Level 3 Awards/Certificate/Diploma in Medical Administration (5519)

October 2017 Version 1.4

City&
Guilds

AMSPAR

Qualification at a glance

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

Title and level	City & Guilds number	Accreditation number
Level 3 Certificate in Medical Administration	5519-03	600/9682/2
Level 3 Diploma in Medical Administration	5519-04	601/0557/4
Level 3 Certificate in Medical Terminology	5519-13	601/0605/0
Level 3 Award in Production of Medical Documents from Recorded Speech	5519-15	601/0090/4
Level 3 Award in Medical Word Processing	5519-17	601/0092/8
Level 3 Award in Medical Principles for the Administrator	5519-19	601/0094/1
Level 3 Award in Legal Aspects of Medical Administration	5519-20	601/0095/3

Version and date	Change detail	Section
1.1 Oct 2013	List orders amended	**Appendix 1 & 5**
	Suffix List, -taxia meaning corrected	**Appendix 5**
	Medical specialities, entry for **epidemiology clarified**	**Appendix 5**
1.2 Jan 2014	Minor amends to typing errors Clarified appendix to unit relationships	**Appendices**

1.4 October 2017	Added GLH and TQT details Removed QCF	**Introduction** **Appendix 18**

Contents

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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 administrators and secretaries within any section of the health care field
What do the qualifications cover?	Learners will learn a wide range of specialist medical terminology, as well gain an understanding of how to mange their time and workload, work as an effective team member, implement efficient administrative systems and procedures and develop the practical skills required to produce appropriate business and medical documentation. Supporting the needs of a busy consultant and/or health care team whilst dealing with patients play a major part in fulfilling the role of a medical administrator and the learners' development of communication skills and an understanding of patient confidentially are key to ensuring they will be able to meet these requirements effectively. A range of optional units will give the learners the opportunity to learn how to apply relevant legislation to the medical environment and build on and expand their IT skills to provide a comprehensive skills-set to any existing or prospective employer.
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 the qualification with?	City & Guilds have redeveloped these qualifications in collaboration with AMSPAR (the Association of Medical Secretaries, Practice Managers, Administrators and Receptionists).
What opportunities for progression are there?	They allow learners to progress into employment or to the following City & Guilds qualifications: • 4710-04 Level 4 Diploma in Business and Professional Administration • 4475-13 Level 3 Diploma in Business Support • 7655-33 Level 3 Diploma for Legal Secretaries

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Structure

To achieve the **Level 3 Certificate in Medical Administration (5519-03),** learners must achieve **30** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
L/505/1245	220	Medical terminology	6
R/505/1263	331	Medical administration	8
Y/505/1264	332	Managing communication in a medical environment	7
M/505/1268	335	Medical principles for the administrator	9

To achieve the **Level 3 Diploma in Medical Administration (route 1) (5519-04),** learners must achieve **58** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
F/505/3431	330	Medical terminology	16
R/505/1263	331	Medical administration	8
Y/505/1264	332	Managing communication in a medical environment	7
H/505/1266	333	Medical word processing	9
K/505/1267	334	Production of medical documents from recorded speech	9
M/505/1268	335	Medical principles for the administrator	9

To achieve the **Level 3 Diploma in Medical Administration (route 2) (5519-04),** learners must achieve **48** credits from the mandatory units and a minimum of **4** credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
L/505/1245	220	Medical terminology	6
R/505/1263	331	Medical administration	8

Y/505/1264	332	Managing communication in a medical environment	7
H/505/1266	333	Medical word processing	9
K/505/1267	334	Production of medical documents from recorded speech	9
M/505/1268	335	Medical principles for the administrator	9
Optional			
D/505/1248	223	Working in the National Health Service	9
A/505/1256	224	Work experience in a medical environment	5
K/505/1270	336	Legal aspects of medical administration	9
F/502/4625	805	Spreadsheet software	4
M/502/4555	806	Database software	4
M/502/4622	807	Presentation software	4
J/502/4626	808	Spreadsheet software	6
T/502/4623	809	Presentation software	6

To achieve the **Level 3 Certificate in Medical Terminology (5519-13),** learners must achieve **16** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
F/505/3431	330	Medical terminology	16

To achieve the **Level 3 Award in Production of Medical Documents from Recorded Speech (5519-15),** learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/505/1267	334	Production of medical documents from recorded speech	9

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To achieve the **Level 3 Award in Medical Word Processing (5519-17)**, learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
H/505/1266	333	Medical word processing	9

To achieve the **Level 3 Award in Medical Principles for the Administrator (5519-19)**, learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
M/505/1268	335	Medical principles for the administrator	9

To achieve the **Level 3 Award in Legal Aspects of Medical Administration (5519-20)**, learners must achieve **9** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/505/1270	336	Legal aspects of medical administration	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.

Title and level	GLH	TQT
Level 3 Certificate in Medical Administration	236	300
Level 3 Diploma in Medical Administration	386	520
Level 3 Certificate in Medical Terminology	82	160

2   Centre requirements

Approval

If your Centre is approved to offer Level 3 Certificate/Diploma in Medical Administration/Medical Secretaries (4419-02) you will be given an automatic approval to deliver 5519-03, 04, 13, 15, 17, 19, 20 qualifications.

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 qualifications 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	**www.cityandguilds.com**
Assessment guide	**www.cityandguilds.com**

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**.

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.
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.
330	Medical terminology	Externally set and marked written test	Follow standard examination entry procedures.
331	Medical administration	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.

Unit	Title	Assessment method	Where to obtain assessment materials
332	Managing communication 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.
333	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.
334	Producing 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.
336	Legal aspects of medical administration	Externally set and marked written test	Follow standard examination entry procedures.

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Unit	Title	Assessment method	Where to obtain assessment materials
805	Spreadsheet software	5519-805 (use ITQ 7574-227Assignment) The assessment covers all learning outcomes. Externally set assignment, locally marked and externally verified.	Download the current assignment version from the City & Guilds website (7574) using required password
806	Database software	5519-806 (use ITQ 7574-219 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 (7574) using required password
807	Presentation software	5519-807 (use ITQ 7574-225 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 (7574) using required password
808	Spreadsheet software	5519-808 (use ITQ 7574-327 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 (7574) using required password

Unit	Title	Assessment method	Where to obtain assessment materials
809	Presentation software	5519-809 (ITQ 7574-325 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 (7574) using required password

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
	Total	**8**	**100**

Test 2: Unit 223
Duration: 1 hour 30 min

Unit	Outcome	Number of questions	%

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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
	Total	**20**	**100**

Test 3: Unit 330

Duration: 1 hour 45 minutes

Unit	Outcome	Number of questions	%
330	1 Understand the structure and meaning of medical word parts	5	48.5
	2 Understand the meaning of medical terminology relating to the human body	5	31.4
	3 Understand the meaning of medical terminology relating to specialist areas associated with medicine	5	10.7
	4 Know medical terminology relating to pharmacology	2	8
	5 Know the meaning of abbreviations relating to medical qualifications	1	1.4
	Total	**18**	**100**

Test 4: Unit 335

Duration: 2 hours

Unit	Outcome	Number of questions	%
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
	Total	**16**	**100**

Test 5: Unit 336

Duration: 2 hours

Unit	Outcome	Number of questions	%
336	1 Understand the organisational structure of healthcare in the UK	2	10

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	2 Understand the role of the healthcare team in the community	2	12.5
	3 Understand current mental health legislation	1	12.5
	4 Understand how legal principles affects the patient, employees and the employer within the NHS	4	25
	5 Understand current workplace legislation	3	15
	6 Understand how to maintain and protect patient rights	3	25
	Total	**15**	**100**

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:

4415/4419 unit number	Unit title	5519 unit number	5519 proxy number to use for RPL
4415/4419-220	Medical Terminology	5519-220	5519-620
4419-223	Communication Skills in a Medical Environment	5519-222	5519-622
4419-224	Working in the National Health Service	5519-223	5519-623
4415/4419-330	Medical Terminology	5519-330	5519-730
4419--331	Medical Administration	5519-331	5519-731
4419-332	Managing Communication in a Medical Environment	5519-332	5519-732

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.

Unit 220   Medical terminology

UAN:	**L/505/1245**
Level:	2
Credit value:	6
GLH:	45
Aim:	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.

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

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

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

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

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

Range
Medical specialities
See list in Appendix 3

Learning outcome
The learner will:
4. know the meaning of pharmaceutical abbreviations
Assessment criteria
The learner can:
4.1   identify the meaning of **pharmaceutical abbreviations**

Range
Pharmaceutical abbreviations
See list in Appendix 4

Unit 223   Working in the National Health Service

UAN:	D/505/1248
Level:	2
Credit value:	9
GLH:	57
Aim:	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.
	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.

