

# Level 2 Certificate in Clinical Skills (3051-02)

March 2018 Version 1.2

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Health & Health and Social Care
<b>City &amp; Guilds number</b>	3051-02
<b>Age group approved</b>	16+
<b>Entry requirements</b>	No entry requirements - See recommendations in <b><i>Learner entry requirements</i></b> section
<b>Assessment</b>	Synoptic assignment Portfolio of evidence
<b>Approvals</b>	Automatic approval is available for centres offering: <ul style="list-style-type: none"> <li>• Level 2 Diploma in Clinical Healthcare Support (4223-01)</li> <li>• Level 3 Diploma in Clinical Healthcare Support(4223-11)</li> <li>• Level 3 Diploma in Pathology Support (4223-13)</li> <li>• Level 3 Diploma in Allied Health Profession Support (4223-14)</li> <li>• Level 3 Diploma in Perioperative Support (4223-16)</li> <li>• Level 5 Diploma for Assistant Practitioners in Healthcare (3576-05/91) (England)</li> </ul>
<b>Support materials</b>	Centre handbook Assignment guide – password protected Marking guide – password protected The passwords for the above are available from the Walled Garden
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 Certificate in Clinical Skills	153	184	3051-02	601/6071/8
Level 2 Certificate in Clinical Skills (unit route)	153	184	3051-92	601/6071/8

Version and date	Change detail	Section
V1.1 August 2017	Adding GLH and TQT details	Qualification at a glance and Introduction
V1.2 March 2018	Age group approval changed from 18+ to 16+	Sources of general information Qualification at a glance and learner entry requirements

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<b>Unit 216 Support individuals who wear aids and prostheses</b>	<b>62</b>

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# 1 Introduction

This centre handbook tells you what you need to do to deliver the qualification:

Area	Description
Who is are the qualification for?	<p>The Level 2 Certificate in Clinical Skills is specifically designed for learners who wish to develop their clinical skills when working in hospital or community based settings. This could include acute hospital care, domiciliary care/community care, GP surgeries, and residential/nursing homes. The qualification has been specifically designed for those working in the following roles:</p> <ul style="list-style-type: none"> <li>• healthcare assistant/healthcare support worker</li> <li>• key worker in domiciliary care services</li> <li>• care assistant in nursing /residential home.</li> </ul>
What do the qualification cover?	<p>This qualification allows learners to learn and develop the clinical skills required for their employment role and/or career progression/CPD and in support of other health care professionals. It covers a range of topics. Please see the qualification structure and units for details.</p>
What opportunities for progression are there?	<p>Learners may progress in their employment role or may wish to consider further learning after completion. They may be interested in the following qualifications:</p> <ul style="list-style-type: none"> <li>• Level 2 and 3 Diplomas in Clinical Healthcare Support (4223-01/81 and 4223-11/91) and related Apprenticeships</li> <li>• Level 3 Certificate in Clinical Skills (305-03/93).</li> </ul>
Who did we develop the qualification with?	<p>This qualification has been developed in collaboration with NHS, Domiciliary Care and Health and Social Care employers in the related industries.</p>
Is it part of an apprenticeship framework or initiative?	<p>No.</p>

## Structure

To achieve the **City & Guilds Level 2 Certificate in Clinical Skills** learners must achieve **4 mandatory** and **5 optional units**.

Please note that the four mandatory units, 201 to 204 are assessed by a synoptic assignment which is externally set by City & Guilds, internally marked and externally quality assured. Please see Section 4 – Assessment of this document for more details.

Level 2 Certificate in Clinical Skills				
UAN	City & Guilds unit number	Unit title	Level	GLH
<b>Mandatory</b>				
H/507/1324	201	Roles, responsibilities and values in health and care practice	2	31
Y/507/1322	202	Communication and handling of information in health and care settings	2	15
H/507/1291	203	Understanding long-term health conditions	2	23
D/507/1323	204	Principles of safeguarding in health and care settings	2	21

<b>Optional</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Level</b>	<b>GLH</b>
K/507/1292	205	Principles of infection prevention and control in health and care settings	2	19
M/507/1293	206	Contribute to monitoring the health of individuals affected by health conditions	2	12
T/507/1294	207	Undertaking physiological measurements in health and care settings	2	12
K/507/1325	208	Obtain specimens from individuals	2	20
A/507/1295	209	Undertake agreed pressure area care	2	19
M/507/1326	210	Support individuals to eat and drink	2	19
T/507/1327	211	Technological aids in health and care settings	2	14
F/507/1296	212	Understanding end of life care	2	22
J/507/1297	213	Dementia awareness	2	18
L/507/1298	214	Carry out extended feeding in health and care settings	2	16
A/507/1328	215	Supporting individuals using Oxygen	2	15
R/507/1299	216	Support individuals who wear aids and prostheses	2	10
F/507/1329	217	Support individuals to manage continence and care for indwelling catheters	2	21
T/507/1330	218	Move and position individuals in accordance with their plan of care	2	18
A/507/1300	219	Administration of medication in health and care settings	2	26
F/507/1301	220	Carry out personal hygiene for individuals unable to care for themselves	2	20
J/507/1302	221	Care for individuals with naso-gastric tubes	2	17

## Total Qualification Time

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

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 2 Certificate in Clinical Skills	153	184



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Level 2 Certificate in Clinical Skills (unit  
route)

153

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## 2 Centre requirements

### Approval

Automatic approval is available for centres offering:

- Level 2 Diploma in Clinical Healthcare Support (4223-01)
- Level 3 Diploma in Clinical Healthcare Support(4223-11)
- Level 3 Diploma in Pathology Support (4223-13)
- Level 3 Diploma in Allied Health Profession Support (4223-14)
- Level 3 Diploma in Perioperative Support (4223-16)
- Level 5 Diploma for Assistant Practitioners in Healthcare (3576-05/91) (England)

To offer this qualification, new centres will need to gain both centre and/or qualification approval. Please refer to the City & Guilds Centre Manual for further information.

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

### Resource requirements

#### Centre staffing

This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualification including qualification-specific requirements for centre staff.

Existing City & Guilds Centres not currently offering our L2 – 5 Clinical Health qualifications in this area will need to obtain full qualification approval.

#### Human resources

To meet the quality assurance criteria for these qualification, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Quality Assurer

Centre staff may undertake more than one role, eg tutor and assessor or an Internal Quality Assurer, but must never internally quality assure their own assessments.

#### Continuing professional development

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.

## Assessor requirements

The Assessors of competence based units must:

- be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable
- maintain their occupational competence through clearly demonstrable continuing learning and professional development
- hold D32/33 or A1 **OR** be working towards the A1 replacements eg the City & Guilds 6317 such as:
  - the Level 3 Award in Assessing Competence in the Work Environment **or**
  - the Level 3 Certificate in Assessing Vocational Achievement **or**
  - another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's external quality assurer.

Assessors of competence based units may also make assessment decisions on knowledge based units and learning outcomes.

City & Guilds also accepts additional nationally accredited assessor and teaching qualifications. A full list of these are available on the qualification webpage.

Assessors of knowledge based units and knowledge based learning outcomes must:

- be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- maintain their occupational knowledge through clearly demonstrable continuing learning and professional development
- hold D32/D33 or A1 **or** be working towards one of the following:
  - the A1 replacement qualifications i.e. the City & Guilds 6317 such as
  - Level 3 Award in Assessing Vocational Competence **or**
  - Level 3 Award in Assessing Vocationally Related Achievement **or**
  - Level 3 Certificate in Assessing Vocational Achievement **or**
  - another suitable qualification in the assessment of knowledge. This must be agreed in advance with the centre's external quality assurer.

City & Guilds also accepts additional nationally accredited assessor and teaching qualifications. A full list of these are available on the qualification webpage.

## Internal quality assurers

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold a quality assurance qualification.

These include:

- D34 or V1
- the V1 replacements eg the City & Guilds 6317 such as the:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice **or**
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.

If the internal quality assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA standards which clearly link to other equivalent standards for Internal Quality Assurance

### ***Assessment decisions***

Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

**Competence based assessment must include direct observation as the main source of evidence.**

### **Learner entry requirements**

City & Guilds does not set entry requirements for this qualification. However, it is recommended that the learner has:

- completed the mandatory employer training (where already in employment) – including the Care Certificate (England)
- 6 months employed experience
- Level 1 literacy and numeracy skills or is working towards achieving these.

Centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

### ***Age restrictions***

The City & Guilds Level 2 Certificate in Clinical Skills is not approved for learners under 16 years of age. City & Guilds cannot accept any registrations for learners below this age group.

### ***Other legal considerations***

Learners working within care services may be legally required to undergo criminal record checks prior to taking up or continuing in employment. Centres and employers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements vary between work contexts, checks should be made with the appropriate regulatory body and/or government departments if centres or employers are uncertain of these requirements. These are usually the responsibility of the employer. The appropriate service regulator identifies any 'fit person' criteria, not the Awarding Body.

Centres are advised that fit persons criteria and work function job specification limitations may impact the learner/learner's ability to generate sufficient and appropriate evidence that meets the learning outcome and assessment criteria in some of the units within this qualification. The completion of a robust initial assessment should aim to highlight any possible issues that will impact on the learner's ability to complete a full qualification.

## 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 or learning 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 and may be used as part of the RPL process
- 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, a personalised learning plan or a similar document.

### Recording documents

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

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

City & Guilds has developed a set of *recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available at [www.cityandguilds.com](http://www.cityandguilds.com).

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurer, before they are used by learners and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment & summary of assessment methods

The **mandatory** units (201-204) are assessed by an externally set, internally marked and externally quality assured synoptic assignment.

Assessment Type		
Unit	Title	Where to obtain assessment materials
200	Synoptic assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

This qualification is an NQF qualification, there is no requirement for 100% assessment coverage of assessment criteria in the mandatory units. The synoptic assignment has been designed to ensure coherence across the mandatory units and holistically assess learner's knowledge and understanding of the roles, responsibilities and values in health and care practice, communication and handling of information, long-term health conditions and safeguarding.

The **optional** units in this qualification are assessed by portfolio of evidence and **all** assessment criteria must be assessed for these units.

### Range

It is expected that all the range within the units in this qualification will be taught/covered within the delivery programme. All the range within the knowledge outcomes should be assessed except where there is a mandatory overriding assignment. However, only those aspects of range applicable to the learner's work role need to be assessed in the competency outcomes.

### Externally set City & Guilds synoptic assignment

Candidates must complete the synoptic assignment in its entirety before the results for the four mandatory units can be claimed via unit 200.

Candidates who have been referred on an assignment **are only permitted one further attempt** at that assignment. The referred task(s) must contain new material. After **two** attempts the referred candidate is deemed to have failed the assessment and must re-sit the assignment by choosing an individual with a different long-term condition and completing the tasks in this new context. For task E, candidates are required to choose a different scenario from the one they used in the original assignment.

The centre must provide appropriate feedback and support to enable the candidate to re-take/re-sit the assignment. If a candidate has failed and does not meet the assessment criteria in the third attempt, they have failed the units and hence cannot achieve the full qualification, and the centre should either:

- guide the candidate towards a more suitable qualification, or
- inform the candidate of the right to appeal.

Please see the assignment and marking guide for further details.

The assignment is available from [www.cityandguilds.com](http://www.cityandguilds.com). The assignment and marking guide are password protected. The password is available from the Walled Garden.

