

# **Level 3 Certificate in Clinical Skills (3051-03)**

**August 2017 Version 1.1**

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Health
<b>City &amp; Guilds number</b>	3051-03
<b>Age group approved</b>	18+
<b>Entry requirements</b>	None
<b>Assessment types</b>	Synoptic Assessment; Portfolio
<b>Approvals</b>	<p>Automatic approval is available for centres offering:</p> <ul style="list-style-type: none"> <li>• Level 2 Diploma in Clinical Healthcare Support (4223-01)</li> <li>• Level 2 Certificate in Clinical Skills (3051-02)</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>	<p>Qualification handbook            Assignment/Assessment guide - password protected            Marking guide - password protected            The passwords for the above are available from the Walled Garden</p>
<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 3 Certificate in Clinical Skills	170	238	3051-03	601/6696/4
Level 3 Certificate in Clinical Skills (unit route)	170	238	3051-93	601/6696/4

Version and date	Change detail	Section
1.0 July 2015		
1.1 August 2017	Adding GLH and TQT details	Qualification at a glance and Introduction
	Removing QCF	Sources of general information

# Contents

1

<b>Qualification at a glance</b>	<b>2</b>
<b>Contents</b>	<b>4</b>
<b>1 Introduction</b>	<b>6</b>
<b>2 Structure</b>	<b>7</b>
<b>3 Centre requirements</b>	<b>9</b>
Approval	9
Resource requirements	9
Learner entry requirements	11
<b>4 Delivering the qualification</b>	<b>13</b>
Initial assessment and induction	13
Recording documents	13
<b>5 Assessment &amp; summary of assessment methods</b>	<b>14</b>
Externally set City & Guilds synoptic assignment	14
Assessment strategy	15
<b>Unit 301 Understanding own role, responsibilities and accountability when working in health and care settings</b>	<b>17</b>
<b>Unit 302 Understanding support for individuals with acute and chronic conditions in health and care settings</b>	<b>23</b>
<b>Unit 303 Understanding the principles of leadership within an integrated workforce approach to health and care provision</b>	<b>26</b>
<b>Unit 304 Undertaking tissue viability risk assessments</b>	<b>32</b>
<b>Unit 305 Obtaining and testing capillary blood samples</b>	<b>36</b>
<b>Unit 306 Supporting individuals using technologies in health and care settings</b>	<b>41</b>
<b>Unit 307 Dementia awareness</b>	<b>45</b>
<b>Unit 308 Supporting urinary continence management and catheter care in health and care settings</b>	<b>49</b>
<b>Unit 309 Supporting individuals to manage own healthcare activities</b>	<b>55</b>
<b>Unit 310 Undertaking physiological measurements</b>	<b>59</b>
<b>Unit 312 Performing routine electrocardiograph procedures</b>	<b>66</b>
<b>Unit 313 Supporting individuals at the end of life</b>	<b>70</b>

<b>Unit 314</b>	<b>Undertaking stoma care</b>	<b>75</b>
<b>Unit 315</b>	<b>Undertaking treatments and dressings of lesions and wounds</b>	<b>79</b>
<b>Unit 316</b>	<b>Carrying out extended feeding techniques in health and care settings</b>	<b>85</b>
<b>Unit 317</b>	<b>Removing wound closure materials</b>	<b>90</b>
<b>Unit 318</b>	<b>Administration and management of medication in health and care settings</b>	<b>95</b>
<b>Unit 319</b>	<b>Contributing to the care of a deceased person</b>	<b>101</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 the qualification for?	<p>The Level 3 Certificate in Clinical Skills has been 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.</p> <p>The completion of the Level 3 Certificate in Clinical Skills could lead to jobs such as:</p> <ul style="list-style-type: none"><li>• Key Worker in Domiciliary Services</li><li>• Senior Healthcare Assistant.</li></ul>
What does 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 qualification:</p> <ul style="list-style-type: none"><li>• Level 3 Diploma in Clinical Healthcare Support (4223-11/91) and related Apprenticeships.</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?	No

## 2 Structure

To achieve the **City & Guilds Level 3 Certificate in Clinical Skills** learners must achieve **3 mandatory** and **6 optional units**.

Please note that the three mandatory units, 301 to 303 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 3 Certificate in Clinical Skills				
UAN	City & Guilds unit number	Unit Title	Level	GLH
<b>Mandatory</b>				
L/507/23404	301	Understanding own role, responsibilities and accountability when working in health and care settings	3	27
R/507/23412	302	Understanding support for individuals with acute and chronic conditions in health and care settings	3	17
Y/507/23421	303	Understanding the principles of leadership within an integrated workforce approach to health and care provision	3	27
<b>Optional</b>				
D/507/2343	304	Undertaking tissue viability risk assessments	3	20
H/507/2344	305	Obtaining and test capillary blood samples	3	15
K/507/2345	306	Supporting individuals using technologies in health and care settings	3	19
T/507/2347	307	Dementia awareness	3	23
A/507/2348	308	Supporting urinary continence management and catheter care in health and care settings	3	33
F/507/2349	309	Supporting individuals to manage own healthcare activities	3	15

T/507/2350	310	Undertaking physiological measurements	3	19
A/507/2351	311	Obtaining venous blood samples	3	17
F/507/2352	312	Performing routine electrocardiograph procedures	3	20
J/507/2353	313	Supporting individuals at the end of life	3	27
L/507/2354	314	Undertaking stoma care	3	23
R/507/2355	315	Undertaking treatments and dressings of lesions and wounds	3	19
Y/507/2356	316	Carrying out extended feeding techniques in health and care settings	3	21
H/507/2358	317	Removing wound closure materials	3	24
K/507/2359	318	Administration and management of medication in health and care settings	3	31
D/507/2360	319	Contributing to the care of a deceased person	3	14

## Total Qualification Time

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

Title and level	GLH	TQT
Level 3 Certificate in Clinical Skills	170	238
Level 3 Certificate in Clinical Skills (unit route)	170	238



## 3 Centre requirements

### Approval

Automatic approval is available for centres offering:

- Level 2 Diploma in Clinical Healthcare Support (4223-01)
- Level 2 Certificate in Clinical Skills (3051-02)
- 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 2 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 3 Certificate in Clinical Skills is not approved for learners under 18 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.