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

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

Range
Key primary care providers
General Practitioners, Pharmacists, Opticians, Dentists, NHS Direct (England/Wales), NHS 24 (Scotland), NHS Walk-In Centres
Key staff
(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
Key departments
Radiology, Oncology, Orthopaedics, Cardiology, Accident and Emergency (A&E), Gastroenterology

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

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

Learning outcome
The learner will:
4. understand key workplace legislation regarding employment
Assessment criteria
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

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4.4	describe the workplace **grievance procedure**
4.5	identify possible **grounds** for a workplace grievance.

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

Learning outcome
The learner will:
5. understand the importance of personal development in the workplace

Assessment criteria
The learner can:

5.1	explain the **Personal Development Review** (PDR) process
5.2	explain the purpose of continuous professional development (CPD)
5.3	describe the **ways** in which the NHS employee can enhance their skills in the workplace.

Range
Personal development review
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.
Ways
Internal training courses, secondments, mentoring and coaching

Learning outcome
The learner will:
6. understand how to maintain health and safety in the workplace

Assessment criteria
The learner can:

6.1	outline the current health and safety **legislation**
6.2	describe how to maintain a safe working environment.

Range
Legislation
HASAWA, RIDDOR, Health & Safety (Display screen equipment) Regulations, COSHH

Learning outcome
The learner will:
7. understand how to maintain and protect the rights of the patient

Assessment criteria
The learner can:
7.1   identify key **patient rights**
7.2   explain types of **consent**
7.3   outline the current **legislation and regulations** 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.

Range
Patients' rights
As outlined in the NHS Constitution
Consent
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
Legislation and regulations
Data Protection Act 1998
Caldicott Guidelines
Freedom of Information Act 2000

Unit 223   Working in the National Health Service

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

Unit 224   Work experience in a medical environment

UAN:	**A/505/1256**
Level:	2
Credit value:	5
GLH:	40
Aim:	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.

Learning outcome
The learner will:
1. be able to communicate with other people in a medical environment
Assessment criteria
The learner can:
1.1 **listen actively** to information that **other people** are communicating
1.2 **provide** 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.

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

Learning outcome
The learner will:
2.   understand the medical organisation/setting in which they work
Assessment criteria
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.

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

Range
Supports
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

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

Range
Requirements
Legal requirements and codes of practice
Policies, systems and procedures
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:

• Ambulance Control Centres	• NHS Hospitals
• Community Healthcare Services	• Nursing Homes
• Day centres for those with learning or physical disabilities or elderly persons	• Opticians
	• Outreach Clinics
• Dental Practices	• Pharmacies
• Elderly Care Units	• Private Hospitals
• Family Planning Clinics	• Specialist and diagnostic Clinics
• General Medical Practices	• Well Woman Clinics
• Health Education Departments	• Well Man Clinics
• Hospices	

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

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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:

• Reception duties; greeting visitors and patients face to face; verbal and non-verbal communication	• IT systems
	• Use of diaries and planners either paper-based or computerised
• Telephone procedures and skills; development of a confident professional telephone manner	• Working relationships - both one-to-one and working as part of a wider team; contact with a range of key professionals
• Understanding appointment systems, booking appointments, transmission of accurate messages	
• Filing and retrieval of patients' notes, correspondence, medical records; use of the organisation's computerised and paper-based filing systems	

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.

Unit 330   Medical terminology

UAN:	F/505/3431
Level:	3
Credit value:	16
GLH:	82
Aim:	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.

Learning outcome
The learner will:
1. understand the structure and meaning of medical word parts
Assessment criteria
The learner can:
1.1   define individual medical **word parts**
1.2   identify medical terms derived from the medical word parts.

Range
Word parts
Prefixes, roots and suffixes, use of combining vowel
See list in Appendix 5

Learning outcome
The learner will:
2. understand the meaning of medical terminology relating to the human body
Assessment criteria
The learner can:
2.1   define medical terminology relating to the **human body**.

Range
Human body
Includes medical terms of anatomy and physiology (structure, function, organs, systems), diseases, conditions and procedures
See list in Appendix 6

Learning outcome
The learner will:
3. understand the meaning of medical terminology relating to specialist areas associated with medicine
Assessment criteria
The learner can:
3.1   define medical **terminology** relating to **diagnostic departments** 3.2   identify medical **abbreviations relating to diagnostic tests** 3.3   define terminology relating to **specialist medical areas**.

Range
Terminology
Medical terms relating to pathology, diagnostic techniques, imaging techniques, examination instruments and procedures
Diagnostic departments
Pathology and clinical imaging
Diagnostic tests abbreviations
See list in Appendix 7
Specialist medical areas
See list in Appendix 8

Learning outcome
The learner will:
4. know medical terminology relating to pharmacology
Assessment criteria
The learner can:
4.1   identify the meaning of **pharmaceutical abbreviations** 4.2   describe individual **classifications of medicines**.

Range
Pharmaceutical abbreviations
See list in Appendix 9
Classifications of medicines
See list in Appendix 10

Learning outcome
The learner will:
5. know the meaning of abbreviations relating to medical qualifications
Assessment criteria
The learner can:

5.1	identify the meaning of **abbreviations relating to medical qualifications**.

Range
Medical qualification abbreviations
See list in Appendix 11

Unit 331   Medical administration

UAN:	R/505/1263
Level:	3
Credit value:	8
GLH:	58
Aim:	This unit has been designed to provide the learner with the essential knowledge and skills that would enable them to fulfil the role of medical administrator. It provides the learner with an understanding of administrative procedures and the skills and qualities required to provide effective administrative support in a medical environment. They will learn how to work as part of a medical team and gain an understanding of how to manage their own time and workload and manage information.

Learning outcome
The learner will:
1.   understand the role and responsibilities of the medical administrator
Assessment criteria
The learner can:
1.1   explain the **skills** and **qualities** required of the medical administrator
1.2   describe the range of **duties** carried out by the medical administrator
1.3   explain the importance of accountability when handling **cash**
1.4   describe the **process** of organising a meeting
1.5   describe the **additional responsibilities** of the medical administrator in private practice.

Range
Skills
Accurate word processing, medical audio, shorthand skills and a good knowledge of medical terminology, ability to use databases and spreadsheets, good organisational and administrative skills, spoken and written skills
Qualities
Tact, discretion, sensitive sympathetic friendly, team player, caring and friendly, good time keeper, flexible and adaptable appreciation of need for confidentiality, able to work with diversity.

Duties

Dealing with post, answering the telephone, making appointments, typing letters and discharge summaries, dealing with stationery requests, managing the doctor's diary, dealing with test results, organise meetings, take minutes

Cash

Cash received, cash expenditure, petty cash

Process

Agree a meeting date, book meeting room and audio-visual equipment, organise sufficient chairs and refreshments, send out meeting notice and agenda, consider special requirements, for internal and external meetings, liaise with the Chair

Additional responsibilities

Clinical duties, liaising with the NHS, maintaining the waiting room, ensuring that patients are aware of costs, acting as chaperone, managing the practice, sending patients accounts and following up, keeping accounts and payroll supplies.

Learning outcome
The learner will:
2.   understand medical administrative procedures

Assessment criteria
The learner can:

2.1   explain the different types of **hospital admission**

2.2   describe the procedures involved in making new and follow-up appointments

2.3   evaluate different types of **appointment systems** in primary care

2.4   describe the procedures for registering new and temporary patients in a general practice

2.5   explain the **circumstances** under which a patient can be removed from the practice list

2.6   describe **patient discharge procedures**

2.7   describe the **procedures** that must be followed when a patient dies.

Range

Hospital admission

Elective admission, emergency admissions, admission arranged by a GP directly with a hospital, compulsory admission, voluntary admission

Appointment systems

Computerised appointments, advanced booking, sequential, block booking and limited block booking.

Circumstances

There has been an irretrievable breakdown in the relationship between the doctor and patient, the patient has moved outside the practice boundary, patient being violent or abusive to staff, patient makes unrealistic demands upon the practice

Patient discharge procedures
Carried out by the medical administrator and others (ie what administrative procedures take place when a doctor discharges a patient)
Procedures when a patient dies
Carried out by the medical secretary and by others (including post mortems and when an inquest is required)

Learning outcome
The learner will:
3.   understand the dynamics of the team
Assessment criteria
The learner can:
3.1   describe different **types of teams** in a health care setting
3.2   explain the characteristics of **team members**
3.3   explain the causes of conflict within a team and how to resolve it.

Range
Types of teams
The primary health care team, multidisciplinary teams, temporary teams/task forces
Team members
Plant, resource investigator, co-ordinator, implementer, completer, finisher

Learning outcome
The learner will:
4.   understand how to manage time and workload
Assessment criteria
The learner can:
4.1   describe the **purpose** of the **diary** as a management tool
4.2   explain how the medical administrator can **maintain a manageable workload**.