## Time constraints

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

- centre staff should guide candidates to ensure excessive evidence gathering is avoided. Centres finding that assessments are taking longer, should contact their External Quality Assurer for guidance.
- all units undertaken and related requirements must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assessments.

## Assessment strategy

### Assessment principles

Assessment decisions for competence based learning outcomes must be made in a real work environment by an assessor qualified to make assessment decisions. **Competence based assessment must include direct observation as the main source of evidence.** Any knowledge evidence integral to competency based learning outcomes may be generated outside the working environment, but the final assessment decisions must be within the real working environment.

Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based learning outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions.

### Definitions

#### Occupationally competent:

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

#### Occupationally knowledgeable:

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

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

This means that each assessor must hold a qualification suitable to support the making of appropriate, safe and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

### **Expert witness:**

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuous professional development relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence.

### **Recognition of prior learning (RPL)**

The City & Guilds policy on RPL can be found at: <http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Documents-Library/Policies-and-Procedures/Quality-Assurance-Documents>.



## 5 Units

### Availability of units

All units for the Level 2 Certificate in Clinical Skills can be found in this document.

## Unit 201

## Roles, responsibilities and values in health and care practice

<b>UAN:</b>	<b>H/507/1324</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	52
<b>Guided learning hours:</b>	31
<b>Aim:</b>	The aim of this unit is to provide the learner with an understanding of their roles and responsibilities when working in the health and care settings. The learner will understand how legislation and organisational policies underpin their work practice and the importance of developing professional values and working in a person-centred way.
<b>Assessment:</b>	Synoptic assignment

<b>Learning outcome 1</b>
The learner will: 1. Understand own role, responsibilities and duty of care when working in a health or care setting
<b>Assessment criteria</b>
The learner can: 1.1 identify the structure and roles within own team 1.2 explain the main duties and responsibilities of own role 1.3 outline <b>agreed ways of working</b> relating to own role 1.4 state how different <b>legislation</b> affects own role 1.5 define the term 'duty of care' 1.6 identify conflicts and dilemmas that may arise between the worker's duty of care and an <b>individual's</b> rights 1.7 explain own responsibilities in relation to whistleblowing 1.8 identify circumstances in which a task that has been delegated may not be accepted and actions that should be taken 1.9 explain the importance of responding to complaints in line with legislation and <b>agreed ways of working</b> 1.10 explain the importance of identifying and reporting errors

<b>Range</b>
<p><b>Agreed ways of working</b> Policies and procedures</p> <p><b>Legislation</b> Care Act 2014, Health and Safety at Work Act 1974, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013, Data Protection Act 1998, Freedom of Information Act 2000, Equality Act 2010, Human Rights Act 1998, Mental Capacity Act 2005, Public Interest Disclosure Act [whistleblowing] 1998</p> <p><b>Individual</b> Someone requiring care and support</p>

<b>Learning outcome 2</b>
The learner will:
2. Understand professional values and attitudes in health and care settings
<b>Assessment criteria</b>
The learner can:
2.1 explain what is meant by the term 'professional values'
2.2 describe the difference between personal and professional values
2.3 state the factors that influence personal values, attitudes and beliefs
2.4 describe the importance of professional boundaries when working with <b>individuals</b> and <b>others</b>
2.5 define the term 'compassionate care'
2.6 explain the importance of compassionate care

<b>Range</b>
<p><b>Individual</b> Someone requiring care and support</p> <p><b>Others</b> Colleagues, healthcare professionals, social workers, family</p>

<b>Learning outcome 3</b>
The learner will:
3. Understand working in a team and an integrated workforce in health and care settings
<b>Assessment criteria</b>
The learner can:
3.1 identify the components of effective team work
3.2 explain the importance of working as a team
3.3 explain how a working relationship is different from a personal relationship
3.4 describe the reasons why there may be tensions in working relationships and the available support
3.5 identify organisations and services that may form part of an integrated workforce within health and care services and settings
3.6 explain the benefits to an <b>individual</b> of an integrated approach

<b>Range</b>
<b>Individual</b> Someone requiring care and support

<b>Learning outcome 4</b>
The learner will: 4. Know the influences on health and care provision
<b>Assessment criteria</b>
The learner can: 4.1 describe the different types of health and care provision and services available to <b>individuals</b> 4.2 outline how health and care services are influenced by the aging population 4.3 identify key government priorities in meeting the health and care needs of the aging population 4.4 outline the challenges facing health and care service provision

<b>Range</b>
<b>Individual</b> Someone requiring care and support

<b>Learning outcome 5</b>
The learner will: 5. Know the principles of working in a person-centred way
<b>Assessment criteria</b>
The learner can: 5.1 define the term 'person-centred care' 5.2 explain why person-centred care is important in promoting health and wellbeing of <b>individuals</b> 5.3 state why it is important to obtain an <b>individual's consent</b> when providing care or support 5.4 identify actions to take if consent cannot be obtained 5.5 explain the importance of supporting individuals to make informed choices 5.6 describe ways of encouraging <b>active participation of individuals</b> 5.7 outline how positive risk assessment can help reduce barriers to active participation

<b>Range</b>
<b>Individual</b> Someone requiring care and support
<b>Consent</b> Informed agreement to an action or decision which may be implied, written or verbal
<b>Active participation</b> Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support rather than a passive recipient

## Unit 202

## Communication and handling of information in health and care settings

<b>UAN:</b>	<b>Y/507/1322</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	23
<b>Guided learning hours:</b>	15
<b>Aim:</b>	This unit is aimed at those who work in a wide range of settings. Learners will explore the importance of communication, including barriers to communication, in their setting. It also provides the learner with the knowledge required for good practice in recording, storing, and sharing of information.
<b>Assessment:</b>	Synoptic assignment

<b>Learning outcome 1</b>
The learner will: 1. Understand how to communicate effectively in the work setting
<b>Assessment criteria</b>
The learner can: 1.1 explain the importance of effective communication in the work setting 1.2 state the reasons why people communicate 1.3 describe <b>methods</b> of communication with <b>individuals</b> 1.4 describe how to adapt communication style to suit the: a. <b>individuals</b> b. <b>environment</b>

<b>Range</b>
<b>Methods</b> Verbal (tone and volume) and non-verbal communication (position, eye contact, body language, touch, signs, symbols and pictures, writing) Telephone, electronic
<b>Individuals</b> Someone requiring care or support, friends and family, clinicians, colleagues, other professionals (eg physicians, social workers)
<b>Environment</b> Hospital (eg Outpatient Department), service users' homes, community settings

<b>Learning outcome 2</b>
The learner will: 2. Understand barriers which may prevent effective communication in the work setting
<b>Assessment criteria</b>
The learner can: 2.1 identify barriers which may prevent effective communication with <b>individuals</b> 2.2 explain how barriers to communication with <b>individuals</b> may be overcome 2.3 explain why it is important to confirm understanding when communicating with <b>individuals</b>

<b>Range</b>
<b>Individuals</b> Someone requiring care or support, friends and family, clinicians, colleagues, other professionals (eg physicians, social workers)

<b>Learning outcome 3</b>
The learner will: 3. Understand the requirements for secure handling of information in health and care settings
<b>Assessment criteria</b>
The learner can: 3.1 identify the legislation that relates to the <b>recording, storage and sharing</b> of information in health and social care 3.2 explain the importance of secure systems for <b>recording</b> and <b>storing information</b> in a health and social setting 3.3 describe how to access guidance, information and advice about handling information 3.4 explain actions that should be taken when there are concerns over the <b>recording, storing and sharing of information</b>

<b>Range</b>
<b>Recording, storage and sharing of information</b> Manual, electronic

<b>Learning outcome 4</b>
The learner will: 4. Understand the principles and practices relating to confidentiality
<b>Assessment criteria</b>
The learner can: 4.1 explain the meaning of the term 'confidentiality' 4.2 describe ways to ensure information remains confidential 4.3 describe situations where confidential information may need to be passed on and why 4.4 describe how to report concerns that arise with an <b>individual</b> where confidentiality needs to be taken into account 4.5 identify sources of support and guidance which may be used when concerns about confidentiality arise

<b>Range</b>
<b>Individual</b> Someone requiring care or support, friends and family, clinicians, colleagues, other professionals (eg physicians, social workers)

## Unit 203

## Understanding long-term health conditions

<b>UAN:</b>	<b>H/507/1291</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	46
<b>Guided learning hours:</b>	23
<b>Aim:</b>	The aim of this unit is to develop the learners' understanding of the range of long-term health conditions and the impact of long-term illness on individuals and their carers.
<b>Assessment:</b>	Synoptic assignment

<b>Learning outcome 1</b>
The learner will: 1. Understand the physical effects of long-term health conditions
<b>Assessment criteria</b>
The learner can: 1.1 explain the impact <b>long-term health conditions</b> may have on an <b>individual's</b> physical capability 1.2 describe the physical care needs of an <b>individual</b> with a <b>long-term health condition</b> 1.3 state why it is important to report and record any physical changes or deterioration in an <b>individual</b> with a <b>long-term health condition</b>

<b>Range</b>
<b>Long-term health conditions</b> Respiratory disease, depression, heart disease, diabetes, stroke
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 2</b>
The learner will: 2. Understand the ageing process
<b>Assessment criteria</b>
The learner can: 2.1 explain what is meant by frailty and the aging process 2.2 identify factors which influence the aging process 2.3 describe physical signs of aging 2.4 identify lifestyle changes an individual may have to make as an older person



<b>Range</b>
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 3</b>
The learner will: 3. Understand how to support the social and psychological well-being of individuals with long-term health conditions
<b>Assessment criteria</b>
The learner can: 3.1 describe psychological impact a <b>long-term health condition</b> may have on the <b>individual</b> 3.2 describe the effect of a <b>long-term health condition</b> on close relationships 3.3 describe measures which can be put in place to maintain the social life and well-being of the <b>individuals</b> with a <b>long-term health condition</b> 3.4 identify services and groups which can support the social and psychological well-being of <b>individuals</b> with a <b>long-term health condition</b>

<b>Range</b>
<b>Long-term health conditions</b> Respiratory disease, depression, heart disease, diabetes, stroke
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 4</b>
The learner will: 4. Understand how to support an individual with a long-term health condition to make use of information, treatment and services
<b>Assessment criteria</b>
The learner can: 4.1 identify the sources of information available for the <b>individuals</b> with a <b>long-term health condition</b> 4.2 explain how to support <b>individuals</b> with a <b>long-term health condition</b> to use their medication safely 4.3 identify health programmes which may help to improve the health of an <b>individual</b> with a <b>long-term health condition</b> 4.4 explain how to support an <b>individual</b> with a <b>long-term health condition</b> to achieve maximum independence

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Long-term health conditions</b> Respiratory disease, depression, heart disease, diabetes, stroke

<b>Learning outcome 5</b>
The learner will: 5. Know how to work with other professionals and services to support individuals with a long-term condition
<b>Assessment criteria</b>
The learner can: 5.1 describe the role of <b>others</b> involved with the care of an <b>individual</b> with a <b>long-term health condition</b> 5.2 describe the information which should be passed on to <b>others</b> and services concerning the <b>individual</b> with a <b>long-term health condition</b> 5.3 explain ways of maintaining effective communication with <b>others</b> and services 5.4 explain the importance of maintaining effective communication within a multidisciplinary team