## 4 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.

## 5 Assessment & summary of assessment methods

The **mandatory** units (301-303) are assessed by an externally set, internally marked and externally quality assured synoptic assignment.

Assessment Type		
Unit	Title	Where to obtain assessment materials
300	Level 3 Mandatory units synoptic assessment	www.cityandguilds.com

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 own role responsibilities and accountability when working in health and care settings, how to support individuals with acute and chronic conditions and the principles of leadership within an integrated workforce approach.

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 300.

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**. 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-Document-Library/Policies-and-Procedures/Quality-Assurance-Documents>.**



## Unit 301

# Understanding own role, responsibilities and accountability when working in health and care settings

<b>UAN:</b>	L/507/2340
<b>Unit level:</b>	Level 3
<b>GLH:</b>	27
<b>NLH:</b>	50
<b>Unit aim:</b>	This unit enables the learner to develop an understanding of their role and responsibilities, accountability, the person-centred approaches to care and reflective practice when working in health and care settings.
<b>Assessment type:</b>	Synoptic Assessment

### Learning outcome

The learner will:

- 1 Understand own duties, responsibilities and accountability when working in health and care settings

### Assessment criteria

The learner can:

- 1.1 describe the main duties and responsibilities of own role within a health and care setting
- 1.2 explain how key **legislation, codes of conduct** and **agreed ways of working** underpin own duty of care
- 1.3 describe what is meant by accountability in relation to own role when working in health and care settings
- 1.4 explain situations when delegated tasks may not be accepted and action that should be taken in accordance with **agreed ways of working**
- 1.5 explain the importance of identifying where errors have occurred and reporting them in accordance with **agreed ways of working**.

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**Range**

(AC1.1, **Agreed ways of working:** National guidelines, policies, protocols and good  
AC1.5, practice  
AC1.4)

(AC1.2 **Legislation:** 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

(AC1.2 **Codes of conduct:** Health Care Professions Council Code of Conduct.

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### Learning outcome

The learner will:

- 2 Understand the importance of professional values when working in health and care settings

### Assessment criteria

The learner can:

- 2.1 describe own role in **promoting professional values** when working with **individuals**, team members and healthcare professionals
  - 2.2 describe the impact on **individuals**, team members and healthcare professionals when **professional values** are not embedded in health and care practice
  - 2.3 explain the role of organisations responsible for monitoring the quality of care in health and care settings and why this is important.
- 

### Range

(AC2.1, **Professional values:** Dignity, empowerment, rights, fairness, equality, diversity, AC2.2) inclusion

(AC2.1, **Individual:** Someone requiring care and support  
AC2.2)

---

### Learning outcome

The learner will:

- 3 Understand the importance of core behaviours in health and care practice

### Assessment criteria

The learner can:

- 3.1 explain the importance of promoting core **behaviours** when working with **individuals**, team members and healthcare professionals
  - 3.2 describe the training and support available to help workers in health and care settings to embed core behaviours in their practice
  - 3.3 describe the impact on **individuals**, team members and healthcare professionals when core **behaviours** are not embedded in health and care practice.
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**Range**

(AC3.1, **Behaviours:** Care, compassion, courage, communication, competence, AC3.3) commitment

(AC3.1, **Individual:** Someone requiring care and support  
AC3.3)

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### Learning outcome

The learner will:

- 4 Understand the principles of working in a person-centred way to encourage active participation

### Assessment criteria

The learner can:

- 4.1 describe what is meant by the term 'person-centred approach' in health and care practice
  - 4.2 outline the key provisions of the **legislation and agreed ways of working** which underpin person-centred approach to health and care practice
  - 4.3 explain why person-centred approach is important in promoting the health and well-being of **individuals**
  - 4.4 describe why it is important to obtain an **individual's consent** when providing care or support
  - 4.5 describe actions that should be taken if consent cannot be obtained
  - 4.6 describe ways of encouraging active participation of **individuals** to lead their own health and care provision
  - 4.7 explain why it is important to support **individuals** to make informed choices
  - 4.8 explain how risk assessment can support **individuals** to make informed choices
  - 4.9 describe actions that should be taken if there are concerns about an **individual's** changing needs.
- 

### Range

(AC4.2 **Legislation and agreed ways of working:** Care Act 2014, Human Rights Act 1998, Mental Capacity Act 2005, Equality Act 2010, Healthcare Professions Council Code of Conduct

(AC4.3, **Individual:** Someone requiring care and support

AC4.4,

AC4.6,

AC4.7,

AC4.8,

AC4.9)

(AC4.4 **Consent:** Informed and implied, written or verbal

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## **Learning outcome**

The learner will:

- 5 Understand the importance of reflective practice when working in health and care settings

## **Assessment criteria**

The learner can:

- 5.1 explain what is meant by reflective practice
- 5.2 describe the cycle of reflective practice
- 5.3 describe the benefits of reflection on own practice
- 5.4 explain how to implement improvements following reflection on own practice.