Range
Purpose
To record daily appointments, record a "to do list" for the day, looking ahead and recording events which occur monthly, coordinating the team diaries
Diary
Paper or electronic
Maintain a manageable workload
Effective planning using planning aids, time management, contingency planning,

delegation

Learning outcome
The learner will:
5. understand how to manage and store information in the medical environment
Assessment criteria
The learner can:
5.1   describe **file management systems**
5.2   identify the principles of the current Data Protection Act
5.3   describe how the current Data Protection Act principles apply to patient data
5.4   describe different **sources** of information used by a medical administrator
5.5   describe the **use** of computerised patient administration systems (PAS).

Range
File management systems
Filing classification systems: alphabetical, numerical, chronological, alpha-numerical, geographical, subject and terminal digit
Storage methods: lateral filing cabinets, vertical filing cabinets, horizontal filing cabinets and electronic filing
Patient data
Manual and computerised
Sources
Hospital intranet, internet, staff handbooks, databases, organisational policies, medical dictionary, medical secretary's handbook, British National Formulary.
Use
Making out-patient appointments, TCI letters, tracking medical records, audit purposes, demographics, statistical data.

Learning outcome
The learner will:
6. understand the importance of continuous professional development
Assessment criteria
The learner can:
6.1   describe different **techniques** used for identifying individual needs for development
6.2   explain the **advantages** of continuous professional development (CPD) to the organisation and the individual.

Range
Techniques
Formal and informal feedback, self assessment, training needs analysis, provision

of training opportunities, setting clear objectives (SMART targets), completion of CPD log/diary, appraisals, PDR.

Advantages

Individual: increased motivation, promotion opportunities, improved skills and knowledge, passing through pay gateways

Organisation: improved patient care, increased staff retention, better trained staff

Unit 332   Managing communication in a medical environment

UAN:	Y/505/1264
Level:	3
Credit value:	7
GLH:	55
Aim:	The aim of this unit is to enable the learner to develop understanding of the communication skills necessary to work in a healthcare team within general practice, hospitals, social care and other associated organisations. The unit can be used as a progression route from level 2 Communication Skills in a Medical Environment or can be a development for learners with general administrative skills. It will enable the learner to support the work of the healthcare team through production of appropriate documentation. This will include correspondence, documents to support meetings and documents designed for information gathering, all in an accurate and professional standard with an appropriate form and with a suitable tone. In addition, the unit will equip the learner with the skills to communicate effectively in a range of difficult situations, including face-to-face and on the telephone.

Learning outcome
The learner will:
1.   know how to administer meetings in a medical environment
Assessment criteria
The learner can:
1.1   describe the requirements of different **types of meetings**
1.2   describe the role of **meetings personnel**
1.3   explain meetings **terminology**
1.4   describe the purpose of **meetings documentation**.

Range
Types of meetings
Formal, informal, team, case conference, working group

Meetings personnel

Chair, secretary

Terminology

standard agenda items (apologies for absence, minutes, matters arising correspondence, AOB), minutes, notice, chair, proposer, seconder, proposal, motion, resolution, item, action, tabled, present, in attendance, quorum, abstention, unanimous

Meetings documentation

Notice, agenda (including timed agenda), chair's agenda, minutes (narrative, resolution, action), meeting notes

Learning outcome
The learner will:
2. be able to summarise and present information for use in a medical environment
Assessment criteria
The learner can:
2.1   synthesise information from different **sources**
2.2   **present** summarised information in a suitable format.

Range
Sources
Continuous prose, text presented in schematic formats, tables, charts and diagrams, instructions and guidelines
Present
Use suitable formats to present information: informal report, newsletter, information sheet, itinerary, schedule, draft slide/visual
Present information for a range of readers to include healthcare colleagues, the general public
Use paragraphing to give a meaningful structure to documents for the reader
Use appropriate sentence structure and accurate spelling for both common business vocabulary and medical terminology
Apply numbering, bullets, headings and schematic layouts to enhance meaning and achieve clarity
Incorporate pie charts, bar charts, diagrams, line graphs into documents alongside written text.

Learning outcome
The learner will:
3. be able to design documentation for collecting information and data
Assessment criteria
The learner can:

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| 3.1 | design **documentation** for collecting **information**. |

Range
Documentation
Questionnaires and evaluation sheets, simple forms and reply slips to accompany standard letters and e-mails, checklists for own use to monitor and record progress.
Information
Qualitative and quantitative

Learning outcome
The learner will:
4. be able to produce correspondence
Assessment criteria
The learner can:
4.1 produce different types of **correspondence**
4.2 use **structure and tone** to guide the reader.

Range
Correspondence
Routine and complex emails and faxes, standard letters and circulars for familiar and new contexts, appointment letters, letters of application for medical secretarial/administrative, vacancies
Structure and tone
Show courtesy and maintain a professional tone through conventional greetings, complimentary closes and careful choice of language within the limitations of their role, use paragraphing and headings to structure a message, apply house style format

Learning outcome
The learner will:
5. understand oral communication
Assessment criteria
The learner can:
5.1 explain the **barriers to communication**
5.2 describe communication **techniques** in **group situations**
5.3 describe **techniques** used in **one-to-one** communication.

Range
Barriers to communication
Aggressive behaviour, facial expression, gestures and body postures showing anger, defensiveness, irritation, impatience, boredom, poor listening skills, bereavement, illness, drugs, alcohol, patients and visitors with impairments,

second language needs, presence of a third party (interpreter, signer, chaperon, relative), cultural differences and dress needs, attitudes to the opposite sex, environment and location, physical barriers, distance and telephone, lack of non-verbal signals, specialist language and medical terminology, awareness of confidentiality

Techniques (AC2)

Planning what to say, listening more than speaking, allowing other time to speak and complete the message, clear speech, active listening, summarising to the group at key points, using the agenda or visual aids, moving a discussion on, making suggestions and floating ideas, eye contact, body language and posture used positively when speaking and listening, confirming agreements and decisions, going through the chair in formal meetings

Group situations

Formal and informal meetings, tele- and videoconferences

Techniques (AC3)

Non-verbal signals (facial expression, posture, gesture, level of eye contact), active listening, questioning styles, checking, reflecting back, clarifying and summarising, showing empathy, responding to emotive language, assertion, techniques to project confidence and deflect aggression, confirming action, maintaining confidentiality

One-to-one

Telephone and face-to-face

Unit 332 Managing communication in a medical environment

Supporting information

Guidance

Learning outcome 1

- Learners will gain from practical experience in taking notes at planning or team meetings in either classroom or work-based situations.

- Simple notes with actions are often sufficient although tutors should ensure that learners also have practice in recording minutes in a more formal style. For this they will need to work on tenses and writing concisely.

Learning outcome 2

- Learners should be familiar with a range of summarising techniques so they can develop their own method of working when selecting information. They should be able to use different strategies to identify information including scanning, highlighting and annotating.

- The learner will need to be familiar with informal reports but writing a formal report will not be required in the assessment although it is useful to be aware of the headings used.

- Different report formats should be introduced to ensure the learner is confident with set structures and using their own free choice of headings: 3 section (Introduction, Information, Conclusions); Memo report with free choice of headings. In the final assessment, learners will be asked to apply logical structure to given information; they will not be required to supply extensive information from memory. The only exception to this would be a personal review or evaluation report. In preparing for assessment, research reports with an individual interest may be a useful learning tool.

- Slides, charts and diagrams should be clear and purposeful; complex graphics and decorative illustrations are not required.

- Learners should be aware that reports, newsletters and information sheets are often required for PDF documents for patient readers and the staff intranet.

- Itineraries and schedules can be prepared for travellers or delegates to a healthcare event.

- Itineraries will not require extensive travel experience or knowledge from the learner but user-friendly, clear documents will be needed so the traveller can see key timings and stages at a glance.

- For assessment purposes, learners will not be required to provide medical information or terminology.

Learning outcome 3

- Learners might produce a booking form or evaluation sheet for a healthcare seminar or a patient questionnaire on reception service.
- Checklists could be linked to health and safety, or a meeting or event planning with the learner preparing a document to monitor his/her own actions (more than a "to do" list). Practical examples might be a schedule with timescales for an office move.
- Learners will need to become confident in using spacing, layout and balance to make documentation user friendly, purposeful and readable.

Learning outcome 4

- The learner will need to understand business convention and what constitutes consistent letter layout, good paragraph structure and style. Some medical terms may be used but learners will not be required to produce terminology for themselves. Understanding the need for confidentiality underpins all tasks.

Unit 333   Medical word processing

UAN:	H/505/1266
Level:	3
Credit value:	9
GLH:	60
Aim:	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. 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.