<b>Range</b>
<b>Others</b> Colleagues and other professionals
<b>Individual</b> Someone requiring care or support
<b>Long-term health conditions</b> Respiratory disease, depression, heart disease, diabetes, stroke

## Unit 204

## Principles of safeguarding in health and care settings

<b>UAN:</b>	<b>D/507/1323</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	33
<b>Guided learning hours:</b>	21
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge and understanding of the important area of safeguarding others and self from abuse in a wide range of settings.
<b>Assessment:</b>	Synoptic assignment

<b>Learning outcome 1</b>
The learner will: 1. Understand the national and local context of safeguarding and protection from abuse
<b>Assessment criteria</b>
The learner can: 1.1 identify national policies and <b>local systems</b> that relate to safeguarding and protection from abuse for <b>individuals</b> 1.2 explain the roles of different agencies in safeguarding and protecting <b>individuals</b> from abuse 1.3 identify reports into serious failures to protect <b>individuals</b> from abuse 1.4 identify sources of information and advice about own role in safeguarding and protecting <b>individuals</b> from abuse

<b>Range</b>
<b>Local systems</b> Employer/organisational policies and procedures, multi-agency adult protection arrangements for a locality
<b>Individuals</b> Someone requiring care or support, individuals that the worker comes into contact with for whom there is no formal duty of care

<b>Learning outcome 2</b>
The learner will: 2. Know how to recognise and respond to signs of abuse
<b>Assessment criteria</b>
The learner can: 2.1 define the following types of abuse: <ul style="list-style-type: none"> <li>a. physical abuse</li> <li>b. sexual abuse</li> <li>c. emotional/psychological abuse</li> <li>d. financial or material abuse</li> <li>e. institutional abuse</li> <li>f. neglect and acts of omission</li> <li>g. exploitation</li> <li>h. discriminatory abuse</li> </ul> 2.2 describe the signs and symptoms of different types of abuse 2.3 describe <b>factors</b> that may contribute to an <b>individual</b> being more vulnerable to abuse 2.4 explain the <b>actions</b> to take if there are suspicions that an <b>individual</b> is being abused 2.5 explain the <b>actions</b> to take if an <b>individual</b> alleges that they are being abused 2.6 explain the <b>actions</b> to take when abuse is witnessed 2.7 state how to ensure that evidence of abuse is preserved

<b>Range</b>
<b>Factors</b> A setting or a situation, the individual
<b>Individuals</b> Someone requiring care or support, individuals that the worker comes into contact with for whom there is no formal duty of care
<b>Actions</b> In relation to a colleague, someone in the individual's personal network, line manager, others

<b>Learning outcome 3</b>
The learner will: 3. Understand how to minimise the likelihood of abuse
<b>Assessment criteria</b>
The learner can: 3.1 explain how the likelihood of abuse may be minimised by: <ul style="list-style-type: none"> <li>a. working with <b>person-centred values</b></li> <li>b. <b>encouraging active participation</b></li> <li>c. promoting choice and rights</li> <li>d. identifying <b>risk</b> to the individual</li> </ul> 3.2 explain the importance of an accessible complaints procedure for minimising the likelihood of abuse

<b>Range</b>
<p><b>Person-centred values</b> Individuality, rights, choice, privacy, independence, dignity, respect, partnership</p> <p><b>Encouraging active participation</b> Recognising an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient</p> <p><b>Risk</b> The possibility that an individual may be harmed</p>

<b>Learning outcome 4</b>
The learner will: 4. Know how to recognise and report unsafe practices
<b>Assessment criteria</b>
The learner can: 4.1 describe <b>unsafe practices</b> that may affect the well-being of <b>individuals</b> 4.2 explain the actions to take if <b>unsafe practices</b> have been identified 4.3 describe the action to take if the following have been reported but no actions have been taken: a. suspected, alleged or actual abuse b. <b>unsafe practices</b>

<b>Range</b>
<p><b>Individuals</b> Someone requiring care or support, individuals that the worker comes into contact with for whom there is no formal duty of care</p> <p><b>Unsafe practices</b> Poor working practices, resource difficulties, operational difficulties</p>

<b>Learning outcome 5</b>
The learner will: 5. Understand factors that impact on lone working in health and care settings
<b>Assessment criteria</b>
The learner can: 5.1 state the differences between lone working and team working 5.2 identify national policies and <b>local systems</b> that relate to safeguarding and protection from abuse for the health and care support worker 5.3 describe <b>factors</b> that may contribute to the health and care support worker being vulnerable as a lone worker 5.4 explain steps that the health and care support worker can take to protect themselves 5.5 explain the actions that the health and care support worker can take if they suffer abuse at work

**Range****Local systems**

Employer/organisational policies and procedures, multi-agency adult protection arrangements for a locality

**Factors**

A setting or a situation, environment, the individual

## Unit 205

# Principles of infection prevention and control in health and care settings

<b>UAN:</b>	<b>K/507/1292</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	37
<b>Guided learning hours:</b>	19
<b>Aim:</b>	The aim of this unit is to provide learners with knowledge and understanding of the principles of infection control in health and care settings. They will explore the cause and spread of infection, national and local policies in relation to infection control, how risk assessment can help to minimise infection and how to maintain their personal hygiene to prevent infection.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Understand the causes and transmission of infection
<b>Assessment criteria</b>
The learner can: 1.1 explain the meaning of the term 'infection' 1.2 describe what is meant by systemic and localised infection 1.3 identify the conditions needed for the growth of micro-organisms 1.4 identify a range of infectious agents and the effect they may have on an individual 1.5 explain practices and key factors that may contribute to infection 1.6 describe how infective agents can be transmitted

<b>Learning outcome 2</b>
The learner will: 2. Understand legislation and agreed ways of working for infection prevention and control
<b>Assessment criteria</b>
The learner can: 2.1 outline legislation and <b>agreed ways of working</b> related to infection prevention and control 2.2 explain organisational responsibilities in relation to infection prevention and control 2.3 explain own responsibilities in relation to infection prevention and control

<b>Range</b>
<b>Individual</b> Someone requiring care or support

**Agreed ways of working**

Policies and procedures

**Learning outcome 3**

The learner will:

3. Understand risk assessment in relation to prevention and control of infection

**Assessment criteria**

The learner can:

- 3.1 identify the potential risks of infection within the workplace
- 3.2 explain the risk assessment process in relation to infection prevention and control
- 3.3 explain why it is important to carry out a risk assessment
- 3.4 describe the potential impact of an outbreak of infection:
  - a. on the **individual**
  - b. on staff members
  - c. within the **environment**

**Range****Individual**

Someone requiring care or support

**Environment**

Hospital (eg outpatient department), service user's home, community settings

**Learning outcome 3**

The learner will:

4. Understand the role of personal protective equipment in reducing the risk of infection

**Assessment criteria**

The learner can:

- 4.1 identify different types of personal protective equipment (PPE) used in the workplace
- 4.2 explain the purpose of different types of personal protective equipment (PPE) in relation to a range of activities
- 4.3 explain how to use, remove and dispose of personal protective equipment (PPE) correctly for a range of activities



## Unit 206

# Contribute to monitoring the health of individuals affected by health conditions in health and care settings

<b>UAN:</b>	<b>M/507/1293</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	20
<b>Guided learning hours:</b>	12
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to observe, monitor, record and report on the health of individuals affected by various health conditions in a range of settings.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Understand monitoring of the health of individuals affected by health conditions
<b>Assessment criteria</b>
The learner can: 1.1 explain the importance of monitoring the health of <b>individuals</b> affected by a health condition 1.2 identify types of monitoring that may be required for a range of health conditions 1.3 explain what is meant by the term 'normal range' in relation to monitoring activities 1.4 describe <b>techniques</b> used to monitor the health of <b>individuals</b> 1.5 identify technological aids and equipment used to monitor the health of <b>individuals</b>

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Techniques</b> For observation and physiological measurements (blood pressure, temperature rate, respiratory rate, pulse rate)

<b>Learning outcome 2</b>
The learner will: 2. Know how to respond to changes in an individual's condition
<b>Assessment criteria</b>
The learner can: 2.1 state the importance of responding to changes in an <b>individual's</b> condition 2.2 explain actions to be taken when changes in an <b>individual's</b> health cause concern 2.3 state the importance of working with <b>others</b> to review information about changes in an <b>individual's</b> health 2.4 state the importance of ensuring own understanding about changes to requirements for monitoring and observations 2.5 state how to report and record the results of changes in observations and monitoring according to <b>agreed ways of working</b> 2.6 state the importance of reporting changes in an <b>individual's</b> condition following monitoring

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Agreed ways of working</b> Policies and procedures
<b>Others</b> Colleagues and other professionals

<b>Learning outcome 3</b>
The learner will: 3. Be able to carry out monitoring activities on individuals affected by health conditions
<b>Assessment criteria</b>
The learner can: 3.1 identify observations and measurements agreed in the <b>individual's</b> plan of care 3.2 prepare equipment safely according to <b>agreed ways of working</b> 3.3 confirm with the <b>individual</b> the monitoring activity to be carried out 3.4 ensure that the individual is positioned correctly and comfortably 3.5 obtain <b>valid consent</b> to the monitoring activity from the <b>individual</b> 3.6 carry out the activity in a way that respects the individual's dignity and privacy 3.7 maintain communication with the <b>individual</b> throughout the activity providing reassurance 3.8 record and report the results of the observations and monitoring according to <b>agreed ways of working</b>

**Range****Individual**

Someone requiring care or support

**Agreed ways of working**

Policies and procedures

**Valid consent**

In line with agreed UK country definition

## Unit 207

# Undertaking physiological measurements in health and care settings

<b>UAN:</b>	<b>T/507/1294</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	22
<b>Guided learning hours:</b>	12
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills to take and record physiological measurements in a range of settings.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Know physiological readings and actions to take when they cause concern
<b>Assessment criteria</b>
The learner can: 1.1 explain the importance of undertaking physiological measurements 1.2 state normal blood pressure and temperature levels 1.3 describe actions to take when an <b>individual's</b> blood pressure or temperature reading is out of their normal range 1.4 state normal respiration and pulse rate 1.5 describe action to take when an <b>individual's</b> respiration or pulse rate is out of their normal range

<b>Range</b>
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 2</b>
The learner will: 2. Know agreed ways of working for undertaking physiological measurements
<b>Assessment criteria</b>
The learner can: 2.1 identify <b>agreed ways of working</b> when undertaking physiological measurements 2.2 describe own role and responsibilities when undertaking physiological measurements 2.3 state the importance of reporting and recording changes in an <b>individual's</b> physiological measurements cause concern 2.4 state the importance of referring questions from the <b>individual</b> to an appropriate member of staff

<b>Range</b>
<b>Agreed ways of working</b> Policies and procedures
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 3</b>
The learner will: 3. Be able to prepare for and undertake physiological measurements
<b>Assessment criteria</b>
The learner can: 3.1 prepare equipment for the physiological measurements 3.2 apply standard precautions for infection control and health and safety 3.3 confirm the <b>individual's</b> identity and obtain <b>valid consent</b> 3.4 confirm with the <b>individual</b> the measurements to be undertaken 3.5 carry out the measurements at the prescribed time according to <b>agreed ways of working</b> 3.6 provide support and reassurance to the individual during the physiological measurements 3.7 clean the equipment, restock and store securely following the procedure 3.8 record the results of the measurements in line with <b>agreed ways of working</b>