## Unit 302

# Understanding support for individuals with acute and chronic conditions in health and care settings

<b>UAN:</b>	R/507/2341
<b>Unit level:</b>	Level 3
<b>GLH:</b>	17
<b>NLH:</b>	34
<b>Unit aim:</b>	The aim of this unit is to provide the learner with the knowledge and understanding of acute and chronic health conditions, the impact on the individual's lifestyle and the support required.
<b>Assessment type:</b>	Synoptic Assessment

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### Learning outcome

The learner will:

- 1 Understand a range of acute and chronic health conditions and their impact on an individual

### Assessment criteria

The learner can:

- 1.1 explain the difference between an acute and chronic health condition
- 1.2 describe a range of chronic health conditions and their main signs and symptoms
- 1.3 describe a range of acute health conditions and their main signs and symptoms
- 1.4 describe the potential **impacts** on an **individual** of:
  - a chronic health conditions
  - b acute health conditions
  - c exacerbation of a chronic health condition.

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### Range

(AC1.4 **Impacts:** Social, psychological, physical, financial  
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(AC1.4 **Individual:** Someone requiring care or support.

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### Learning outcome

The learner will:

- 2 Understand how to support the physical, social and psychological well-being of individuals with acute and chronic health conditions

### Assessment criteria

The learner can:

- 2.1 explain how to support individuals with a chronic health condition in relation to their psychological, social and physical needs
- 2.2 describe how an acute health condition may affect support for **individuals**
- 2.3 describe how an exacerbation of a chronic health condition may affect support for **individuals**
- 2.4 explain how to support an individual with an acute or chronic health condition to achieve maximum independence

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### Range

(AC2.2 **Individual:** Someone requiring care or support

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AC2.3,

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### Learning outcome

The learner will:

- 3 Understand the importance of monitoring and responding to changes to an individual's acute or chronic condition

### Assessment criteria

The learner can:

- 3.1 explain how **monitoring** is used to identify signs of deterioration or improvement in an acute or chronic health condition
- 3.2 describe the actions to take when monitoring indicates changes in an acute or chronic health condition
- 3.3 explain the action to be taken when the **individual's** needs may be outside of the boundaries of own role and responsibilities.

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### Range

(AC3.1, **Monitoring:** Observation of signs, the individual's explanation of symptoms, AC3.2) physiological measurements (temperature, pulse, respiration, blood pressure), mental alertness, other investigations

(AC3.3 **Individual:** Someone requiring care or support

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## Learning outcome

The learner will:

- 4 Understand services available to individuals with acute and chronic health conditions

## Assessment criteria

The learner can:

- 4.1 describe how to access the different **services and health care** available for individuals with a range of acute and chronic health conditions
- 4.2 explain how **reablement programmes** can support an integrated approach to rehabilitation
- 4.3 explain own responsibilities when supporting individuals accessing services for acute and chronic health conditions.

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## Range

(AC4.1 **Services and health care:** Medical treatments, allied healthcare support services (eg physiotherapy and occupational therapy), local health improvement initiatives, alternative therapies, reablement services, charities and voluntary services

(AC4.2 **Reablement programmes:** Intensive rehabilitation services

## Unit 303

# Understanding the principles of leadership within an integrated workforce approach to health and care provision

<b>UAN:</b>	Y/507/2342
<b>Unit level:</b>	Level 3
<b>GLH:</b>	27
<b>NLH:</b>	50
<b>Unit aim:</b>	This aim of unit is to provide the learner with the knowledge and understanding of how leadership skills and approaches can influence team work and an integrated approach in health and care provision.
<b>Assessment type:</b>	Synoptic Assessment

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### Learning outcome

The learner will:

- 1 Understand an integrated approach to health and care service provision

### Assessment criteria

The learner can:

- 1.1 explain how the Care Act 2014 promotes an integrated approach to the provision of **health and care services**
- 1.2 describe what is meant by the term 'integrated workforce approach' in relation to the provision of a range of **health and care services**
- 1.3 explain how **agreed ways of working** support an integrated approach to the provision of **health and care services**
- 1.4 explain how an integrated approach benefits an **individual** receiving services
- 1.5 identify potential barriers to an integrated approach to the provision of **health and care services**
- 1.6 describe how to support **individuals** who are leading their own health and care provision.

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**Range**

(AC1.1, **Health and care services:** Residential and community-based services and  
AC1.2, may provide medical, social, healthcare support, reablement services  
AC1.3,  
AC1.5)

(AC1.3 **Agreed ways of working:** National and local guidelines, policies and procedures)

(AC1.4, **Individual:** Someone requiring care or support  
AC1.6)

---

### Learning outcome

The learner will:

- 2 Understand how communication supports partnership working to provide integrated services

### Assessment criteria

The learner can:

- 2.1 describe the different types of communication which support partnership working with **others**
  - 2.2 explain potential barriers to communicating effectively within partnership working
  - 2.3 explain how communication supports effective partnership working within an integrated service provision
  - 2.4 explain the importance of advocating for the service user when communicating with **others**.
- 

### Range

(AC2.1, **Others:** Colleagues, other health and care professionals, other service providers  
AC2.4)

---

### Learning outcome

The learner will:

- 3 Understand principles of leadership and team work providing health and care services

### Assessment criteria

The learner can:

- 3.1 explain key principles of leadership
  - 3.2 describe different **leadership styles** and their potential impact on the **team**
  - 3.3 describe responsibilities of the leader of the **team** providing health and care services
  - 3.4 explain the components of effective teamwork
  - 3.5 explain the importance of supporting **team** members with conflict situations when providing health and care services.
-

---

## Range

(AC3.2, **Team:** Colleagues, formal and informal carers, volunteers  
AC3.3,  
AC3.5)

(AC3.2 **Leadership styles:** Democratic, autocratic, laissez-faire  
)

---

## Learning outcome

The learner will:

- 4 Understand work allocation within a team providing health and care services

## Assessment criteria

The learner can:

- 4.1 describe factors to consider when allocating work to **team** members
  - 4.2 explain the actions to take when there are conflicts in the allocation of work within a **team**
  - 4.3 describe how to support **team** members when there are resource constraints or changes to priorities in the provision of health and care services
  - 4.4 describe how to support workers providing occasional services in meeting team objectives in the provision of health and care services.
- 

## Range

(AC4.1, **Team:** Colleagues, formal and informal carers, volunteers  
AC4.2,  
AC4.3)

---

## Learning outcome

The learner will:

- 5 Understand performance management and supervision when leading a team of health and care workers

## Assessment criteria

The learner can:

- 5.1 explain the term 'performance management'
  - 5.2 describe the aims and objectives of **supervision**
  - 5.3 explain how the process of effective **supervision** can improve performance
  - 5.4 describe how **performance appraisal** systems can support the development of skills in health and care practice
  - 5.5 describe the resources available to team members who request support and/or training.
-



---

**Range**

(AC5.2, **Supervision:** Formal and informal  
AC5.3)

(AC5.4 **Performance appraisal:** Probationary reviews, annual appraisals and  
) performance monitoring

## Unit 304

## Undertaking tissue viability risk assessments

<b>UAN:</b>	D/507/2343
<b>Unit level:</b>	Level 3
<b>GLH:</b>	20
<b>NLH:</b>	35
<b>Unit aim:</b>	This unit is aimed at those working in a wide range of settings. This unit provides the learner with the skills and knowledge to undertake tissue viability risk assessments and to record the findings.
<b>Assessment type:</b>	Portfolio

---

### Learning outcome

The learner will:

- 1 Understand the anatomy and physiology of the skin and the changes it undergoes when there is damage

### Assessment criteria

The learner can:

- 1.1 describe the anatomy and physiology of healthy skin
- 1.2 identify the sites where pressure damage may occur
- 1.3 describe the changes that occur when damage caused by pressure develops
- 1.4 describe what to look for when assessing the skin for pressure damage and tissue breakdown.

---

### Learning outcome

The learner will:

- 2 Understand legislation and agreed ways of working related to tissue viability



## Assessment criteria

The learner can:

- 2.1 identify legislation which impacts on the care of **individuals** requiring tissue viability risk assessments
  - 2.2 describe **agreed ways of working** which inform tissue viability risk assessments
  - 2.3 explain own responsibilities and accountability when undertaking tissue viability risk assessments
  - 2.4 describe predisposing **factors** that increase the risk of impaired tissue viability and skin breakdown
  - 2.5 explain why the tissue viability risk assessment should be regularly reviewed and repeated.
- 

## Range

(AC2.1 **Individual:** Someone requiring care or support  
)  
(AC2.2 **Agreed ways of working:** National guidelines, policies, protocols and good practice  
)  
(AC2.4 **Factors:** Internal, external.  
)

---

## Learning outcome

The learner will:

- 3 Be able to prepare and undertake tissue viability risk assessment

## Assessment criteria

The learner can:

- 3.1 prepare documentation prior to undertaking activity
  - 3.2 explain to the **individual** the risk assessment process and gain **valid consent**
  - 3.3 apply standard precautions for infection prevention and control
  - 3.4 encourage **active participation** of the **individual** as appropriate
  - 3.5 complete the tissue viability risk assessment following **agreed ways of working**
  - 3.6 use safe handling techniques when assisting the **individual** to move during the assessment
  - 3.7 ensure the privacy and dignity of the **individual** throughout the activity.
- 

## Range

(AC3.2, **Individual:** Someone requiring care or support  
AC3.4,  
AC3.6,  
AC3.7)  
(AC3.2 **Valid consent:** In line with agreed UK country definition  
)

---

(AC3.4 **Active participation:** A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support, rather than a passive recipient  
)

(AC3.5 **Agreed ways of working:** National guidelines, policies, protocols and good practice.)

---

### Learning outcome

The learner will:

- 4 Be able to record and report on tissue viability risk assessment

### Assessment criteria

The learner can:

- 4.1 record outcomes on tissue viability risk assessment documentation clearly and accurately
  - 4.2 report outcomes following **agreed ways of working** highlighting any concerns.
- 

### Range

(AC4.2 **Agreed ways of working:** National guidelines, policies, protocols and good practice.)

## Unit 305

## Obtaining and testing capillary blood samples

<b>UAN:</b>	H/507/2344
<b>Unit level:</b>	Level 3
<b>GLH:</b>	15
<b>NLH:</b>	23
<b>Unit aim:</b>	The aim of this unit is to provide the learner with knowledge, understanding and skills required for the collection of capillary blood samples using either manual or automated lancets, and testing of the sample where this is required.
<b>Assessment type:</b>	Portfolio

---

### Learning outcome

The learner will:

- 1 Understand legislation, policy and good practice related to obtaining and testing capillary blood samples

### Assessment criteria

The learner can:

- 1.1 describe **legislation**, national guidelines and **agreed ways of working** which relate to obtaining and testing capillary blood samples.

---

### Range

- (AC1.1 **Legislation:** Health and Safety at Work Act 1974, Personal Protective Equipment Regulations 1992, COSHH (Control of Substances Hazardous to Health) 2002, Hazardous Waste Regulations 2005  
)
- (AC1.1 **Agreed ways of working:** National guidelines, policies, protocols and good practice  
)

---

## Learning outcome

The learner will:

- 2 Know the anatomy and physiology of and reasons for obtaining and testing capillary blood samples

## Assessment criteria

The learner can:

- 2.1 describe the structure and purpose of capillary blood vessels
- 2.2 explain blood clotting processes
- 2.3 describe the factors that influence blood clotting
- 2.4 explain the **reasons** for obtaining and testing capillary blood samples
- 2.5 explain the importance of choosing appropriate sites for capillary blood collection
- 2.6 describe the normal range of results
- 2.7 explain what actions to take when results obtained are out of the normal range
- 2.8 explain the action to be taken if **complications** occur during the collection of capillary blood samples.