Learning outcome
The learner will:
1.   be able to manage electronic files
Assessment criteria
The learner can:
1.1   create and name folders
1.2   create and save **documents** in named folders
1.3   use appropriate filenames to save medical documents in named folders.

Range
Documents
Medical reports, medical referral letters, appointment letters, clinic letters, screening letters, discharge letters, operation lists, questionnaires/forms, notices/information leaflets, journals/newsletters, agendas, minutes of meetings
Electronic files
Letterheads, letters, information sheets, forms and questionnaires, minutes of meetings, agendas

Learning outcome
The learner will:
2. be able to use word processing functions to produce medical documents
Assessment criteria
The learner can:
2.1 input different **types of information**
2.2 accurately key in text from handwritten and typewritten drafts
2.3 select and use appropriate **formatting techniques** to present medical **documents**
2.4 expand **abbreviations**
2.5 follow written instructions and standard printers' correction signs to **edit text**
2.6 recall specified documents and edit text as instructed
2.7 recall and **modify a table** within a document
2.8 interpret implied and explicit instructions
2.9 complete work within set timescales.

Range
Types of information
Text/numbers, references, dates, subject heading as per instructions, main, headings, medical terminology, special marks (such as urgent, private, confidential, for the attention of), phrases and images from other files and documents, search and replace text, enclosures – instructions implicit within the text, labels (names and addresses), number all pages except the first copy in a letter, number all pages on a multi-page document other than a letter.
Formatting techniques
Change font style and size of selected text, create and apply new styles to achieve suitable presentation, use bold, italic, underline and capitals for emphasis, use initial capitals as instructed, use superscript and subscript, apply borders and shading to a paragraph, apply page borders, use left, right and full justification, adjust margins, insert or remove a hard page break, use drawing tools to add lines or boxes to documents, indent text from left or both margins, use borders of different line type or thickness and shading, create paragraphs with multi-level numbering and bullet points using different formats and styles, increase or reduce line spacing before or after paragraphs, set tabs (centre, right and decimal) including the use of leader dots, arrange text in newspaper columns, modify sections, column and page breaks as required, produce printouts of the newspaper columns showing, tracking and editing changes, use headers and footers, including automatic date and page numbering, insert page numbers as specified in any position and in any style, insert automatic file name and path, insert a symbol, emphasise headings (emboldening, capitals, italics, underline), portrait/landscape, insert a text box, with border of specified size, wrapping text around all sides of the text box, sort data alphabetically, numerically and chronologically, create a table, place and resize images, indicate routing, insert symbols, search and replace text, matching case or whole word

See list in Appendix 12

Documents

medical reports, medical referral letters , appointment letters, clinic letters, discharge letters, agendas, minutes of meetings, operation lists, questionnaires/forms, notices/information leaflets, journals/newsletters, labels

Edit text

insert, delete, cut, copy, move and paste text between documents ensuring consistency of font style and size within the main document, change line spacing, use search and replace functions as required, import a graphic and resize to a specified size.

Modify table

Merge and split cells, adjust column width, align column content (left, right, centre,
horizontal and vertical, decimal), use upper and lower case, add and delete columns and rows, sort text (into alphabetical, numerical, chronological order), add shading and borders of different line types, hide/show gridlines, change text direction.

Abbreviations

Identify and expand general abbreviations.

See list in Appendix 12

Learning outcome
The learner will:
3. be able to use mail merge functions
Assessment criteria
The learner can:
3.1 create standard medical **documents** from handwritten or typewritten drafts
3.2 insert merge codes into the standard document
3.3 combine and merge information
3.4 print selections of merged documents.

Range
Documents
Appointment letters, screening invitations, merged documents eg letters, labels

Learning outcome
The learner will:
4. be able to proofread and correct errors in medical documents
Assessment criteria
The learner can:

4.1	check documents for **accuracy**
4.2	identify and correct **errors** in medical documents.

Range
Accuracy
Following instructions, checking work for errors and ensuring that it is accurate and complete.
Errors
Typographical, spelling including medical terminology, grammatical, punctuation, presentation and consistency.

Learning outcome
The learner will:
5. be able to print documents
Assessment criteria
The learner can:
5.1 select appropriate **methods** to check documents before printing
5.2 produce screen shots
5.3 print labels
5.4 print **final copies** of documents as instructed.

Range
Methods
Spell checker, print preview facilities, grammar and thesaurus facilities, English and mother tongue dictionaries, medical and drug dictionaries, online dictionaries
Final copies
Letters showing routing where instructed, data file, selected merged documents, document showing merge codes, screen shots showing files/folders, single and multiple-page documents, specific page ranges, labels.

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Unit 333 Medical word processing

Supporting information

Guidance

1. The candidate should be able to use the spell checker, grammar and thesaurus facilities to maintain accuracy
2. The candidate should be able to use English and mother tongue dictionaries, medical and drug dictionaries

Unit 334　　Production of medical documents from recorded speech

UAN:	**K/505/1267**
Level:	3
Credit value:	9
GLH:	60
Aim:	The aim of the unit is to enable the learner to develop the knowledge and skills needed to accurately produce professional documentation appropriate for the medical environment from recorded speech. They will learn how to use audio equipment and apply word processing techniques in order to produce routine, non-routine and complex professional documents in a medical context. This unit is for learners who are aiming for employment that involves more complex audio transcription skills within a medical context.

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

Range
Documents
Medical referral letters, simple medical reports, clinic letters, screening invites, discharge letters, operation notes, notices/information sheets/leaflets, agendas, minutes of meetings, journals/newsletters
Electronic files
Letterheads, letters, emails, documents containing medical terminology

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Learning outcome
The learner will:
2. be able to interpret information from written instructions and recorded speech to produce professional medical documents

Assessment criteria
The learner can:
2.1   key in **information** from recorded speech and written instructions
2.2   locate and key in **information** from another source.
2.3   select **stationery** appropriate for document type
2.4   manipulate the **functions** of audio software and **equipment** to transcribe documents
2.5   interpret verbal and written instructions to **format** and present **documents**
2.6   create and **modify tables** from recorded speech
2.7   check documents for **accuracy** and correct **errors** as necessary
2.8   complete work within set timescales.

Range
Information
Text/numbers, insert references as dictated including capitalisation and punctuation, insert today's date, insert headings (main, subject, headings containing patient details), special marks (such as urgent, private, confidential, for the attention of), medical terminology, indicate enclosures as implied in the dictation, using an acceptable convention, produce extra copies and indicate routing of copies as dictated, to include insert symbols and special characters, (including accents) *See Appendix 1* generic and brand names of drugs.
Identify and incorporate information, eg names, addresses and proper nouns from a separate source.
Stationery
Pre-stored templates, letterheads
Functions
Controls (speed, voice, playback, fast-forward, rewind).
Equipment
Pedals, earphones/headsets.
Format
Emphasise headings (emboldening, capitals, italics, underline), centre text eg heading, over the typing line, emphasise text, using any method, eg bold, italics, underline, change font style and size, paragraphs with numbered or bullet points, portrait, landscape, insertion of headers and footers, adjust margins, align text (left, right, fully justified), change line spacing, insert page numbers on all pages in a document except for a letter, insert automatic filenames and paths.
Documents

Medical reports, referral letters, clinic letters, discharge letters, patient invitation letters, operation notes, notices/information sheets/leaflets, agendas, minutes of meetings.

Modify table

Key in a multi-column with sub-division consistently from recorded speech, text, numbers, add and delete columns and rows, adjust column width vertical and horizontal text, consistently align column content (left, right, centre, decimal), apply borders and shading.

Accuracy

Grammar, correct use of homophones, spelling including medical terminology, generic and brand names of drugs.

Errors

Typographical, spelling, grammatical, punctuation, presentation, consistency.

Learning outcome
The learner will:
3. be able to print medical documents
Assessment criteria
The learner can:
3.1   use appropriate **methods** to check documents before printing
3.2   print **final copies** of documents as instructed.

Range
Methods
Spell checker, print preview facilities, grammar and thesaurus facilities, English and mother tongue dictionaries, medical and drug dictionaries, online dictionaries.
Final copies
Letters indicating routing, single and multiple-page documents, documents showing file paths, screen shots showing files/folders.

Unit 334   Production of medical documents from recorded speech

Supporting information

Guidance

1. The candidate should be able to use the spell checker, grammar and thesaurus facilities to maintain accuracy
2. The candidate should be able to use English and mother tongue dictionaries, medical and drug dictionaries (such as MIMS, BNF) and online dictionaries

Unit 335   Medical principles for the administrator

UAN:	**M/505/1268**
Level:	3
Credit value:	9
GLH:	78
Aim:	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.