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Valid consent</b> In line with agreed UK country definition
<b>Agreed ways of working</b> Policies and procedures

## Unit 208

## Obtain specimens from individuals

<b>UAN:</b>	<b>K/507/1325</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	37
<b>Guided learning hours:</b>	20
<b>Aim:</b>	This unit is aimed at those working in health and social care settings. This unit provides the learner with the skills and knowledge required to obtain and test capillary blood and urine samples.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Understand how legislation and agreed ways of working affect the obtaining, testing and storing of specimens
<b>Assessment criteria</b>
The learner can: 1.1 identify legislation and <b>agreed ways of working</b> which affect working practice when obtaining, testing and storing specimens 1.2 identify the different types of specimens that may be obtained 1.3 describe the tests and investigations that may be carried out on the different types of specimens 1.4 describe action to take in line with <b>agreed ways of working</b> for adverse reactions when obtaining specimens from <b>individuals</b> 1.5 describe the potential <b>hazards</b> and other consequences related to incorrect labelling of specimens 1.6 identify the equipment and materials used in the collection and transport of different specimens

<b>Range</b>
<b>Agreed ways of working</b> Policies and procedures
<b>Individual</b> Someone requiring care or support
<b>Hazards</b> Something that may cause harm

<b>Learning outcome 2</b>
The learner will: 2. Understand capillary blood sampling
<b>Assessment criteria</b>
The learner can: 2.1 describe the reasons for obtaining capillary blood samples 2.2 describe the structure of capillary blood vessels 2.3 explain blood clotting processes and factors that influence blood clotting 2.4 identify the actions to be taken if complications and problems occur during collection of capillary blood samples, including contra-indications 2.5 identify normal range of results for different tests for capillary blood sampling 2.6 explain the importance of applying health and safety and infection measures when obtaining capillary blood samples
<b>Learning outcome 3</b>
The learner will: 3. Understand urine sampling
<b>Assessment criteria</b>
The learner can: 3.1 explain the reasons for obtaining urine samples 3.2 describe the types of tests that can be carried out by sampling urine 3.3 describe the normal constituents of urine 3.4 explain the importance of applying health and safety and infection measures when handling urine samples
<b>Learning outcome 4</b>
The learner will: 4. Be able to obtain specimens from individuals
<b>Assessment criteria</b>
The learner can: 4.1 confirm the <b>individual's</b> identity and gain <b>valid consent</b> 4.2 apply standard precautions for health and safety and infection control 4.3 confirm that the <b>individual</b> understands what specimens are to be obtained 4.4 provide support and reassurance to the <b>individual</b> 4.5 use the materials, equipment and containers in accordance with <b>agreed ways of working</b> 4.6 obtain the specimen in accordance with <b>agreed ways of working</b> and in a way that ensures the <b>individual's</b> privacy and dignity 4.7 label and package the specimens correctly
<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Valid consent</b> In line with agreed UK country definition

**Agreed ways of working**

Policies and procedures

**Learning outcome 5**

The learner will:

5. Be able to test and report on a specimen

**Assessment criteria**

The learner can:

- 5.1 test a specimen obtained in accordance with **agreed ways of working**
- 5.2 apply appropriate health and safety measures relevant to the procedure and the environment to include:
  - a. infection control
  - b. use of appropriate personal protective equipment
- 5.3 interpret the results identifying which **category** they fall within
- 5.4 record the results fully and accurately according to **agreed ways of working**
- 5.5 communicate the results of the test according to **agreed ways of working**

**Range****Agreed ways of working**

Policies and procedures

**Category**

Normal, expected, abnormal



## Unit 209

## Undertake agreed pressure area care

<b>UAN:</b>	<b>A/507/1295</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	32
<b>Guided learning hours:</b>	18
<b>Aim:</b>	The aim of this unit is to provide the learners with the skills, knowledge and understanding required to undertake agreed pressure area care in accordance with an individual's care plan and risk assessment, in a range of settings. Learners will explore good practice for undertaking pressure area care and the anatomy and physiology of the skin.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Know agreed ways of working for undertaking pressure area care
<b>Assessment criteria</b>
The learner can: 1.1 identify legislation and national guidelines relating to pressure area care 1.2 describe <b>agreed ways of working</b> relating to pressure area care 1.3 state why team working is important in relation to providing pressure area care 1.4 identify the pressure area risk assessment tools which can be used in own area of work 1.5 explain why it is important to use risk assessment tools and follow the agreed care plan 1.6 identify a range of aids or equipment used to relieve pressure 1.7 explain why it is important to use aids and equipment according to the manufacturer's instructions 1.8 state the importance of referring any concerns about the agreed care plan to an appropriate member of staff before undertaking pressure area care 1.9 state the importance of reporting any changes to the <b>individual's</b> skin condition to an appropriate member of staff

<b>Range</b>
<b>Agreed ways of working</b> Policies and procedures
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 2</b>
The learner will: 2. Know the factors that contribute to the breakdown of skin and the development of pressure sores
<b>Assessment criteria</b>
The learner can: 2.1 describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores 2.2 identify pressure area sites of the body 2.3 identify factors which may put an <b>individual</b> at risk of skin breakdown and pressure sores 2.4 explain the changes to an <b>individual's</b> skin condition that should be reported 2.5 describe a range of interventions that can reduce the risk of skin breakdown and pressure sores

<b>Range</b>
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 3</b>
The learner will: 3. Be able to prepare for and undertake pressure area care
<b>Assessment criteria</b>
The learner can: 3.1 prepare the equipment and environment in accordance with the health and safety guidelines and <b>agreed ways of working</b> 3.2 obtain <b>valid consent</b> for the pressure area care 3.3 apply standard precautions for infection prevention and control 3.4 carry out pressure area care procedure in a way that: a. respects the <b>individual's</b> dignity and privacy b. maintains safety c. ensures the <b>individual's</b> comfort d. promotes <b>active participation</b> 3.5 adjust bedding and clothing to ensure the <b>individual's</b> comfort 3.6 move an <b>individual</b> using approved techniques and in accordance with the agreed care plan 3.7 use pressure relieving aids in accordance with the agreed care plan and the manufacturer's instructions 3.8 maintain communication with the <b>individual</b> and provide reassurance throughout the activity 3.9 complete the records and related documentation accurately and legibly

<b>Range</b>
<b>Agreed ways of working</b> Policies and procedures
<b>Valid consent</b> In line with agreed UK country definition

**Individual**

Someone requiring care or support

**Active participation**

Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support, rather than a passive recipient

## Unit 210

## Support individuals to eat and drink

<b>UAN:</b>	<b>M/507/1326</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	29
<b>Guided learning hours:</b>	19
<b>Aim:</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills for providing support for one or more individuals to eat and drink where substantial support is needed.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Understand factors that affect support for eating and drinking
<b>Assessment criteria</b>
The learner can: 1.1 explain the different <b>dietary needs</b> of individuals 1.2 outline the type and level of support <b>individuals</b> with different <b>dietary needs</b> may require 1.3 describe factors that help promote an <b>individual's</b> dignity, comfort and enjoyment while eating and drinking 1.4 state the importance of applying standard precautions for health and safety and infection prevention when supporting <b>individuals</b> to eat and drink 1.5 explain the importance of monitoring the food and drink an <b>individual</b> consumes and any difficulties they may encounter 1.6 state how to seek information and guidance when there are concerns about an <b>individual's</b> choice of food and drink 1.7 explain how own dilemmas about an individual's choice of food and drink may be addressed 1.8 explain the importance of confirming an <b>individual</b> has finished eating and drinking before clearing away 1.9 explain the importance of providing support to an <b>individual</b> if food or drink is spilt

<b>Range</b>
<b>Individual</b> Someone requiring care and support
<b>Dietary needs</b> Diabetic, soft diet, low fat diet, low salt diet, vegetarian, vegan, religious and cultural

<b>Learning outcome 2</b>
The learner will: 2. Be able to prepare to provide support for eating and drinking
<b>Assessment criteria</b>
The learner can: 2.1 confirm with an <b>individual</b> the food and drink they wish to consume 2.2 support the <b>individual</b> to select suitable options for food and drink according to their <b>dietary needs</b> 2.3 apply standard precautions for health and safety and infection prevention 2.4 wear appropriate protective clothing 2.5 support the <b>individual</b> to prepare to eat and drink in a way that meets their personal needs and preferences 2.6 offer the individual the opportunity to wash their hands prior to eating 2.7 prepare suitable utensils to assist the individual to eat and drink

<b>Range</b>
<b>Individual</b> Someone requiring care and support
<b>Dietary needs</b> Diabetic, soft diet, low fat diet, low salt diet, vegetarian, vegan, religious and cultural

<b>Learning outcome 3</b>
The learner will: 3. Be able to provide support for eating and drinking
<b>Assessment criteria</b>
The learner can: 3.1 support the <b>individual</b> to eat and drink in a way that promotes <b>active participation</b> 3.2 support the <b>individual</b> to consume manageable amounts of food and drink at their own pace 3.3 provide encouragement to the individual to eat and drink 3.4 adapt support in response to the <b>individual's</b> feedback or observed reactions while eating and drinking 3.5 confirm with the <b>individual</b> that they have finished eating and drinking 3.6 clear away crockery and utensils in a way that promotes <b>active participation</b> 3.7 support the <b>individual</b> to make themselves clean and tidy after eating or drinking

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Active participation</b> Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support, rather than a passive recipient

<b>Learning outcome 4</b>
The learner will: 4. Be able to report and record eating and drinking activity
<b>Assessment criteria</b>
The learner can: 4.1 complete records accurately and in accordance with <b>agreed ways of working</b> 4.2 report on the support provided for eating and drinking in accordance with <b>agreed ways of working</b>
<b>Range</b>
<b>Agreed ways of working</b> Policies and procedures

## Unit 211

## Technological aids in health and care settings

<b>UAN:</b>	<b>T/507/1327</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	22
<b>Guided learning hours:</b>	14
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge of technologies used in health and care settings.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Understand the technological aids available to support services in health and care settings
<b>Assessment criteria</b>
The learner can: 1.1 define the terms 'assistive technology' and 'self-monitoring technology' 1.2 identify a range of technological aids used in health and care settings 1.3 describe the function of a range of technological aids used in health and care settings 1.4 explain how technological aids can enhance the services provided for <b>individuals</b> in own area of work

<b>Range</b>
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 2</b>
The learner will 2. Understand the use of technological aids with individuals in health and care settings
<b>Assessment criteria</b>
The learner can: 2.1 state why it is important to gain an <b>individual's</b> informed consent before using technological aids 2.2 explain how to use a range of technological aids safely according to <b>agreed ways of working</b> and manufacturer's instructions 2.3 describe how technological aids can be utilised to promote the well-being of an <b>individual</b> 2.4 explain how to encourage <b>active participation</b> of individuals when using technological aids

<b>Range</b>
<p><b>Individual</b> Someone requiring care or support</p> <p><b>Agreed ways of working</b> Policies and procedures</p> <p><b>Active participation</b> Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support, rather than a passive recipient</p>

