Large intestine/Absorbs water and manufactures faeces	Digestive system
Pancreas	Gland below the stomach in the curve of the duodenum which produces insulin and pancreatic juice	Digestive system /Endocrine system
Gall bladder	Lies on underside of liver. Concentrates and stores bile for excretion into duodenum to aid digestion	Digestive system
Pharynx	Throat, back of the nose and mouth	Respiratory system/ digestive system
Larynx	Voice box (forms Adam's Apple in the male)	Respiratory system
Trachea	Wind pipe takes air to and from the lungs	Respiratory system

<b>ORGAN</b>	<b>Common Name /Position/Function</b>	<b>BODY SYSTEM</b>
Bronchus	Large airway passages transporting air into the lungs	Respiratory system
Lungs	2 organs lying in the chest in which the exchange of gases takes place during breathing	Respiratory system
Heart	Muscular pump lying between the lungs which pumps to circulate blood around the body.	Cardio-vascular system
Aorta	Main artery of the body. Carries oxygenated blood from the heart to the body	Cardio-vascular system
Superior Vena cava / Inferior Vena Cava	Main veins. Carry de-oxygenated blood from the body back to the heart	Cardio-vascular
Arteries	Blood vessels which usually carry oxygenated blood away from the heart and around the body	Cardio-vascular system
Veins	Blood vessels which usually carry de-oxygenated blood back to the heart	Cardio-vascular system
Kidneys	The 2 organs in the body that produce urine	Urinary system
Ureters	The tubes that connect the kidneys to bladder	Urinary system
Bladder	The organ that holds urine prior to its excretion from the body	Urinary system
Urethra	Tube which carries urine from the bladder to the outside of the body	Urinary system/male reproductive system
Ovaries	Female organs that produce eggs and hormones	Female reproductive system
Fallopian/ uterine tubes	2 tubes, connected to the womb, where fertilization of the egg takes place	Female reproductive system
Uterus	Womb. Organ where the fetus grows	Female reproductive system
Vagina	Birth canal. Organ which connects the womb to the outside of the body	Female reproductive system
Mammary glands	Breasts. 2 organs situated at the front of the chest which produce milk to feed the newborn baby	Female reproductive system
Vulva	External genitalia of the female	Female reproductive system

<b>ORGAN</b>	<b>Common Name /Position/Function</b>	<b>BODY SYSTEM</b>
Penis	Male organ through which the urethra passes	Male reproductive system
Prostate Gland	Male gland, the size of a walnut, which encircles the urethra just below the bladder. It secretes a fluid to make the sperm more mobile and fertile	Male reproductive system
Scrotum	Sac of skin lying outside of the body which contains the testes	Male reproductive system
Testes	Male sex glands which lie in the scrotum and produce sperm and testosterone	Male reproductive system
Epididymes	Male glands which lie above the testes allows sperm to become mature and mobile	Male reproductive system
Vas Deferens	Tube through which sperm passes to be ejaculated from the body	Male reproductive system

## Appendix 9 Recommended Books

Author	Title	Publisher
Bird, Mary	Medical Terminology & Clinical Procedures 3rd Edition (Revised) <b>(also contains anatomy &amp; physiology)</b>	iUniverse ISBN978-1-4759-9939-6  Available from Amazon
Gyls, Barbara A & Wedding, Mary	Medical Terminology: A Systems Approach (American spellings)	FA Davis Company
Watson, Roger	Anatomy and Physiology for Nurses	Baillière Tindall
Weller, Barbara F	Baillières Nurses' Dictionary	Baillière Tindall
Joint Formulary Committee	British National Formulary	British Medical Association and Royal Pharmaceutical Society of Great Britain



## Appendix 10 Relationships to other qualifications

### Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

IT units (801-807) are imported units from the Level 1 and Level 2 suite of the ITQ for IT User qualifications. The accompanying assessments of these units have been fully mapped to the related ITQ unit content.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

These qualifications have connections to the:

- Level 2 Certificate in Principles of Business and Administration (4475-02)

<b>5519 Level 2 Medical Administration units</b>		<b>4475 Level 2 Certificate in Principles of Business and Administration</b>
<b>Unit Number/Title</b>		<b>Unit Number</b>
220	Medical Terminology	n/a
221	Administration Skills in a Medical Environment	201, 202, 203
222	Communication Skills in a Medical Environment	201, 202, 203
223	Working in the National Health Service	201, 202, 203
224	Work Experience in a Medical Environment	201, 202, 203
225	Medical Word Processing	202, 203
226	Production of Medical Documents from Recorded Speech	202, 203

## NHS Knowledge and Skills Framework – mapping

Unit	1	2	3	4	5	6	H W B1	IK1	IK2	G3	G4	G5
221					L2			L1	L1			L1
222	L1/2				L1	L2						L1
223		L1/2	L1		L1	L1						
335	L2		L1				L1					



## Appendix 11 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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