---

## Range

(AC2.4 **Reasons:** Blood glucose monitoring (BM), International Normalisation Ratio (INR))

(AC2.8 **Complications:** Insufficient blood flow, excess blood flow.)

---

## Learning outcome

The learner will:

- 3 Be able to prepare to obtain and test capillary blood samples

## Assessment criteria

The learner can:

- 3.1 check that the **individual** has complied with any **pre-procedural instruction**
- 3.2 confirm the **individual's** identity and obtain **valid consent**
- 3.3 provide support and reassurance to address the **individual's** needs and concerns
- 3.4 explain the procedure in a way that is accurate and sensitive to the **individual's** personal beliefs and preferences
- 3.5 check equipment is fit for purpose when preparing to obtain and test the capillary blood sample
- 3.6 select and prepare an appropriate site taking into account the **individual's** preferences.



---

## Range

(AC3.1, **Individual:** Someone requiring care or support  
AC3.2,  
AC3.3,  
AC3.4,  
AC3.6)

(AC3.1 **Pre-procedural instruction:** Fasting, timing  
)  
{AC3.2 **Valid consent:** In line with agreed UK country definition.  
)

---

## Learning outcome

The learner will:

- 4 Be able to obtain and test capillary blood samples

## Assessment criteria

The learner can:

- 4.1 apply health and safety measures relevant to the procedure and environment
- 4.2 apply **standard precautions** for infection prevention and control
- 4.3 use the selected materials and equipment in accordance with **agreed ways of working**
- 4.4 obtain capillary blood sample of the required volume and quantity causing minimal discomfort to the **individual**
- 4.5 test the sample following **agreed ways of working**
- 4.6 select alternative sites where necessary
- 4.7 ensure blood clotting at the site following the **agreed ways of working**
- 4.8 ensure the **individual** is comfortable following the procedure
- 4.9 provide information to the **individual** on care of the site and results process
- 4.10 dispose of hazardous waste before leaving the care area.

---

## Range

(AC4.2 **Standard precautions:** Personal protective equipment (PPE), hygiene  
)  
{AC4.3, **Agreed ways of working:** National guidelines, policies, protocols and good  
AC4.5, practice  
AC4.7)  
(AC4.4  
, **Individual:** Someone requiring care or support  
AC4.8

---

### Learning outcome

The learner will:

- 5 Be able to record and report the results of the blood samples

### Assessment criteria

The learner can:

- 5.1 communicate the results of the tests and any further actions required to the **individual**
- 5.2 respond to questions and concerns from **individuals**
- 5.3 record and report results following **agreed ways of working**.

---

### Range

(AC5.1), **Individual:** someone requiring care or support

(AC5.2)

(AC5.3, **Agreed ways of working:** National guidelines, policies, protocols and good practice)

---



## Unit 306

## Supporting individuals using technologies in health and care settings

<b>UAN:</b>	K/507/2345
<b>Unit level:</b>	Level 3
<b>GLH:</b>	19
<b>NLH:</b>	32
<b>Unit aim:</b>	This unit enables the learner to develop the knowledge and understanding of technologies used by individuals in health and care settings and how to provide support.
<b>Assessment type:</b>	Portfolio

---

### Learning outcome

The learner will:

- 1 Know technologies available to individuals in health and care settings

### Assessment criteria

The learner can:

- 1.1 define the terms 'assistive technology' and 'self-monitoring technology'
- 1.2 state the principles behind 'telehealth' and 'telecare'
- 1.3 describe when it may be appropriate for **individuals** to use 'telehealth' or 'telecare'
- 1.4 describe the function of a range of technological aids used in health and care settings
- 1.5 explain how technological aids can enhance the services provided for **individuals** in own area of work.

---

### Range

(AC1.3, **Individual:** Someone requiring care or support  
AC1.5)

---

## Learning outcome

The learner will:

- 2 Understand the use of technological aids with individuals in health and care settings

## Assessment criteria

The learner can:

- 2.1 explain why it is important to gain an **individual's valid consent** before using technological aids
- 2.2 explain how to use a range of technological aids safely according to **agreed ways of working** and manufacturer's instructions
- 2.3 describe how technological aids can be utilised to promote the wellbeing of an **individual**
- 2.4 explain how to encourage active participation of **individuals** when using technological aids

---

## Range

(AC2.1, **Individual:** Someone requiring care or support  
AC2.3,  
AC2.4)

(AC2.1 **Valid consent:** In line with agreed UK country definition

)  
{AC2.2 **Agreed ways of working:** National guidelines, policies, protocols and good  
practice  
)

---

## Learning outcome

The learner will:

- 3 Understand how to support individuals using telecare or telehealth systems in health and care settings

## Assessment criteria

The learner can:

- 3.1 explain how **individuals** benefit from the use of telecare and telehealth systems
- 3.2 explain the range of activities the **individual** may need support with when using a telecare system
- 3.3 explain the range of activities the **individual** may need support with when using a telehealth system
- 3.4 explain own role in supporting **individuals** using telecare and telehealth systems.