<b>Learning outcome 3</b>
<p>The learner will</p> <p>3. Understand safe working practices when using technological aids</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 identify safety concerns that may arise for an <b>individual</b> when using a technological aid</p> <p>3.2 describe actions that can be taken to enhance safety of an <b>individual</b> when using a technological aid</p> <p>3.3 explain how to report a safety concern when using a technological aid</p> <p>3.4 explain why it is important that technological aids are serviced and maintained in good working order</p> <p>3.5 explain how to maintain confidentiality of information when using technological aids</p>

<b>Range</b>
<p><b>Individual</b> Someone requiring care and support</p>



## Unit 212

## Understanding end of life care

<b>UAN:</b>	<b>F/507/1296</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	46
<b>Guided learning hours:</b>	22
<b>Aim:</b>	The aim of this unit is to develop the learner's knowledge and understanding of working with individuals in end of life care.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Understand different perspectives on death and dying
<b>Assessment criteria</b>
The learner can: 1.1 describe the <b>factors</b> that can affect views on death and dying 1.2 reflect on own views on death and dying 1.3 explain how personal and professional values can impact on practice when supporting an <b>individual</b> with end of life care 1.4 state how the attitudes of <b>others</b> can influence an <b>individual's</b> choices around death and dying

<b>Range</b>
<b>Factors</b> Social, cultural, religious, spiritual, psychological, emotional
<b>Individual</b> Someone requiring care or support
<b>Others</b> Informal carers, colleague, manager, social worker, occupational therapist, GP, speech and language therapist, physiotherapist, pharmacist, psychologist, independent mental capacity advocate, community psychiatric nurse, clinical nurse specialists, religious representatives

<b>Learning outcome 2</b>
The learner will 2. Know the principles and policies of end of life care
<b>Assessment criteria</b>
The learner can: 2.1 identify how key <b>legislation</b> and <b>policies</b> underpin end of life care 2.2 state the purpose of <b>advance care planning</b> in relation to end of life care 2.3 describe own role in supporting and recording decisions about <b>advance care planning</b> 2.4 outline ethical and legal issues that may arise in relation to <b>advance care planning</b> 2.5 state the principles of end of life care 2.6 explain the importance of supporting an <b>individual</b> in a way that promotes their dignity, religious beliefs and culture 2.7 describe how to support an <b>individual's</b> comfort and well-being in end of life care

<b>Range</b>
<b>Legislation and policies</b> Equality Act 2010, Human Rights Act 1998, Mental Capacity Act 2005, Care Act 2014, Quality standard for end of life care for adults NICE, CQC guidance, Francis Report, organisational policies for supporting individuals and their families in: <ul style="list-style-type: none"> <li>• the making of wills and living wills</li> <li>• dealing with personal property of deceased people</li> <li>• removal of medical equipment from deceased people</li> <li>• visitors</li> <li>• safeguarding of adults at risk</li> </ul>
<b>Individual</b> Someone requiring care or support
<b>Advance care planning</b> Process of discussion between an individual and people who provide care which allows the individual to make advance decisions about their end of life care

<b>Learning outcome 3</b>
The learner will: 3. Understand the importance of communication in end of life care
<b>Assessment criteria</b>
The learner can: 3.1 explain how an <b>individual's</b> priorities and the ability to communicate may vary over time 3.2 state own role in responding to key questions and cues from <b>individuals</b> and <b>others</b> regarding end of life experience 3.3 describe how to support emotional responses from <b>individuals</b> and <b>others</b> 3.4 explain the importance of sharing appropriate information with <b>others</b> according to the principles and local policy on confidentiality and data protection

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Others</b> Informal carers, colleague, manager, social worker, occupational therapist, GP, speech and language therapist, physiotherapist, pharmacist, psychologist, independent mental capacity advocate, community psychiatric nurse, clinical nurse specialists, religious representatives

<b>Learning outcome 4</b>
The learner will: 4. Know the range of support services available to individuals and others in end of life care
<b>Assessment criteria</b>
The learner can: 4.1 identify a range of support services and facilities that may contribute to end of life care 4.2 state the role of <b>others</b> who may be involved within a multi-disciplinary end of life care team 4.3 state the barriers an <b>individual</b> may face when accessing end of life care <b>support services</b> 4.4 identify ways to minimise the barriers an individual may face when accessing end of life care

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Others</b> Care worker, colleague, manager, social worker, occupational therapist, GP, speech and language therapist, physiotherapist, pharmacist, nurse, psychologist, independent mental capacity advocate, community psychiatric nurse, clinical nurse specialists
<b>Support services</b> Nursing and care homes, respite care support, specialist palliative care services, domiciliary, day services, funeral directors, care support networks, bereavement counselling services, hospices

<b>Learning outcome 5</b>
The learner will: 5. Understand own responsibilities for providing end of life care
<b>Assessment criteria</b>
The learner be able to: 5.1 explain how to respond to any distress experienced by the individual according to <b>agreed ways of working</b> 5.2 state how to adapt support to the <b>individual's</b> changing needs or responses 5.3 state who the <b>individual's</b> changing needs or responses should be reported to 5.4 identify the situations when an <b>individual</b> and those closest to them would need to be alone 5.5 explain actions to take following a death taking into account the individual's wishes and <b>agreed ways of working</b>

- |   |
|---|
| 5.6 describe ways to support <b>others</b> immediately following the <b>individual's</b> death                        |
| 5.7 identify support systems available to deal with own feelings in relation to an <b>individual's</b> dying or death |

<b>Range</b>
<b>Agreed ways of working</b> Policies and procedures
<b>Individual</b> Someone requiring care or support
<b>Others</b> Family members, friends, others who are important to the individual

## Unit 213

## Dementia awareness

<b>UAN:</b>	<b>J/507/1297</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	38
<b>Guided learning hours:</b>	18
<b>Aim:</b>	The aim of the unit is to provide learners with knowledge and understanding of dementia and how to support individuals with dementia in health and care settings.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Understand the physical and emotional effects of dementia
<b>Assessment criteria</b>
The learner can: 1.1 explain what is meant by the term 'dementia' 1.2 state how an <b>individual</b> may feel when they are first diagnosed with dementia 1.3 identify the most common types of dementia 1.4 explain the common signs and symptoms of dementia 1.5 describe the stages of dementia 1.6 explain the reasons why other <b>conditions</b> may be mistaken for dementia

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Conditions</b> Physical and psychological

<b>Learning outcome 2</b>
The learner will: 2. Know how to support the well-being of an individual with dementia
<b>Assessment criteria</b>
The learner can: 2.1 state the impact that the attitudes and behaviours of <b>carers</b> and <b>others</b> may have on an <b>individual</b> with dementia 2.2 identify techniques that can be used to support positive outcomes for an <b>individual</b> with dementia 2.3 state how using a person-centred approach may improve the sense of <b>well-being</b> of an <b>individual</b> with dementia

- 2.4 state the importance of identifying **indicators** of well-being in an **individual** with dementia
- 2.5 describe the roles of **others** in the care and support of **individuals** with dementia
- 2.6 identify common medical treatments and therapies which may be used to help an **individual** with dementia
- 2.7 identify the local and national support services which are available to help an **individual** with dementia and their carers
- 2.8 explain how the physical environment can be adjusted to improve the experience of an **individual** with dementia

<b>Range</b>
<p><b>Individual</b> Someone requiring care or support</p> <p><b>Carers</b> Family, informal carers</p> <p><b>Others</b> Colleagues, managers, social worker, occupational therapist, GP, speech and language therapist, physiotherapist, pharmacist, nurse, psychologist, independent mental capacity advocate, community psychiatric nurse, support groups</p> <p><b>Wellbeing</b> Sense of hope, confidence, self-esteem, physical health</p> <p><b>Indicators</b> Individual can communicate wants, needs and choices, makes contact with other people, shows warmth and affection, shows pleasure or enjoyment, alertness, responsiveness, uses remaining abilities, expresses self creatively, is co-operative or helpful, responds appropriately to people, expresses appropriate emotions, has relaxed posture or body language, has sense of humour, sense of purpose, shows signs of self-respect</p>

<b>Learning outcome 3</b>
The learner will: 3. Know how to maintain the safety of an individual with dementia
<b>Assessment criteria</b>
The learner can: 3.1 state how common objects and situations in the environment can be hazardous for an <b>individual</b> with dementia 3.2 describe actions that can be taken to minimise risks from common objects and situations 3.3 state why it is important to report and record concerns for the health and wellbeing of an <b>individual</b> with dementia

<b>Range</b>
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 4</b>
The learner will: 4. Know the legal framework protecting individuals with dementia who cannot make decisions
<b>Assessment criteria</b>
The learner can: 4.1 identify legislation, national guidelines and local policies affecting the care of <b>individuals</b> with dementia 4.2 state why mental capacity of an <b>individual</b> may need to be assessed 4.3 state why a 'Best Interest Decision' may need to be made for an <b>individual</b> with dementia 4.4 state why 'Deprivation of Liberty Safeguards' may need to be applied for an <b>individual</b> 4.5 state the role of a person who has 'Lasting Power of Attorney'

<b>Range</b>
<b>Individual</b> Someone requiring care or support

## Unit 214

## Carry out extended feeding in health and care settings

<b>UAN:</b>	<b>L/507/1298</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	34
<b>Guided learning hours:</b>	16
<b>Aim:</b>	The aim of this unit is to provide the learners with the knowledge, understanding and skills required to support individuals who require feeding using a range of extended techniques to ensure their nutritional and fluid intake is met.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Know extended feeding in relation to anatomy and physiology and health conditions
<b>Assessment criteria</b>
The learner can: 1.1 describe the term 'extended feeding' 1.2 outline the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding 1.3 state why fluid and nutritional balance is important when supporting <b>individuals</b> requiring extended feeding 1.4 identify <b>health conditions</b> where extended feeding may be required to support <b>individuals</b> 1.5 identify the potential health risks associated with extended feeding techniques

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Health conditions</b> Temporary and permanent



<b>Learning outcome 2</b>
The learner will: 2. Understand extended feeding techniques
<b>Assessment criteria</b>
The learner can: 2.1 describe techniques for extended feeding 2.2 state the importance of following procedures for extended feeding 2.3 identify <b>agreed ways of working</b> that affect working practices related to extended feeding 2.4 list equipment and materials used for extended feeding 2.5 identify adverse reactions which may occur during and following extended feeding 2.6 describe actions that should be taken following an adverse reaction 2.7 explain the importance of maintaining the correct level of cleanliness during extended feeding 2.8 explain the importance of disposing of used equipment, materials and bodily fluids according to the <b>agreed ways of working</b>

<b>Range</b>
<b>Agreed ways of working</b> Policies and procedures

<b>Learning outcome 3</b>
The learner will: 3. Be able to prepare for extended feeding
<b>Assessment criteria</b>
The learner can: 3.1 ensure that adequate and relevant fluids, feeds and equipment are available 3.2 confirm the identity of the individual 3.3 obtain <b>valid consent</b> from the <b>individual</b> prior to carrying out the planned activity 3.4 ensure the equipment and materials are in date and their sterility intact 3.5 position an <b>individual</b> in a way that ensures their privacy, dignity, comfort and safety

<b>Range</b>
<b>Valid consent</b> In line with agreed UK country definition
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 4</b>
The learner will: 4. Be able to carry out extended feeding
Assessment criteria
The learner can: 4.1 apply standard precautions for infection prevention and control to minimise risks before, during and after the procedure 4.2 carry out extended feeding <b>safely and according to the individual's plan of care</b> 4.3 ensure the comfort of the individual following extended feeding 4.4 dispose of used equipment, materials and bodily fluids according to the <b>agreed ways of working</b>