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

Range
Preventive Medicine
To include Health Promotion
Health aspects
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 list in Appendix 13

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 list in Appendix 14
Organs Medical name, position, function and the system/s to which they belong. See list in Appendix 15

Unit 336   Legal aspects of medical administration

UAN:	**K/505/1270**
Level:	3
Credit value:	9
GLH:	51
Aim:	The aim of this unit is to enable the learner to develop an understanding of the health service organisation and its statutory bodies and how legislation applies to the health service. The learner will develop knowledge of patients' rights, how they are protected and how the role of the medical secretary / administrator is vital to that protection.

Learning outcome
The learner will:
1.   understand the organisational structure of healthcare in the UK
Assessment criteria
The learner can:
1.1   describe the organisations which form the structure of the National Health Service
1.2   explain the role of private healthcare.

Learning outcome
The learner will:
2.   understand the role of the healthcare team in the community
Assessment criteria
The learner can:
2.1   describe the role of **key healthcare staff** working within the community
2.2   describe the **support services** available from the key healthcare staff working within the community.

Range
Key healthcare staff
Social worker, GP, nurses (community, psychiatric), midwives, occupational therapists, physiotherapist

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Support services
Assessment, therapies, treatment, referral to other agencies, provision of aids and adaptation, monitoring

Learning outcome
The learner will:
3. understand current mental health legislation
Assessment criteria
The learner can:
3.1 explain the **sections** of the current Mental Health Act.

Range
Sections
131 Voluntary Admission, 136 Place of Safety, Section 4, Section 2, Section 3

Learning outcome
The learner will:
4. understand how legal principles affects the patient, employees and the employer within the NHS
Assessment criteria
The learner can:
4.1 explain the meaning of 'legal duty of care' relating to healthcare professionals
4.2 explain vicarious liability
4.3 explain medical negligence and its **implications**
4.4 explain the tort of trespass to the person with reference to **consent**.

Range
Implications
To the patient, the NHS employee, the NHS
Consent
To/for examination and treatment

Learning outcome
The learner will:
5. understand current workplace legislation
Assessment criteria
The learner can:
5.1 describe a **written contract of employment**
5.2 explain current discrimination legislation
5.3 explain **legislation** relating to health and safety at work.

Range
Written contract of employment Purpose and terms **Legislation** HASAWA, RIDDOR, Health & Safety (Display screen equipment) Regulations, COSHH

Learning outcome
The learner will: 6.   understand how to maintain and protect patient rights

Assessment criteria
The learner can: 6.1   explain **patient rights** 6.2   explain how **legislation and regulations** protect patient information 6.3   explain the role of a medical administrator in the safeguarding of patient confidentiality 6.4   explain the current NHS complaints procedure.

Range
Patient rights As outlined in the NHS Constitution **Legislation and regulations** Data protection, freedom of information, Caldicott Guidelines

Unit 336 Legal aspects of medical administration

Supporting information

Guidance

Learning outcome 2

Services - other agencies eg meals on wheels, etc

Learning outcome 4

The significance of a legal duty of care in relation to health professionals, the health professional is duty bound to act in the patients best interests at all times and could be committing negligence they fail in that duty. (In legal terms a duty of care arises when an individual can reasonably foresee that his/her actions or lack of action could result in harm)

Vicarious liability with regard to the actions of the employee. The employer can be sued or taken to court for the action or wrong doing of their employee in the course of their employment, even if that employee has been specifically forbidden to do whatever caused the wrongdoing.

The **legal definition of negligence** as a tort (civil law): The requirement for negligence to be proven is:
- the health professional owed the patient a duty of care
- the duty was breached
- the health professional caused the breach
- foreseeable harm was done to the patient.

Unit 805　　　　Spreadsheet software (2)

UAN:	F/502/4625
Level:	2
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is based on the Level 2 National Occupational Standards for IT users.
Endorsement by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.
Aim:	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.

Learning outcome
The learner will:
1.　use a spreadsheet to enter, edit and organise numerical and other data
Assessment criteria
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.

Learning outcome
The learner will:
2.　select and use appropriate formulas and data analysis tools to meet requirements
Assessment criteria
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.

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Learning outcome
The learner will:
3. select and use tools and techniques to present and format spreadsheet information

Assessment criteria
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.

Unit 806   Database software (2)

UAN:	M/502/4555
Level:	2
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is based on the Level 2 National Occupational Standards for IT users.
Endorsement by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.
Aim:	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.

Learning outcome
The learner will:
1.   create and modify non-relational database tables
Assessment criteria
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.

Learning outcome
The learner will:
2.   enter, edit and organise structured information in a database
Assessment criteria
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.

Learning outcome
The learner will:
3. use database software tools to run queries and produce reports
Assessment criteria
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.

Unit 807   Presentation software (2)

UAN:	M/502/4622
Level:	2
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is based on the Level 2 National Occupational Standards for IT users.
Endorsement by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.
Aim:	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.

Learning outcome
The learner will:
1. input and combine text and other information within presentation slides
Assessment criteria
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.

Learning outcome
The learner will:
2. use presentation software tools to structure, edit and format slide sequences
Assessment criteria
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.

Learning outcome
The learner will:
3.   prepare slideshow for presentation
Assessment criteria
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 it tools and making corrections as necessary
3.4   identify and respond to any quality problems with presentations to ensure that presentations meet needs.

Unit 808   Spreadsheet software (3)

UAN:	J/502/4626
Level:	3
Credit value:	6
GLH:	45
Relationship to NOS:	This unit is based on the Level 3 National Occupational Standards for IT users.
Endorsement by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.
Aim:	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.

Learning outcome
The learner will:
1.   use a spreadsheet to enter, edit and organise numerical and other data
Assessment criteria
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 from different sources
1.4   store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.

Learning outcome
The learner will:
2.   select and use appropriate formulas and data analysis tools and techniques to meet requirements
Assessment criteria
The learner can:
2.1   explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them
2.2   select and use a wide range of appropriate functions and formulas to meet calculation requirements
2.3   select and use a range of tools and techniques to analyse and interpret data to meet requirements

| 2.4 | select and use forecasting tools and techniques. |

Learning outcome
The learner will:
3. use tools and techniques to present, and format and publish spreadsheet information
Assessment criteria
The learner can:
3.1 explain 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 effectively
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, print and publish spreadsheet information
3.5 explain how to find and sort out any errors in formulas
3.6 check spreadsheet information meets needs, using it tools and making corrections as necessary
3.7 use auditing tools to identify and respond appropriately to any problems with spreadsheets.

Unit 809　　　　　Presentation software (3)

UAN:	T/502/4623
Level:	3
Credit value:	6
GLH:	45
Relationship to NOS:	This unit is based on the Level 3 National Occupational Standards for IT users.
Endorsement by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for IT and Telecoms.
Aim:	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.

Learning outcome
The learner will:
1.　input and combine text and other information within presentation slides
Assessment criteria
The learner can:
1.1　explain 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 and link to source data
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 for presentations in line with any constraints
1.7　store and retrieve presentation files effectively, in line with local guidelines and conventions where available.

Learning outcome
The learner will:
2.　use presentation software tools to structure, edit and format presentations
Assessment criteria
The learner can:
2.1　explain when and how to use and change slide structure and themes to enhance presentations
2.2　create, amend and use appropriate templates and themes for slides

2.3   explain how interactive and presentation effects can be used to aid meaning or impact
2.4   select and use appropriate techniques to edit and format presentations to meet needs
2.5   create and use interactive elements to enhance presentations
2.6   select and use animation and transition techniques appropriately to enhance presentations.

Learning outcome
The learner will:
3.   prepare interactive slideshow for presentation
Assessment criteria
The learner can:
3.1   explain how to present slides to communicate effectively for different contexts
3.2   prepare interactive slideshow and associated products for presentation
3.3   check presentation meets needs, using IT tools and making corrections as necessary
3.4   evaluate presentations, identify any quality problems and discuss how to respond to them
3.5   respond appropriately to quality problems to ensure that presentations meet needs and are fit for purpose.