## Range

(AC3.1, **Individual:** Someone requiring care and support  
AC3.2,  
AC3.3,  
AC3.4)

---

## Learning outcome

The learner will:

- 4 Understand safe working practices when supporting individuals' using technological aids

## Assessment criteria

The learner can:

- 4.1 identify safety concerns that may arise for an **individual** when using a technological aid
- 4.2 describe actions that can be taken to enhance the safety of an **individual** when using a technological aid
- 4.3 explain how to report a safety concern when using a technological aid
- 4.4 explain why it is important that technological aids are serviced and maintained in good working order
- 4.5 explain how to maintain confidentiality of information when using technological aids.

---

## Range

(AC4.1, **Individual:** Someone requiring care and support  
AC4.2)

## Unit 307

## Dementia awareness

<b>UAN:</b>	T/507/2347
<b>Unit level:</b>	Level 3
<b>GLH:</b>	23
<b>NLH:</b>	38
<b>Unit aim:</b>	The aim of this unit is provide the learner with knowledge and understanding of dementia, and its impact on communication.
<b>Assessment type:</b>	Portfolio

---

### Learning outcome

The learner will:

- 1 Understand the impact of dementia on individuals and others

### Assessment criteria

The learner can:

- 1.1 identify different types of dementia
- 1.2 describe the main causes of the different types of dementia
- 1.3 describe the main signs and symptoms of dementia
- 1.4 explain why the abilities and needs of an **individual** with dementia may fluctuate
- 1.5 describe the impact of dementia on the
  - a **individual**
  - b **others.**

---

### Range

(AC1.4, **Individual:** Someone requiring care or support  
AC1.5)

(AC1.5 **Others:** Partner, family members, informal carers, significant others and casual acquaintances  
)

---

## Learning outcome

The learner will:

- 2 Understand services and treatments available for individuals' with dementia and others

## Assessment criteria

The learner can:

- 2.1 outline national initiatives designed to support and improve dementia care services for **individuals** with dementia and **others**
- 2.2 describe local support services available for **individuals** with dementia and **others**
- 2.3 explain the benefits of the local support services to **individuals** and **others**
- 2.4 describe how services with a person-centred approach can improve an **individual's** sense of **wellbeing**
- 2.5 describe the main **therapies and treatments** and how they can help to manage symptoms of dementia.

---

## Range

(AC2.1, **Individual:** Someone requiring care or support  
AC2.2,  
AC2.3,  
AC 2.4)

(AC2.2 **Others:** Partner, family members, informal carers, significant others and casual acquaintances  
)

(AC **Wellbeing:** Confidence, self-esteem, physical and psychological health, sense  
2.4) of hope and purpose

(AC2.5 **Therapies and treatments:** Medication, group and one-to-one therapy,  
) validation, meaningful occupation.

---

## Learning outcome

The learner will:

- 3 Understand factors which affect communication with individuals with dementia

## Assessment criteria

The learner can:

- 3.1 describe methods of **communication** with **individuals** with dementia
- 3.2 describe how dementia may affect the way an **individual communicates**

- 3.3 explain why involving **others** can enhance **communication** with an **individual** with dementia
  - 3.4 describe the impact of the environment on interactions with an **individual** with dementia
  - 3.5 explain how the attitudes and behaviours of carers and **others** can affect communication with **individuals** with dementia.
- 

### Range

(AC3.1, **Individual:** Someone requiring care or support

AC3.2,

AC3.3,

AC3.4,

AC3.5)

(AC3.1, **Communication:** Verbal, non-verbal, behavioural

AC3.2,

AC3.3)

(AC3.3, **Others:** Partner, family members, informal carers, significant others and casual acquaintances.  
AC3.5)

---

### Learning outcome

The learner will:

- 4 Understand the importance of positive interactions with individuals with dementia

### Assessment criteria

The learner can:

- 4.1 explain the different components of positive interaction with **individuals** with dementia
  - 4.2 explain how positive interactions can contribute to the **wellbeing** of **individuals** with dementia
  - 4.3 explain the importance of monitoring **individuals'** responses during interactions
  - 4.4 explain the importance of involving **individuals** with dementia in a range of activities and how this contributes to positive interaction
  - 4.5 explain the benefits and drawbacks of a:
    - a reality orientation approach to interactions
    - b validation approach to interactions
- 

### Range

(AC4.1, **Individual:** Someone requiring care or support

AC4.2,

AC4.3,

AC4.4)

---

(AC4.2 **Wellbeing:** Confidence, self-esteem, physical and psychological health, sense of hope and purpose  
)



## Unit 308

# Supporting urinary continence management and catheter care in health and care settings

<b>UAN:</b>	A/507/2348
<b>Unit level:</b>	Level 3
<b>GLH:</b>	33
<b>NLH:</b>	57
<b>Unit aim:</b>	This unit enables the learner to develop the skills and knowledge required to support urinary care for individuals, including support for incontinence management and catheter care, to monitor the individual and report urinary catheter care procedures.
<b>Assessment type:</b>	Portfolio

### Learning outcome

The learner will:

- 1 Understand own role and responsibilities when supporting individuals to manage continence

### Assessment criteria

The learner can:

- 1.1 explain how **agreed ways of working** affect the management of continence for **individuals**
- 1.2 explain the importance of effective communication to ensure the **individual's** personal beliefs and preferences are met when promoting continence
- 1.3 explain the information that should be given to an **individual** about catheter care
- 1.4 identify boundaries of own role in relation to supporting **individuals** to manage continence
- 1.5 explain the reasons for maintaining professional boundaries when supporting **individuals** to manage continence
- 1.6 describe health and safety and infection control measures required when supporting an **individual** to manage their continence

- 1.7 explain the importance of reporting concerns about changes in an **individual's** health to the appropriate person

---

## Range

(AC1.1 **Agreed ways of working:** National guidelines, policies, protocols and good practice)