<b>Range</b>
<b>Safely and according to the individual's plan of care</b> At an appropriate time, using agreed techniques, using equipment in line with manufacturer's instructions, optimising the individual's comfort and dignity and minimising pain and trauma
<b>Agreed ways of working</b> Policies and procedures

<b>Learning outcome 5</b>
The learner will: 5. Be able to maintain records and report on extended feeding
Assessment criteria
The learner can: 5.1 complete the required records accurately and in accordance with the <b>agreed ways of working</b> 5.2 report findings about the process and the <b>individual</b> which may have impact on the care plan to <b>others</b>

<b>Range</b>
<b>Agreed ways of working</b> Policies and procedures
<b>Individual</b> Someone requiring care or support
<b>Others</b> Family members, advocate, line manager, other professionals

## Unit 215

## Supporting individuals using Oxygen

<b>UAN:</b>	<b>A/507/1328</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	25
<b>Guided learning hours:</b>	15
<b>Aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills to support individuals using Oxygen in a range of settings.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Understand own responsibilities in relation to supporting individuals using Oxygen
<b>Assessment criteria</b>
The learner can: 1.1 identify the legislation and <b>agreed ways of working</b> in relation to <b>individuals</b> using oxygen 1.2 explain own role in supporting individuals using Oxygen 1.3 explain health and safety measures that must be applied in relation to: a. the environment b. <b>equipment</b> c. transporting cylinders 1.4 explain the importance of applying health and safety measures when supporting <b>individuals</b> using Oxygen 1.5 describe actions to take when an <b>individual</b> using Oxygen experiences an adverse reaction and/or a complication 1.6 explain the importance of recognising and responding to adverse reactions and/or complications experienced by the <b>individual</b> using Oxygen

<b>Range</b>
<b>Agreed ways of working</b> Policies and procedures
<b>Individual</b> Someone requiring care or support
<b>Equipment</b> Oxygen concentrator, Oxygen cylinder, nasal cannula, face mask, humidifier

<b>Learning outcome 2</b>
The learner will: 2. Understand the health of individuals requiring the use of Oxygen
<b>Assessment criteria</b>
The learner can: 2.1 explain the function of the normal respiratory system 2.2 describe the structures in the respiratory system 2.3 identify conditions where Oxygen would be indicated for the <b>individual</b> 2.4 explain the importance of monitoring the health of an <b>individual</b> using Oxygen

<b>Range</b>
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 3</b>
The learner will: 3. Be able to support individuals using Oxygen
<b>Assessment criteria</b>
The learner can: 3.1 apply health and safety measures in relation to the <b>individual</b> using Oxygen 3.2 ensure the individual's comfort before the activity 3.3 support the <b>individual</b> to apply the Oxygen <b>equipment</b> according to the manufacturer's instructions and <b>agreed ways of working</b> 3.4 maintain communication with the <b>individual</b> and provide reassurance throughout the activity

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Agreed ways of working</b> Policies and procedures

<b>Learning outcome 4</b>
The learner will: 4. Be able to promote safe storage of Oxygen supply equipment
<b>Assessment criteria</b>
The learner can: 4.1 check that spare Oxygen cylinders are stored in accordance with the manufacturer's instructions and <b>agreed ways of working</b> 4.2 demonstrate to the <b>individual</b> how to store Oxygen supply equipment in accordance with the manufacturer's instructions and <b>agreed ways of working</b> 4.3 advise the <b>individual</b> on where to find additional information about the safe storage of supply equipment

**Range****Agreed ways of working**

Policies and procedures

**Individual**

Someone requiring care or support

## Unit 216

## Support individuals who wear aids and prostheses

<b>UAN:</b>	<b>R/507/1299</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	16
<b>Guided learning hours:</b>	10
<b>Aim:</b>	The aim of this unit is to provide the learners with knowledge, understanding and skills to support individuals wearing an aid or prosthesis in health and care settings.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Understand the use of aids and prostheses
<b>Assessment criteria</b>
The learner can: 1.1 describe the purpose and function of a range of <b>aids</b> and <b>prostheses</b> 1.2 explain why an <b>individual</b> may need to use an <b>aid</b> or a <b>prosthesis</b> 1.3 state why it is important to follow manufacturer's instructions and <b>agreed ways of working</b> when supporting an individual to use an <b>aid</b> or <b>prosthesis</b> 1.4 explain why it is important to check that an <b>aid</b> or <b>prosthesis</b> is positioned correctly and is fit for purpose 1.5 state the action that should be taken when an <b>aid</b> or <b>prosthesis</b> breaks down or is no longer fit for purpose

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Aids</b> Glasses, contact lenses, hearing aids, external hearing aid, specialised foot wear, Wig Hand splint, walking frames and sticks, mobility aids
<b>Prostheses</b> Dentures, plates, artificial limbs, artificial eyes
<b>Agreed ways of working</b> Policies and procedures

<b>Learning outcome 2</b>
The learner will: 2. Be able to support an individual to position and use an aid or prosthesis
<b>Assessment criteria</b>
The learner can: 2.1 support the <b>individual</b> to correctly position the <b>aid</b> or <b>prosthesis</b> in line with the manufacturer's instructions and <b>agreed ways of working</b> 2.2 check that an <b>aid</b> or <b>prosthesis</b> is in a working order 2.3 confirm with the <b>individual</b> that the <b>aid</b> or <b>prosthesis</b> is comfortable 2.4 advise the <b>individual</b> on the importance of making full use of the <b>aid</b> or <b>prosthesis</b> 2.5 advise the <b>individual</b> on where to find information and support on the use of <b>aid</b> or <b>prosthesis</b> 2.6 advise the <b>individual</b> of the need for the reassessment of the use of the <b>aid</b> or <b>prosthesis</b> should their condition change

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Agreed ways of working</b> Policies and procedures
<b>Aids</b> Glasses, contact lenses, hearing aids, external hearing aid, specialised foot wear, Wig Hand splint, walking frames and sticks, mobility aids
<b>Prostheses</b> Dentures, plates, artificial limbs, artificial eyes

<b>Learning outcome 3</b>
The learner will: 3. Be able to support an individual to maintain their aid or prosthesis
<b>Assessment criteria</b>
The learner can: 3.1 support the <b>individual</b> to carry out safety checks on their <b>aid</b> or <b>prosthesis</b> 3.2 support the <b>individual</b> to keep their <b>aid</b> or <b>prosthesis</b> clean and securely stored 3.3 advise the <b>individual</b> on how to report any damage or problems with the <b>aid</b> or <b>prosthesis</b>

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Aids</b> Glasses, contact lenses, hearing aids, external hearing aid, specialised foot wear, Wig Hand splint, walking frames and sticks, mobility aids
<b>Prostheses</b> Dentures, plates, artificial limbs, artificial eyes

## Unit 217

# Support individuals to manage continence and care for indwelling catheters

<b>UAN:</b>	<b>F/507/1329</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	34
<b>Guided learning hours:</b>	21
<b>Aim:</b>	The aim of this unit is provide the learners with the knowledge, understanding and skills to support individuals to manage continence and care for indwelling catheters.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Know own responsibilities relating to support for individuals to manage continence and care for indwelling catheters
<b>Assessment criteria</b>
The learner can: 1.1 identify legislation and <b>agreed ways of working</b> affecting the support for <b>individuals</b> to manage continence and care for indwelling catheters 1.2 describe own role and responsibilities for supporting individuals to manage continence and care for indwelling catheters 1.3 explain the importance of applying health and safety measures when supporting <b>individuals</b> to manage continence and care for indwelling catheters 1.4 explain the importance of using catheter care equipment in accordance with <b>agreed ways of working</b> 1.5 describe how to report failure or malfunction of catheter care equipment

<b>Range</b>
<b>Agreed ways of working</b> Policies and procedures
<b>Individual</b> Someone requiring care and support



<b>Learning outcome 2</b>
The learner will: 2. Understand the lower urinary system
<b>Assessment criteria</b>
The learner can: 2.1 explain the structure and function of the male urinary system 2.2 explain the structure and function of the female urinary system 2.3 identify factors that indicate the need for indwelling catheters 2.4 describe normal urinary output 2.5 describe the normal appearance and smell of urine

<b>Learning outcome 3</b>
The learner will: 3. Know factors that affect the management of urinary continence
<b>Assessment criteria</b>
The learner can: 3.1 list common causes of difficulties with continence 3.2 state how difficulties with continence can affect an <b>individual's</b> self-esteem, health and their day to day activities 3.3 state how an <b>individual's</b> personal beliefs and values may affect the management of continence 3.4 describe ways to protect an <b>individual's</b> privacy whilst managing continence

<b>Range</b>
<b>Individual</b> Someone requiring care and support

<b>Learning outcome 4</b>
The learner will: 4. Be able to support Individuals to manage continence
<b>Assessment criteria</b>
The learner can: 4.1 support the <b>individual</b> to express preferences and concerns about continence needs 4.2 agree the level of support required by the <b>individual</b> for managing continence 4.3 apply standard precautions and health and safety measures for supporting the <b>individual</b> to manage continence 4.4 support the <b>individual</b> to use continence equipment in a way that respects their dignity and privacy and promotes <b>active participation</b> 4.5 support the <b>individual</b> to maintain personal hygiene whilst managing continence 4.6 support the <b>individual</b> to dispose of used equipment and soiled materials safely and in accordance with <b>agreed ways of working</b>

<b>Range</b>
<p><b>Individual</b> Someone requiring care or support</p> <p><b>Agreed ways of working</b> Policies and procedures</p> <p><b>Active participation</b> Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support, rather than a passive recipient</p>

<b>Learning outcome 5</b>
<p>The learner will:</p> <p>5. Be able to prepare and support individuals to care for indwelling catheters</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>5.1 confirm the care required as indicated in the <b>individual's</b> plan of care</p> <p>5.2 agree the level of support required to carry out catheter care with the <b>individual</b></p> <p>5.3 apply standard health and safety measures</p> <p>5.4 support the <b>individual</b> to carry out catheter care in accordance with <b>agreed ways of working</b></p> <p>5.5 show the <b>individual</b> how to check and maintain cleanliness of meatus</p> <p>5.6 use catheter care equipment in line with manufacturers guidance</p> <p>5.7 support the <b>individual</b> to use and store equipment and materials in accordance with agreed ways of working</p> <p>5.8 support the <b>individual</b> to dispose of equipment in accordance with <b>agreed ways of working</b></p> <p>5.9 measure and record urinary output in accordance with <b>agreed ways of working</b></p> <p>5.10 record information in the ongoing catheter care records in accordance with <b>agreed ways of working</b></p>

<b>Range</b>
<p><b>Individual</b> Someone requiring care or support</p> <p><b>Agreed ways of working</b> Policies and procedures</p>

## Unit 218

## Move and position individuals in accordance with their plan of care

<b>UAN:</b>	<b>T/507/1330</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	29
<b>Guided learning hours:</b>	18
<b>Aim:</b>	The aim of this unit is to provide the learners with the knowledge, understanding and skills required to move and position individuals as part of their plan of care and according to their specific needs, in a range of settings.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Understand own responsibilities for moving and positioning individuals
<b>Assessment criteria</b>
The learner can: 1.1 identify legislation that affects moving and positioning <b>individuals</b> 1.2 describe <b>agreed ways of working</b> for moving and positioning <b>individuals</b> 1.3 explain the health and safety factors that need to be taken into account when moving and positioning <b>individuals</b> which may affect both the <b>individual</b> and self 1.4 explain the importance of following <b>agreed ways of working</b> when moving and positioning <b>individuals</b> 1.5 state the importance of referring any concerns about the agreed care plan to an appropriate member of staff before moving and positioning <b>individuals</b>