Appendix 1 Word part list – Level 2 (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
ery-/erythro-	red

Prefix	Meaning
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
lordo-	curvature forward
macro-	large
mal-	poor/abnormal/impaired
mega-/megalo-	big/enlarged
melano-	black/dark/pigment
meta-	after/beyond
micro-	small
mono-	one/single

Prefix	Meaning
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
quadri-	four

Prefix	Meaning
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)
colpo-	vagina
corono-	heart/crown

Word Root	Meaning
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
febro-	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
ileo-	ileum (part of intestine)
ilio-	ilium (bone of the pelvis)
immuno-	immunity

Word Root	Meaning
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 uterus)
myringo-	ear drum
naso-	nose
nato-	birth
necro-	death
nephro-	kidney
neuro-	nerve
oculo-	eye

Word Root	Meaning
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
prostato-	prostate/a male gland
phallo-	penis
pulmono-	lung
pyo-	pus
pyro-	fever
recto-	rectum
reno-	kidney
rhino-	nose

Word Root	Meaning
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

Word Root	Meaning
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
-iatric	pertaining to medicine/ physician

Suffix	Meaning
-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
-otomy	cutting into/dividing/ incision
-para	given birth
-pathy	disease
-penia	lack of/decreased

Suffix	Meaning
-pexy	fixation of
-phagia	swallowing
-phasia	speech
-philia	liking/loving/ affinity for
-phobia	irrational fear
-phylaxis	protection/ prevention
-plasia	formation
-plasty	form/mould/recons truct
-plegia	paralysis
-pnoea	breathing
-porosis	Thinning/ passage
-ptosis	drooping/falling

Suffix	Meaning
-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 – Level 2 (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
- assessory 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 – Level 2 (Unit 220) Medical terminology

Term	Meaning
	Study of the conditions, disease and treatment of:
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
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
Paediatrics	Children
Psychiatry	Mental illness
Rheumatology	Connective tissue
Urology	The urinary system
Venereology	Sexually transmitted disease
	Miscellaneous
Cytology	Microscopic study of cells

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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
Virology	Study of viruses

Appendix 4 Pharmaceutical abbreviations – Level 2 (Unit 220) Medical terminology

Abbreviation *Prescription directions	Meaning
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
Modes of administration and units of measurement	
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
Miscellaneous	
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_x	Take/recipe/treatment
SI	International System (of measurement)

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TTA	To take away

Legal classification	
CD/cd	Controlled drug
GSL	General Sales List
P	Pharmacy only
POM	Prescription only medicine
MODA	Misuse of Drugs Act
Types of drugs	
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   Word part list – Level 3 (Unit 330) 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
acou-	hearing
acro-	extremities
ad-	towards
aero-	air
an-	absence of
ana-	up/excessive
aniso-	unequal
ante-	before
anti-	against
auto-	self
bi-	two
bio-	life
blasto-	basic/immature/embryonic
brady-	slow
circum-	around
co-/con-	together/joined
contra-	against
chromo-/chromato-	colour
cryo-	cold
crypto-	hidden
cyano-	blue

Prefix	Meaning
de-	away from/removing
dextra-	to the right
dia-	through
diplo-	double
dorso-	dorsal (back)
dys-	difficult/abnormal/painful
ecto-	external/outside/without
en-/endo-	within/in/into
epi-	upon/above/on
ery-/erythro-	red
eu-	good/well/normal
ex-	out of/away from
extra-	outside
gen-	birth/origin
hemi-	half
hetero-	unlike/dissimilar
homo-	same/like
homeo	like
hyper-	above/high/in excess of normal
hypo-	low/below/under/less than normal
idio-	peculiar to the individual/unknown

Prefix	Meaning
infra-	below
inter-	between
intra-	within/inside
iso-	equal
kypho-	crooked humped/ curvature
latero-	side/sideways
leuco-/leuko-	white
lordo-	curvature forward
macro-	large
mal-	poor/abnormal
mega- /megalo-	big/enlarged
melano-	black/dark/pigment
meta-	after/beyond
micro-	small
mono-	one/single
multi-	many
narco-	stupor
neo-	new
nulli-	none
oligo-	scanty/deficiency
ortho-	straight
pachy-	thick
pan-	all

Prefix	Meaning
para-	alongside
per-	through
peri-	around
polio-	grey
poly-	many
post-	after
pre-/pro-	before
presbyo-	old age
pseudo-	false
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
tetra-	four
trans-	across/through
ultra-	beyond
uni-	one
ventro-	front/anterior
xantho-	yellow

Word Roots

Word Root	Meaning
abdomino-	abdomen
adeno-	gland (any)
adipo-	fat
albumen- /albumin-	albumin/ a protein
alveolo-	air sac
amylo-	starch
andro-	man
angio-	vessel
aorto-	aorta/ main artery
appendico-	appendix
aqua-	water
arterio-	artery
articulo-	joint
arthro-	joint
athero	plaque lining blood vessels
atrio-	atrium/upper chamber of heart
auri-	ear
audio-	hearing
balano-	glans penis
bili-	bile
blepharo-	eyelid
brachio-	arm
broncho-	bronchus/tube to the lung
bronchiolo-	bronchiole/small air tube in lung
bucco-	cheek
caeco-	caecum/ part of intestine
cardio-	heart
carpo-	wrist/hand
cephalo-	head
cerebro-	brain/cerebrum
cerebello-	cerebellum/ part of brain
cervico-	cervix/neck

Word Root	Meaning
chiro-	hand
cheilo-	lip
cholangio-	biliary vessels
chole-	bile
cholecysto-	gallbladder
choledocho-	common bile duct
chondro-	cartilage
chromo-	colour
coccygo-	coccyx/ part of vertebrae/ spine
colo-/colono-	colon (large intestine)
colpo-	vagina
coro-/coreo-	pupil of eye
corono-	heart/crown
costo-	rib
cranio-	skull containing brain
culdo-	Recto-uterine sac (Pouch of Douglas)
cyto-	cell
cysto-	bladder
dacryo-	tear/ tearduct
dento-	tooth
derm- /dermato-	skin
duodeno-	duodenum (part of intestine)
embolo-	plug
encephalo-	brain
endocardio-	lining of heart
endometrio-	endometrium (lining of uterus)
entero-	intestine
epididymo-	tubules above the testes/testicles
epiglotto-	epiglottis
febro-	fever
feto-	fetus/unborn baby

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Word Root	Meaning
gastro-	stomach
gingivo-	gums
glosso-	tongue
glyco-	sugar
gyno-/gynaeco-	woman
haemo-/ haemato-	blood
hep-/hepato-	liver
hernio-	hernia, rupture, protrusion
hidro-	Perspiration, sweat
histo-	tissue
hydro-	water
hystero-	womb
iatro-	doctor/ physician
ileo-	ileum (part of intestine)
ilio-	ilium (bone of the pelvis)
immuno-	immunity
ischio-	ischium/ part of pelvis
irido-	iris
jejuno-	jejunum (part of intestine)
kalo-	potassium
karyo-	nucleus
kerato-	cornea/ scaly/horny/hard skin
lacto-	milk
lacrimo-	tear
laparo-	abdomen/abdominal wall
laryngo-	larynx/voice box
leuco-	white
lipo-	fat
litho-	stone
lobo-	lobe
lympho-	lymphatic, lymph/tissue fluid

Word Root	Meaning
lymphadeno-	lymph gland
lymphangio	lymph vessel
linguo-	tongue
mammo-/masto-	breast
mandibulo-	lower jaw
mastoido-	mastoid (part of ear)
maxillo-	upper jaw
meningo-	meninges/membrane covering brain and spinal cord
menisco-	meniscus (knee cartilage)
meno-	menstruation/monthly period
metro-	womb
myelo-	marrow/spinal cord
myco- myceto-	fungus
myo-/myos-	muscle
myocardio-	myocardium (heart muscle)
myometrio-	myometrium (muscle of uterus)
myringo-	ear drum
myxo-	mucous membranes
naso-	nose
nato-	birth
natro-	sodium
narco-	deep sleep/stupor
necro-	death
nephro-	kidney
neuro-	nerve
nocto-	night
nucleo-	nucleus
oculo-	eye
onycho-	nail
odonto-	tooth
oesophago-	oesophagus (gullet)
onco-	tumour

Word Root	Meaning
oo-	egg/ovum
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)
peritoneo-	peritoneum (membrane of the abdominal cavity)
phago-	swallow, eat
phako-	lens
phallo-	penis
phaso-	speech
pharmaco-	drug
pharyngo-	pharynx/throat
phlebo-	vein
phreno-	diaphragm/mind
pleuro-	lung covering/ membrane
pneumo-/pneumono-	air/gas/lung
pnoe-	breathing
procto-	anus/rectum
prostato-	prostate/a male gland
pulmono-	lung
pyelo-	pelvis of kidney
pyloro-	part of stomach
pyo-	pus
pyro-	fever
recto-	rectum
reno-	kidney
rhino-	nose

Word Root	Meaning
sacro-	sacrum
salpingo-	fallopian/uterine tube
sarco-	flesh
sialo-	salivary gland
sigmoido-	sigmoid colon/ part of large intestine
somato-	body
spleno-	spleen
spondylo-	vertebra
steato-	fat
sterno-	sternum/breast bone
stetho-	chest
stoma-/stomato-	mouth
tarso-	foot/eyelid
tendino-/teno	tendon
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
uro-	urine/urinary
uretero-	ureter/tube from kidney
urethro-	urethra/tube from bladder
utero-	womb
uveo-	uveal tract (parts of eye)
varico-	varicose veins
vaso-	vessel
veno-	vein
ventrico-ventriculo-	ventricle (lower chamber of heart)