(AC1.1, **Individual:** Someone requiring care or support

AC1.2,

AC1.3,

AC1.4,

AC1.5,

AC1.6,

AC1.7)

---

## Learning outcome

The learner will:

2 Understand normal and abnormal urinary function

### Assessment criteria

The learner can:

- 2.1 describe the function and structure of the male and female upper and lower urinary system
  - 2.2 describe the normal appearance and characteristics of urine
  - 2.3 explain the term 'urinary continence'
  - 2.4 explain the reasons for incontinence
  - 2.5 describe the signs and symptoms of common problems associated with the urinary system
  - 2.6 explain the actions to take when signs and symptoms of common problems associated with the urinary system are identified
- 

## Learning outcome

The learner will:

3 understand urinary catheterisation

### Assessment criteria

The learner can:

- 3.1 explain the difference between urethral and suprapubic catheterisation
  - 3.2 describe the reasons for urethral and suprapubic catheterisation for males and females
  - 3.3 identify equipment and materials used in urinary care/catheterisation
  - 3.4 describe the **complications** associated with urethral and suprapubic indwelling catheters
-

- 3.5 describe the actions that should be taken when **complications** associated with urethral and suprapubic indwelling catheters are identified
- 

### Range

(AC3.3 **Agreed ways of working:** National guidelines, policies, protocols and good practice )

(AC3.4, **Complications:** Infections, tissue damage, urinary retention and pain AC3.5)

---

### Learning outcome

The learner will:

- 4 Be able to promote continence with individuals

### Assessment criteria

The learner can:

- 4.1 discuss and advise the **individual** on the support required to manage continence
- 4.2 encourage the **individual** to follow toileting schedules according to their plan of care
- 4.3 support the **individual** to use and replace continence aids
- 4.4 encourage the **individual** to dispose of **waste materials** and clean equipment in line with **agreed ways of working**
- 4.5 review and record continence activity in line with **agreed ways of working**.
- 

### Range

(AC4.1, **Individual:** Someone requiring care or support AC4.2, AC4.3, AC4.4)

(AC4.4, **Agreed ways of working:** National guidelines, policies, protocols and good practice AC4.5)

(AC4.4 **Waste materials:** Urine, continence aids. )

---

### Learning outcome

The learner will:

- 5 Be able to prepare, support and/or carry out urinary catheter care for individuals
-

## Assessment criteria

The learner can:

- 5.1 confirm the **individual's** identity
  - 5.2 explain the activity to the **individual** and ensure understanding
  - 5.3 agree support required with the **individual** and gain **valid consent**
  - 5.4 apply standard precautions for infection prevention and control, and health and safety measures
  - 5.5 support the **individual** to position themselves ensuring their comfort and dignity
  - 5.6 encourage **active participation** throughout the activity
  - 5.7 carry out or support the **individual** to carry out, the catheter care activity taking into account their personal beliefs and preferences
  - 5.8 maintain, or support the **individual** to maintain, the cleanliness of the meatus
  - 5.9 use or support the individual to use catheter care equipment and/or materials in line with manufacturer's guidelines and **agreed ways of working**.
- 

## Range

(AC5.1, **Individual:** Someone requiring care or support  
AC5.2,  
AC5.3,  
AC5.5,  
AC5.7)

(AC5.3 **Valid consent:** In line with agreed UK country definition

)  
{AC5.6 **Active participation:** A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support, rather than a passive recipient  
)

(AC5.9 **Agreed ways of working:** National guidelines, policies, protocols and good practice  
)

---

## Learning outcome

The learner will:

- 6 Be able to monitor individuals following the removal of urinary catheters

## Assessment criteria

The learner can:

- 6.1 remove the urethral catheter in accordance with **agreed ways of working**
  - 6.2 monitor the **individual** for adverse effects and potential complications following the urinary care activity
  - 6.3 advise the **individual** on the importance of noting when they start passing urine
  - 6.4 explain to the **individual** the signs and symptoms of urine retention and the importance of reporting this without delay
-

6.5 monitor and report the **individual's** urinary output over a period of time in line with agreed ways of working.

---

**Range**

(AC6.1) **Agreed ways of working:** National guidelines, policies, protocols and good practice

(AC6.2) **Individual:** someone requiring care or support

(AC6.3)

(AC6.4)

(AC6.5)

---

## Unit 309

## Supporting individuals to manage own healthcare activities

<b>UAN:</b>	F/507/2349
<b>Unit level:</b>	Level 3
<b>GLH:</b>	15
<b>NLH:</b>	25
<b>Unit aim:</b>	This unit enables the learner to develop the skills and knowledge required to support individuals in managing a range of healthcare activities.
<b>Assessment type:</b>	Portfolio

---

### Learning outcome

The learner will:

- 1 Understand the principles of supporting individuals to manage their own health and care activities

### Assessment criteria

The learner can:

- 1.1 explain **agreed ways of working** relating to own role in supporting **individuals** to manage health and care activities
- 1.2 identify a range of health and care activities that an **individual** may participate in or self-manage
- 1.3 explain the importance of gaining valid consent when offering support to an **individual** to manage their own health and care activities
- 1.4 describe ways to encourage active participation of **individuals** in carrying out their own health and care activities
- 1.5 explain when the outcome of a self-managed health and care activity should be recorded and reported
- 1.6 identify sources of information available to **individuals** who wish to manage their own health and care activities
- 1.7 explain how to support an **individual** to obtain supplies of equipment and materials to carry out their own health and care activities.