<b>Range</b>
<b>Individual</b> Someone requiring care and support
<b>Agreed ways of working</b> Policies and procedures

<b>Learning outcome 2</b>
The learner will: 2. Know factors that affect moving and positioning individuals
<b>Assessment criteria</b>
The learner can: 2.1 describe the structure and function of the <b>musculoskeletal system</b> 2.2 outline the anatomy and physiology considerations in relation to correct moving and positioning of <b>individuals</b> 2.3 describe the impact of a range of conditions on the correct movement and positioning of an <b>individual</b>

<b>Range</b>
<b>Individual</b> Someone requiring care and support
<b>Musculoskeletal system</b> Bones, muscles, connective tissue: tendons, ligaments, fascia

<b>Learning outcome 3</b>
The learner will: 3. Know the importance of risk assessment in relation to moving and positioning individuals
<b>Assessment criteria</b>
The learner can: 3.1 state the importance of carrying out a risk assessment before moving and positioning an <b>individual</b> 3.2 identify risk factors that must be taken into account when moving and positioning an <b>individual</b> 3.3 describe actions that should be taken when risks are identified 3.4 describe actions that should be taken if an <b>individual's</b> plan of care conflicts with their preferences for moving and positioning 3.5 state when advice should be sought to move an <b>individual</b> safely 3.6 identify sources of information available relating to moving and positioning <b>individuals</b>

<b>Range</b>
<b>Individual</b> Someone requiring care and support

<b>Learning outcome 4</b>
The learner will: 4. Be able to prepare for the safe moving and positioning of an individual
<b>Assessment criteria</b>
The learner can: 4.1 carry out preparatory checks using: a. the <b>individual's</b> care plan b. the moving and handling risk assessment 4.2 prepare the immediate environment ensuring adequate space for the move in agreement with all concerned 4.3 confirm with the <b>individual</b> to ensure that they: a. understand the details and reasons for the activity b. agree with the level of support required 4.4 apply standard precautions for infection prevention and control 4.5 obtain the <b>individual's valid consent</b>

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Valid consent</b> In line with agreed UK country definition

<b>Learning outcome 5</b>
The learner will: 5. Be able to move and position an individual safely
<b>Assessment criteria</b>
The learner can: 5.1 move and position the <b>individual</b> using the agreed technique and in a way that avoids causing undue pain or discomfort 5.2 maintain communication with the <b>individual</b> and <b>others</b> involved in the manoeuvre 5.3 encourage the <b>individual's active participation</b> in the manoeuvre 5.4 monitor the individual throughout the manoeuvre 5.5 use appropriate equipment to maintain the <b>individual</b> in the correct position 5.6 check the <b>individual</b> is comfortable during and following the manoeuvre 5.7 restore the environment and return any equipment to correct storage after the manoeuvre 5.8 report and record the activity noting when the next positioning manoeuvre is due

<b>Range</b>
<b>Individual</b> Someone requiring care and support
<b>Others</b> Family, friends, advocates, health care professionals, others who are important to the individual's well-being

**Active participation**

Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support, rather than a passive recipient

## Unit 219

# Administration of medication in health and care settings

<b>UAN:</b>	<b>A/507/1300</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	41
<b>Guided learning hours:</b>	26
<b>Aim:</b>	The aim of this unit is to provide learners with knowledge, understanding and skills to prepare and administer medication in health and care settings. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Know legal requirements and agreed ways of working related to administration of medication
<b>Assessment criteria</b>
The learner can: 1.1 outline the key provisions of <b>legislation</b> related to administration of medication 1.2 state <b>agreed ways of working</b> relating to the administration of medication 1.3 define the terms 'drug' and 'medicine' 1.4 state the difference between the 'brand name' and 'generic name' 1.5 explain what is meant by 'prescription only medicines', 'pharmacy medicines' and 'general sales medicines' 1.6 outline the legal requirements for prescriptions in the UK 1.7 state the requirements for labelling medicines

<b>Range</b>
<b>Legislation</b> Misuse of Drugs Act 1971 (regulations 1972 and 2001); Health Act 2006 (Controlled Medication), Control of Substances Hazardous to Health (COSHH) 1999, Hazardous Waste Regulations 2005, Mental Health Act 1983/2007, Mental Capacity Act 2005/2011
<b>Agreed ways of working</b> Policies and procedures

<b>Learning outcome 2</b>
The learner will: 2. Know the effects the common types of medication
<b>Assessment criteria</b>
The learner can: 2.1 state the effects and common side effects of a range of <b>medication</b> 2.2 state action to be taken if an individual develops an adverse reaction to <b>medication</b> 2.3 state why some medication requires the ongoing measurement of <b>physiological factors</b>

<b>Range</b>
<b>Medication</b> Laxatives, analgesics; anti-inflammatory non-steroidal medication, anti-histamines, antibiotics, inhalers for asthma and COPD, anti-hypertensive, medication for heart failure, anti-epileptics, anti-depressants, anti-psychotic, anti-Parkinson's medication, anti-coagulants, dementia support medication, diabetic medication
<b>Physiological factors</b> Blood pressure, urine levels, blood glucose readings, pulse, bowel movements, peak flow

<b>Learning outcome 3</b>
The learner will: 3. Understand administration of medication and related safety procedures
<b>Assessment criteria</b>
The learner can: 3.1 describe the <b>routes</b> of medication administration 3.2 identify routes of medication administration outside the boundary of own role 3.3 identify the techniques and equipment needed for the administration of medication via different <b>routes</b> 3.4 state the procedure for checking the required information from prescriptions and/or medication administration charts 3.5 explain the action to take if medication has been wrongly administered 3.6 state the importance of reporting and recording any issues with administration of medication 3.7 state how to dispose of out of date and part-used medication safely 3.8 describe the precautions that should be taken to protect self when handling medication and equipment 3.9 explain the importance of cleaning and/or disposing of equipment and medication safely 3.10 explain how to support an individual who wishes to self-medicate

<b>Range</b>
<b>Routes</b> Oral, sublingual, transdermal, parenteral, topical, inhaled, drops and sprays, paints, rectal and vaginal
<b>Individual</b> Someone requiring care or support



<b>Learning outcome 4</b>
The learner will: 4. Be able to prepare for the administration of medication
<b>Assessment criteria</b>
The learner can: 4.1 identify the timing and techniques for the administration of medication on the medication chart or plan of care 4.2 apply <b>standard precautions</b> for infection control 4.3 confirm with the <b>individual</b> the appropriate timing for medication 4.4 confirm with the <b>individual</b> when they last had the medication 4.5 confirm identity of the <b>individual</b> and obtain <b>valid consent</b> 4.6 select, check and prepare correctly the medication according to the medication administration record or medication information leaflet

<b>Range</b>
<b>Standard precautions</b> Hand hygiene, sterile equipment
<b>Individual</b> Someone requiring care or support
<b>Valid consent</b> In line with agreed UK country definition

<b>Learning outcome 5</b>
The learner will: 5. Be able to administer and monitor individual's medication
<b>Assessment criteria</b>
The learner can: 5.1 select the appropriate route and prepare the site 5.2 administer the medication safely in line with <b>agreed ways of working</b> and manufacturers instructions 5.3 ensure the medication is administered in the way which minimises pain, discomfort and trauma to the <b>individual</b> 5.4 monitor the <b>individual's</b> condition throughout the administration of medication 5.5 maintain the security of medication and related records throughout the process and return them to the correct place 5.6 dispose of equipment in accordance with the <b>agreed ways of working</b>

<b>Range</b>
<b>Agreed ways of working</b> Policies and procedures
<b>Individual</b> Someone requiring care or support

## Unit 220

## Carry out personal hygiene for individuals unable to care for themselves

<b>UAN:</b>	<b>F/507/1301</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	38
<b>Guided learning hours:</b>	20
<b>Aim:</b>	The aim of this unit is to provide the learners with the knowledge, understanding and skills required to support and carry out personal hygiene for individuals who are unable to care for themselves in a range of settings.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Understand personal hygiene needs of individuals unable to care for themselves
<b>Assessment criteria</b>
The learner can: 1.1 state the reasons why an <b>individual</b> may not be able to carry out their own personal hygiene 1.2 identify the range of personal hygiene activities that an <b>individual</b> may require 1.3 explain the importance of personal hygiene for physical well-being 1.4 explain the impact personal hygiene may have on an <b>individual's</b> emotional and social well-being 1.5 describe how personal preferences and beliefs can affect the <b>individual's</b> personal hygiene choices 1.6 explain the importance of monitoring and reporting on support for personal care
<b>Range</b>
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 2</b>
The learner will: 2. Know how to identify underlying health issues when carrying out personal hygiene for individuals
<b>Assessment criteria</b>
The learner can: 2.1 state the changes in an <b>individual</b> that may be observed when carrying out their personal hygiene 2.2 state the actions to take when changes in an <b>individual</b> are observed when carrying out their personal hygiene 2.3 explain the importance of recording and reporting changes observed when carrying out personal hygiene for an <b>individual</b>

<b>Range</b>
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 3</b>
The learner will: 3. Be able to support individuals to use toilet facilities
<b>Assessment criteria</b>
The learner can: 3.1 support the <b>individual</b> to use toilet facilities in a way that respects their dignity 3.2 support the <b>individual</b> to make themselves clean and tidy after using toilet facilities

<b>Range</b>
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 4</b>
The learner will: 4. Be able to prepare to carry out personal hygiene for an individual unable to care for themselves
<b>Assessment criteria</b>
The learner can: 4.1 ensure the environment promotes <b>individual's</b> dignity and privacy 4.2 ensure water and room temperature meet <b>individual's</b> preferences for personal hygiene activities 4.3 prepare toiletries, materials, equipment and personal protective equipment in line with <b>agreed ways of working</b> 4.4 obtain <b>valid consent</b> for the activity

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Valid consent</b> In line with agreed UK country definition
<b>Agreed ways of working</b> Policies and procedures

<b>Learning outcome 5</b>
The learner will: 5. Be able to carry out personal hygiene for an individual unable to care for themselves
<b>Assessment criteria</b>
The learner can: 5.1 carry out the personal hygiene activity in line with the plan of care 5.2 apply infection control measures throughout the activity 5.3 communicate with the <b>individual</b> throughout the activity to promote active participation 5.4 ensure dignity and comfort of the <b>individual</b> throughout the activity 5.5 dispose of used equipment and used materials safely and in line with infection control policy

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Agreed ways of working</b> Policies and procedures

<b>Learning outcome 6</b>
The learner will: 6. Be able to support individuals to manage their personal appearance
<b>Assessment criteria</b>
The learner can: 6.1 support the <b>individual</b> to choose clothing and accessories in line with their personal preferences 6.2 support the <b>individual</b> to manage their <b>personal appearance</b> in a way that promotes dignity and <b>active participation</b> 6.3 support the <b>individual</b> to get dressed in a way that minimises discomfort

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Personal appearance</b> Shaving, hair styling, jewellery, dentures, make-up