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Suffixes

Suffix	Meaning	Suffix	Meaning
-a/ia	condition of	-ia/-iasis	condition of/state of
-aemia	blood	-iac	pertaining to
-ac	concerning/pertaining to	-iatric	pertaining to medicine/physician
-al	concerning/pertaining to	-ic	concerning/pertaining to
-algia	pain	-iosis/-ism	condition of/state of
-ary	concerning/pertaining to	-itis	inflammation of
-blast	immature cell/embryonic cell	-lith	stone
		-lithiasis	condition/presence of stones
-cele	swelling/protrusion	-lysis	destruction/splitting/ breaking down
-centesis	to puncture/tapping		
-clasis	destruction of/break	-malacia	softening
-clast	destroying/breaking	-megaly	enlargement of
-cide	kill/destroy	-meter	measure/instrument to measure
-cyte	cell		
-demic	people/population	-metry	process of measuring
-desis	binding together/fusion	-natal	birth
		-necrosis	death of
-dynia	pain	-oedema	swelling caused by excess fluid
-ectasis	dilatation		
-ectomy	surgical removal of	-ology	study of/science of
-emesis	vomiting	-oid	likeness/resembling
-gen	producing/forming	-oma	tumour
-genesis	forming or origin	-opia	condition of the eye
-genic	producing or forming	-orrhage	burst forth/ bleeding
-gram	picture/tracing	-orrhagia	condition of heavy bleeding
-graph	machine that records/tracing		
		-orrhaphy	sew/repair
-graphy	procedure of recording/tracing	-orrhoea	flow/discharge
		-oscopy	examination with a lighted instrument
-gravida	pregnancy		

Suffix	Meaning
-osis	condition of
-ostomy	artificial opening into/
-otomy	cutting into/dividing/incision
-para/-parous	given birth
-paresis	weakness/partial paralysis
-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

Suffix	Meaning
-plegia	paralysis
-pnoea	breathing
-poiesis	producing/formation
-porosis	thinning/channel
-ptosis	drooping/falling
-rrhythmia	rhythm
-sclerosis	hardening
-scope	lighted instrument used to examine
-spasm	involuntary contraction
-stasis	cessation of movement/flow
-stenosis	narrowing
-taxia	gait/coordination
-tome	cutting instrument
-tripsy	crushing
-trophy	nourishment/food
-uria	condition of urine

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Appendix 6 Human body systems – Level 3 (Unit 330) Medical terminology

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

Skeletal/locomotor system
- the skeleton:
  - axial
    - skull (main bones)
      - cranium – frontal, occipital, parietal, temporal
      - face bones (main) – maxilla mandible
      - nasal
      - lacrimal
    - hyoid
  - vertebrae – atlas, axis, cervical, thoracic, lumbar, sacral, coccyx , thorax - rib cage, sternum
  - appendicular
    - scapula, clavicle
    - pelvic girdle, (innominate) ilium, ischium, pubis, sacrum
    - humerus, radius, ulna, carpals, metacarpals, phalanges
    - femur, tibia, fibula, patella, tarsals, metatarsals, phalanges
  - ossicles – maleus, incus, stapes
  - joints
  - bursae
  - tendons
  - ligaments
- **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 - reticulocytes, erythroblasts
  - leucocytes - polymorphonuclear, (phagocytes), neutrophils
  - lymphocytes - monocytes
  - 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, valves, septum
- types of blood vessels
  - major blood vessels:
    - arteries – aorta
    - veins – venae cavae
  - minor blood vessels:
    - arterioles
    - venules
    - 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
  - immunity processes ie antibodies, antitoxins, antigens
- processes of infection and body 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
- process of breathing/ventilation
- **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:
  - buccal cavity/mouth
  - pharynx
  - oesophagus
  - stomach and regions:
  - small intestine and regions
  - large intestine and regions
- mechanical process of digestion including peristalsis
- accessory organs of digestion ie teeth, tongue, 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 – eg cortex, medulla, nephrons, renal pelvis
  - ureters
  - bladder and its regions
  - urethra
- process of urine production eg filtration
- urinalysis and abnormalities
- **diseases, disorders and conditions of the urinary system**
- **medical procedures, diagnostic tests and equipment used with this body system.**

Neurology
- central nervous system:
  - cerebrum, main lobes (frontal, parietal, temporal, occipital)
  - cerebellum
  - cranial nerves
  - spinal cord and regions – cervical, thoracic, lumbar, sacral
  - meninges – duramater, arachnoidmater, piamater
- spinal nerves
- peripheral nervous system
- autonomic nervous system
- main types of mental illness – psychoses, neuroses
- **diseases, disorders and conditions of the nervous system**
- **procedures, diagnostic procedures and equipment used with this body system**

Endocrinology
- structures of the endocrine system:
  - pituitary gland
  - adrenal gland
  - thyroid gland

- parathyroid glands
- pancreas
- ovaries
- testes
- thymus
- pineal body
- hormone secretions
- **diseases, disorders and conditions of the endocrine system**
- **procedures, diagnostic procedures and equipment used with this body system**

Reproductive (male and female including obstetrics)

Male reproductive system:

- structures of the male reproductive system:
  - testes
  - scrotum
  - epididymis/epididymes
  - penis
  - vas deferens
  - prostate gland
  - prepuce
  - seminal vesicles
  - 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
- assessory organs - breast and their areas
- menstruation
- structures and stages of pregnancy including development of fertilised egg:
  - embryo
  - fetus – amnion, chorion, placenta, umbilical cord
  - trimesters
- **diseases, disorders and conditions of the female reproductive system and obstetrics**
- **medical procedures, diagnostic tests and equipment used with this body system.**

Skin and sensory organs (eye, ear, nose)

Skin

- structures of the skin
  - epidermis
  - dermis
  - subcutaneous layer
  - adrenal glands
  - appendages – nails, hair
- **diseases, disorders and conditions of the skin**
- **medical procedures, diagnostic tests and equipment used with this body system.**

Eye

- eyeball
- eyelid
- sclera
- uveal tract - choroid, ciliary body, iris
- retina – rods and cones
- lens
- cornea
- conjunctiva
- chambers - anterior and posterior
- macula (fovea)
- optic disc
- fundus
- aqueous humour
- vitreous humour
- lacrimal apparatus
- eyelids

Ear

- external ear – pinna, auditory canal
- middle ear
  - tympanic membrane
  - eustachian tube
  - ossicles - malleus, incus, stapes
- inner ear – vestibule, labyrinth, semicircular canals, cochlea

Nose

- olfactory nerves for sensation of smell
- sinuses
- septum
- **diseases, disorders and conditions of these sensory organs**
- **medical procedures, diagnostic tests and equipment used with this body system**.

Haematology	
Blood count	
ESR	Erythrocyte sedimentation rate
FBC	Full blood count
Hb	Haemoglobin
MCV	Mean corpuscular volume
PCV	Packed cell volume
RBC	Red blood count
WBC	White blood count
WBC & diff.	White blood count and differential
Biochemistry	
BS	Blood sugar
BUN	Blood urea nitrogen
CPK	Creatinine kinase (can indicate myocardial infarction)
FBS	Fasting blood sugar
GI	Glycaemic index
GTT	Glucose tolerance test
GFR	Glomerular filtration rate (kidney disease)
HbA1c	Blood test showing the amount of glucose bound to Haemoglobin
HDL	High density lipoproteins
INR	International normalised ratio (clotting time)
LFT's	Liver function tests
Ig	Immunoglobulin
LDL	Low density lipoproteins
pH	Acid/alkaline balance
PBI	Protein bound iodine
TFT	Thyroid function tests
U&E's	Urea and electrolytes
T_4	Thyroxine test
Gases	

O_2	Oxygen
CO_2	Carbon dioxide

Minerals & Electrolytes	
Ca	Calcium
Fe	Iron
K	Potassium
Mg	Magnesium
Na	Sodium
P	Phosphorous
Miscellaneous	
AFP	Alpha-fetoprotein
CIN I-IV	Carcinoma intraepithelial neoplasia (stages of cancer)
C&S	Culture & sensitivity
CSU	catheter specimen of urine
CVS	Chorionic villus sampling
EMU	Early morning urine
MSU	Midstream specimen of urine
MRSA	Multiple/methicillin/meticillin resistant staphylococcus aureus
O&S	Organism and sensitivity
PAP	Cervical smear test
PSA	Prostate specific antibody
Rh-	Rhesus negative
Rh+	Rhesus positive
Imaging tests	
CT or CAT	Computerised tomography/computerised axial tomography
DEXA	Dual energy x-ray apsorptiometry/scan for bone density
ECG	Electrocardiogram
EEG	electroencephalogram
ERCP	Endoscopic retrograde cholangiopancreatography
fMRI	Functional magnetic resonance imaging
IVU/IVP	Intravenous urogram/intravenous pyelogram
MRI	Magnetic resonance imaging
RGP	Retrograde pyelogram

US/USS	Ultra-sound scan

Units	
μg	microgram
g	Gram
g/l	Gram per litre
L or l	Litre

NB These are only common abbreviations the list is not intended to include all abbreviations used in medicine

Appendix 8   Medical specialities – Level 3 (330) Medical terminology Unit

Term	Meaning
	Study of the conditions, disease and treatment of:
Aetiology	Study of the cause of disease
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
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 system 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
Orthodontics	Speciality concerning the prevention and correction of irregularities of the teeth
Orthopaedics	Locomotor system/bones and joints
Orthoptics	Speciality concerning non-surgical methods of treating abnormalities of vision including squints
Otorhinolaryngology	Ear nose and throat
Plastic surgery	Reshaping body parts/skin
Paediatrics	Children
Psychiatry	Mental illness

Rheumatology	Connective tissue
Urology	The urinary system
Venereology	Sexually transmitted disease
	Miscellaneous
Aetiology	Study of the cause of disease
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
Epidemiology	Study of the distribution of disease including environmental factors
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
Virology	Study of viruses

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Appendix 9 Pharmaceutical abbreviations – Level 3 (Unit 330) Medical terminology

Abbreviation	Meaning
*Prescription directions	
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
Forms of drugs	
caps	capsules
tab	tablet
troch	lozenge
ung	ointment
Modes of administration	
occ or oc	for the eyes
neb	by nebuliser
im or i/m or IM	intra-muscular
iv or i/v or IV	intravenous
pess/ pessary	for the vagina
poc/POC	for the eyes
PR/pr	per rectum /via the rectum
PV/pv	per vagina/via the vagina
suppos	suppository/ via the rectum
Units of measurement	
g	grams
mcg (not used in prescriptions)	microgram
mg	milligram

ml	millilitre
ng (not used in prescriptions)	nanogram
L or l	litre
SI	International System
Miscellaneous	
BNF	British National Formulary
BP	British Pharmacopoeia
MIMS	Monthly index of medical specialities
NP	Proper name /named
OTC	Over the counter
SLS	Selected list scheme
TTA	To take away
rep	Repeat/let it be repeated
R_x	Take/recipe/treatment
Legal classification	
CD/cd	Controlled drug
GSL	General sales list
P	Pharmacy only
POM	Prescription only medicine
MODA	Misuse of Drugs Act
Types of drugs	
COC	Combined oral contraceptive pill
HRT	Hormone replacement therapy
NSAID	Nonsteroidal anti-inflammatory drug
POP	Progesterone only pill
PPI	Proton pump inhibitor
SSRI	Selective serotonin reuptake 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 10 Classification of medicines/drugs – Level 3 (Unit 330) Medical terminology

Category	Action
Ace-inhibitor	Drug to treat hypertension
Anaesthetic	Drug to remove sensation (local or general)
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 mood
Anti-emetic	Drug which prevents vomiting
Antifungal	Drug which kills fungus
Antihistamine	Drug which reduces histamine for allergies
Antihypertensive	Drug which lowers the blood pressure
Anti-inflammatory	Drug which reduces inflammation
Anti-obesity	Drug which helps reduce weight
Antipyretic	Drug which reduces the body temperature
Antipsychotic	Drug which quietens disturbed patients suffering from mania, hallucinations
Antispasmodic	Drug which reduces spasms of muscle
Antitussic	Drug which reduces coughing
Anxiolytic	Drug which reduces anxiety
Beta-blocker	Drug which reduces high blood pressure
Bronchodilator	Drug which dilates the bronchial tubes (eg asthma)
Calcium channel blocker	Drug which reduces blood pressure
Carminative	Drug which reduces flatulence
Chemotherapy	Toxic drugs which kill malignant cells
Contraceptive	Drug which prevents conception
Cytotoxic	Drug which kills cells-used to kill malignant cells
Decongestant	Drug which relieves the congestion of mucous membranes
Depressant	Drug which depresses the function of the central nervous system (CNS)

Diuretic	Drug which stimulates the production of urine
Expectorant	Drug which encourages coughing up of secretions of the respiratory tract
Hypnotic	A drug which induces sleep
Laxative	Drug used to evacuate the bowel
Narcotic	Drug derived from opium which induces a deep unnatural sleep
Prophylactic	A substance used to prevent disease
Proton pump Inhibitor	Drug which inhibits the production of hydrochloric acid by the stomach
Sedative	Drug which lowers function of the central nervous system (CNS)
Statins	Drug which lowers cholesterol blood levels
Steroids	Drug containing hormones usually of the adrenal cortex (corticosteroids)
Stimulant	Drug which increases the function of the central nervous system (CNS)
Tranquilliser	Drug which reduces anxiety
Vaccine	Substance especially prepared to stimulate the body to produce its own antibodies or anitoxins to prevent disease

Appendix 11   Medical qualifications abbreviations – Level 3 (Unit 330) Medical terminology

Abbreviation	Meaning
BA	Bachelor of Arts
BC or BCh or B Chir or ChB or BS	Bachelor of Surgery
BM	Bachelor of Medicine
BS	Bachelor of Surgery
BSc	Bachelor of Science
ChB or B Chir	Bachelor of Surgery
CM or ChM	Master of Surgery
DA	Diploma in Anaesthetics
DCh or DS	Doctor of Surgery
DDS	Doctor of Dental Surgery
DM	Doctor of Medicine
FCPS	Fellow of the College of Physicians and Surgeons
FRCS	Fellow of the Royal College of Surgeons
FRCGP	Fellow of the Royal College of General Practitioners
FRCOG	Fellow of the Royal College of Obstetricians and Gynaecologists
FRCP	Fellow of the Royal College of Physicians
FRCPsych	Fellow of the Royal college of Psychiatrists
MB	Bachelor of Medicine
MD	Doctor of Medicine
MCh or MChir	Master of Surgery
MCPS	Member of the College of Physicians and Surgeons
MRCGP	Member of the Royal College of General Practitioners
MRCP	Member of the Royal College of Physicians
MRCS	Member of the Royal College of Surgeons

Appendix 12   Abbreviations, spelling, amendment and correction signs, symbols and special characters – (Unit 333) 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 sincly

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.

You should be able to distinguish between words that are often confused eg			
affect / effect	are / our	complement / compliment	dependant / dependent
enquiry / inquiry	ensure / insure	practice / practise	to / too
their / there			

and identify how to use the apostrophe for omission and possession eg

it is – **it's** not true it has – **it's** happened twice you/we/they are – **you're/we're/they're** welcome they/we have – **they've/we've** arrived early	it – the dog wagged **its** tail singular noun – the **girl's** dogs plural noun – the **girls'** dogs plural noun that doesn't end in 's' – the **men's** hats

Amendment and correction signs

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		

Punctuation			
Punctuation marks used may include:			
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	**&**

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

Appendix 13   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 14   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 15   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
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
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 16   Recommended books

Author	Title	Publisher
Bird, Mary	Medical Terminology & Clinical Procedures 3rd Edition (Revised) **(also contains anatomy & physiology)**	iUniverse ISBN978-1-4759-9939-6 Available from Amazon
Gylys, 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 17   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 (805-809) 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 3 Certificate in Principles of Business and Administration (4475-03)

5519 Level 3 Medical Administration units		4475 Level 3 Certificate in Principles of Business and Administration
Unit Number/Title		Unit Number
330	Medical Terminology	n/a
331	Medical administration	301, 302, 303, 304
332	Managing communication in a medical environment	301, 302, 303, 304
333	Medical word processing	303, 304
334	Producing medical documents from recorded speech	303, 304
335	Medical principles for the administrator	301
336	Legal aspects of medical administration	301

NHS Knowledge and Skills Framework – mapping

Unit	1	2	3	4	5	6	HWB1	IK1	IK2	G3	G4	G5
331	L2				L2			L2		L1	L1	L2
332	L3		L1		L2				L2			L2
333								L2				L2
334		L2		L2	L2							
335	L2	L1					L1					

City & Guilds Level 3 Awards/Certificate/Diploma in Medical Administration (5519)

Appendix 18   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**.

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.

www.cityandguilds.com

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres 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: **centresupport@cityandguilds.com**
Single subject qualifications 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: **singlesubjects@cityandguilds.com**
International awards 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: **intops@cityandguilds.com**
Walled Garden 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: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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