**Active participation**

Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support, rather than a passive recipient

**Learning outcome 7**

The learner will:

7. Be able to monitor and report on support for personal care

Assessment criteria

The learner can:

7.1 seek feedback from the **individual** and others on how support for personal care meets the **individual's** needs and preferences

7.2 monitor personal care functions and activities in agreed ways

7.3 record and report on personal hygiene activities according to **agreed ways of working**

**Range****Individual**

Someone requiring care or support

**Agreed ways of working**

Policies and procedures

## Unit 221

## Care for individuals with naso-gastric tubes

<b>UAN:</b>	<b>J/507/1302</b>
<b>Level:</b>	2
<b>Notional learning hours:</b>	29
<b>Guided learning hours:</b>	17
<b>Aim:</b>	The aim of this unit is to provide the learners with knowledge, understanding and skills in order to aspirate gastric contents via the naso-gastric tube, measure output and remove tubes when directed.
<b>Assessment:</b>	Portfolio of evidence

<b>Learning outcome 1</b>
The learner will: 1. Know policies and procedures for caring for individuals with naso-gastric tubes
<b>Assessment criteria</b>
The learner can: 1.1 outline <b>agreed ways of working</b> relevant to caring for an <b>individual</b> with a naso-gastric tube 1.2 explain why it is important to follow <b>agreed ways of working</b> when undertaking naso-gastric procedures 1.3 identify resources, equipment and materials used for aspiration or removal of a naso-gastric tubes 1.4 describe the responsibilities and boundaries of own role when caring for an <b>individual</b> with a naso-gastric tube 1.5 describe the actions that should be taken when adverse reactions occur during a procedure 1.6 state why it is important to use equipment and materials according to the manufacturer's instructions 1.7 state the potential consequences of contamination of naso-gastric tubes and equipment used for aspiration

<b>Range</b>
<b>Agreed ways of working</b> Policies and procedures
<b>Individual</b> Someone requiring care or support

<b>Learning outcome 2</b>
The learner will: 2. Know the upper gastro-intestinal system in relation to naso-gastric procedures
<b>Assessment criteria</b>
The learner can: 2.1 describe the anatomy and physiology of the <b>upper gastro-intestinal</b> system 2.2 describe the normal and abnormal appearance of stomach fluid 2.3 state the reasons why stomach fluid may be abnormal

<b>Range</b>
<b>Upper gastrointestinal tract</b> Oesophagus, stomach, duodenum

<b>Learning outcome 3</b>
The learner will: 3. Be able to prepare to carry out a naso-gastric procedure
<b>Assessment criteria</b>
The learner can: 3.1 confirm the <b>individual's</b> identity and gain their <b>valid consent</b> 3.2 prepare resources, equipment and materials needed for aspiration or removal of naso-gastric tubes 3.3 apply standard precautions for infection control and health and safety relevant to naso-gastric procedures 3.4 support the <b>individual</b> to position themselves so that the procedure can be carried out safely and to ensure comfort, privacy and dignity 3.5 provide information to the <b>individual</b> regarding the procedure

<b>Range</b>
<b>Individual</b> Someone requiring care or support
<b>Valid consent</b> In line with agreed UK country definition

<b>Learning outcome</b>
The learner will: 4. Be able to carry out a naso-gastric procedure
<b>Assessment criteria</b>
The learner can: 4.1 carry out the procedure in accordance with the <b>individual's</b> care plan and <b>agreed ways of working</b> 4.2 ensure the naso-gastric tube and any drainage bags are securely attached in a way that prevents discomfort and maintains the <b>individual's</b> dignity 4.3 assess naso-gastric aspirate for any change in appearance 4.4 measure and record the volume of aspirate 4.5 dispose of or clean used equipment and materials safely 4.6 cover receptacles containing naso-gastric aspirate following procedures

- |  |
|--|
| 4.7 dispose of naso-gastric aspirate in line with local policy and protocol    |
| 4.8 complete records accurately and according to <b>agreed ways of working</b> |

<b>Range</b>
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<b>Individual</b>
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Someone requiring care or support
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<b>Agreed ways of working</b>
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Policies and procedures
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# Appendix 1      National Qualifications Framework – Level descriptors

## 1. Introduction

These descriptors set out the characteristic generic outcomes of each level. They are intended to provide a general, shared understanding of each level. They are not intended to be prescriptive or comprehensive statements, and there is no expectation that every unit and qualification should have all of the characteristics.

As the term 'generic' implies, the descriptors are intended to integrate vocational, academic and professional aspects of learning and apply to all learning contexts; classwork, practical work, and work-based learning. They have been developed with the intention that unit and qualification developers will use their professional expertise to translate them into their own subject areas and they will be kept under review in the light of feedback on their use<sup>1</sup>.

The level descriptors can be used as a guide to the writing of learning outcomes and associated assessment criteria for units, to assign level to units and qualifications. The descriptors should be seen as a developmental continuum, i.e. each level subsumes the characteristics of lower levels.

## 2. Definition and scope of Categories<sup>2</sup>

### Intellectual Skills and Attributes

This category reflects knowledge and understanding, application, analysis, synthesis/creativity and evaluation. This category also encapsulates psychomotor skills, self-appraisal/reflection of practice, planning and management of learning, problem solving, communication and presentation, interactive and group skills. Transferable skills overlap with the Key Skills and therefore Northern Ireland descriptors reflect their development.

### Processes

Processes refer to the operational contexts within which the learner performs and include the tasks and procedures required.

### Accountability

The term accountability is understood as a broad concept embracing the underpinning attributes of autonomy, responsibility and ethical understanding. While accepting that increasing autonomy is an essential feature of a learner's progression through the levels continuum, it is constrained by ethical considerations.

<sup>1</sup>These descriptors consist of the NICATS descriptors, also used in Wales, together with additional material, commissioned by QCA, which has been included as a result of consultation.

<sup>2</sup>The categories used are NICATS categories, and thus these definitions are those used by NICATS.

<b>Level</b>	<b>Intellectual skills and attributes</b>	<b>Processes</b>	<b>Accountability</b>
Entry	<p>Employ recall and demonstrate elementary comprehension in a narrow range of areas with dependency on ideas of others</p> <p>Exercise basic skills</p> <p>Receive and pass on information</p>	<p>Operate mainly in closely defined and highly structured contexts</p> <p>Carry out processes that are repetitive and predictable</p> <p>Undertake the performance of clearly defined tasks</p> <p>Assume a limited range of roles</p>	<p>Carry out directed activity under close supervision</p> <p>Rely entirely on external monitoring of output and quality</p>
1	<p>Employ a narrow range of applied knowledge and basic comprehension</p> <p>Demonstrate a narrow range of skills</p> <p>Apply known solutions familiar problems</p> <p>Present and record information from readily available sources</p>	<p>Show basic competence in a limited range of predictable and structured contexts</p> <p>Utilise a clear choice of routine responses</p> <p>Co-operate with others</p>	<p>Exercise a very limited degree of discretion and judgement about possible actions</p> <p>Carry restricted responsibility for quantity and quality of output</p> <p>Operate under direct supervision and quality control</p>
2	<p>Apply knowledge with underpinning comprehension in a number of areas</p> <p>Make comparisons</p> <p>Interpret available Information</p> <p>Demonstrate a range of skills</p>	<p>Choose from a range of procedures performed in a number of contexts, some of which may be non-routine</p> <p>Co-ordinate with others</p>	<p>Undertake directed activity with a degree of autonomy</p> <p>Achieve outcomes within time constraints</p> <p>Accept increased responsibility for quantity and quality of output subject to external quality checking</p>

<b>Level</b>	<b>Intellectual skills and attributes</b>	<b>Processes</b>	<b>Accountability</b>
3	<p>Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories</p> <p>Access and evaluate information independently</p> <p>Analyse information and make reasoned judgements</p> <p>Employ a range of responses to well defined but often unfamiliar or unpredictable problems</p>	<p>Operate in a variety of familiar and unfamiliar contexts using a range technical or learning skills</p> <p>Select from a considerable choice of procedures</p> <p>Give presentations to an audience</p>	<p>Engage in self directed activity with guidance/evaluation</p> <p>Accept responsibility for quantity and quality of output</p> <p>Accept limited responsibility for the quantity and quality of the output of others</p>
4	<p>Develop a rigorous approach to the acquisition of a broad knowledge base</p> <p>Employ a range of specialised skills</p> <p>Determine solutions to a variety of unpredictable problems</p> <p>Generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems</p> <p>Evaluate information, using it to plan and develop investigative strategies</p>	<p>Operate in a range of varied and specific contexts involving creative and non-routine activities</p> <p>Exercise appropriate judgement in planning, selecting or presenting information, methods or resources</p>	<p>Undertake self directed and a limited amount of directive activity</p> <p>Operate within broad general guidelines or functions</p> <p>Take responsibility for the nature and quantity of outputs</p> <p>Meet specified quality standards</p>
5	<p>Generate ideas through the analysis of information and concepts at an abstract level</p> <p>Command wide ranging, specialised technical, creative and/or conceptual skills.</p> <p>Formulate appropriate responses to resolve well defined and abstract problems.</p> <p>Analyse, reformat and evaluate a wide range of information</p>	<p>Utilise diagnostic and creative skills in a range of technical, professional or management functions</p> <p>Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes</p>	<p>Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes</p>

<b>Level</b>	<b>Intellectual skills and attributes</b>	<b>Processes</b>	<b>Accountability</b>
6	<p>Critically review, consolidate and extend a systematic and coherent body of knowledge</p> <p>Utilise highly specialised technical or scholastic skills across an area of study</p> <p>Utilise research skills</p> <p>Critically evaluate new information, concepts and evidence from a range of sources</p>	<p>Transfer and apply diagnostic and creative skills in a range of situations</p> <p>Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes including resourcing</p>	<p>Accept accountability for determining and achieving personal and/or group outcomes</p> <p>Begin to lead multiple, complex and heterogeneous groups</p>
7	<p>Display mastery of a complex and specialised area of knowledge and skills</p> <p>Demonstrate expertise in highly specialised and advanced technical, professional and/or research skills</p>	<p>Conduct research, or advanced technical or professional activity, using and modifying advanced skills and tools</p> <p>Design and apply appropriate research methodologies</p> <p>Communicate results of research to peers</p> <p>Develop new skills to a high level, including novel and emerging techniques</p> <p>Act in a wide variety of unpredictable and advanced professional contexts.</p>	<p>Accept accountability in related decision making including use of supervision</p> <p>Take significant responsibility for the work of other professional staff; lead and initiate activity.</p>
8	<p>Make a significant and original contribution to a specialised field of enquiry</p> <p>Respond to abstract problems that expand and redefine existing procedural knowledge</p>	<p>Demonstrate command of methodological issues</p> <p>Communicate results of research to peers and engage in critical dialogue</p> <p>Develop new skills, techniques, tools, practices and/or materials</p>	<p>Accept accountability in related decision making including use of supervision</p> <p>Lead and originate complex social processes.</p>

## Sources of general information

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

**Centre Manual** 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:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- 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 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.

**Centre Guide – Delivering International Qualifications** 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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

***Linking to this document from web pages***

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

## Useful contacts

<b>UK learners</b> General qualification information	<b>T: +44 (0)844 543 0033</b> <b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 <b>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 <b>E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) <b>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 <b>E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 <b>E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></b>
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## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

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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