---

## Range

(AC1.1 **Agreed ways of working:** National guidelines, policies, protocols and good practice)

(AC1.1, **Individual:** Someone requiring care or support

AC1.2,

AC1.3,

AC1.4,

AC1.6,

AC1.7)

(AC1.3 **Valid consent:** In line with agreed UK country definition

)

---

## Learning outcome

The learner will:

2 Understand the impact of self-managing health and care activities

## Assessment criteria

The learner can:

2.1 explain how change can be perceived by an **individual** starting to undertake their own health and care activities

2.2 identify strategies for overcoming resistance to change

2.3 describe how self-managing own health and care activities can empower an **individual**

2.4 explain the impact that self-managing of health and care activities can have on:

a others

b provision of services.

---

## Range

(AC2.1, **Individual:** Someone requiring care and support

AC2.3)

---

## Learning outcome

The learner will:

3 Be able to support individuals to prepare for own health and care activities

## Assessment criteria

The learner can:

3.1 provide information about the health and care activity to the **individual** in a way that is sensitive to their personal values and preferences

3.2 support the **individual** to apply infection control precautions when preparing equipment and materials for a health and care activity

---



- 3.3 support the **individual** to prepare the environment prior to the health and care activity
- 3.4 support the **individual** to prepare themselves for carrying out the health and care activity.

---

## Range

(AC3.1, **Individual:** Someone requiring care and support  
AC3.2,  
AC3.3,  
AC3.4)

---

## Learning outcome

The learner will:

4 Be able to support individuals to carry out own health and care activities

## Assessment criteria

The learner can:

- 4.1 support and encourage the **individual** to carry out the health and care activity
  - 4.2 support and encourage the **individual** to carry out the health and care activity
  - 4.3 support the **individual** to dispose of any waste safely following the completion of the health and care activity
  - 4.4 support the **individual** to identify any changes in the results of the health and care activity that may need to be reported
  - 4.5 complete the required documentation relating to the health care activity accurately and in line with **agreed ways of working**.
- 

## Range

(AC4.1, **Individual:** Someone requiring care and support  
AC4.2,  
AC4.3,  
AC4.4)

(AC4.5 **Agreed ways of working:** National guidelines, policies, protocols and good practice.)

## Unit 310

## Undertaking physiological measurements

<b>UAN:</b>	T/507/2350
<b>Unit level:</b>	Level 3
<b>GLH:</b>	19
<b>NLH:</b>	34
<b>Unit aim:</b>	This unit enables the learner to develop the skills and knowledge required to take and record physiological measurements as part of the individual's care plan.
<b>Assessment type:</b>	Portfolio

---

### Learning outcome

The learner will:

- 1 Understand agreed ways of working relating to physiological measurements

### Assessment criteria

The learner can:

- 1.1 describe **agreed ways of working** that affect own work practice when undertaking **physiological measurements**
- 1.2 explain own role and responsibilities for obtaining **valid consent** and the importance of doing this
- 1.3 describe the standard checks that should be made on the **equipment** used to take **physiological measurements**.

---

### Range

(AC1.1 **Agreed ways of working:** National guidelines, policies, protocols and good practice )

(AC1.1, **Physiological measurements:** Blood pressure, pulse, temperature, Oxygen saturation, respiration, body mass index (BMI)  
AC1.3)

(AC1.2 **Valid consent:** In line with agreed UK country definition )

{AC1.3 **Equipment:** Electronic blood pressure, pulse and oxygen saturation machine, sphygmomanometer, blood pressure cuff, stethoscope, temperature probe, weighing scales, height measure. }

---

## Learning outcome

The learner will:

- 2 Understand the different physiological states that can be measured and how they are maintained by the body

## Assessment criteria

The learner can:

- 2.1 explain the importance of baseline measurements
- 2.2 explain what blood pressure and normal ranges are and how they are maintained
- 2.3 explain what is meant by systolic and diastolic blood pressure
- 2.4 explain what is meant by a pulse and the normal pulse ranges
- 2.5 identify the main pulse points in the body
- 2.6 explain pulse oximetry and when readings may be required
- 2.7 explain how the body maintains temperature and the normal ranges
- 2.8 explain how and why respirations are measured, and the normal respiration ranges
- 2.9 explain the principles of body mass index (BMI) in relation to weight/dietary control
- 2.10 describe the actions to be taken if **complications** occur during physiological measurements.

---

## Range

(AC2.1 **Complications:** Results out of expected range for the individual  
0)

---

## Learning outcome

The learner will:

- 3 Be able to undertake physiological measurements

## Assessment criteria

The learner can:

- 3.1 check equipment is fit for purpose when preparing to take **physiological measurements**
- 3.2 check the documentation for the prescribed time and **physiological measurements** to be taken
- 3.3 explain to the **individual** what **physiological measurements** will be undertaken and why these are required
- 3.4 answer any questions the **individual** has within the limits of own work role
- 3.5 obtain **valid consent** for the **physiological measurements** to be taken

- 3.6 take in to account the **individual's** preferences when supporting them to adjust their clothing when taking **physiological measurements**
  - 3.7 take **physiological measurements** accurately
  - 3.8 monitor the condition of the **individual** when taking **physiological measurements**
  - 3.9 follow the agreed ways of working when unable to obtain or read **physiological measurements**.
- 

### Range

(AC3.1, AC3.2, AC3.3, AC3.5, AC3.6, AC3.7, AC3.8, )

**Physiological measurements:** Blood pressure, pulse, temperature, Oxygen saturation, respiration, body mass index (BMI)

(AC3.3, **Individual:** Someone requiring care or support  
AC3.4,  
AC3.6,  
AC3.8)

(AC3.5 **Valid consent:** In line with agreed UK country definition

(AC3.9 **Agreed ways of working:** National guidelines, policies, protocols and good practice.

---

### Learning outcome

The learner will:

- 4 Be able to record and report results of physiological measurements

### Assessment criteria

The learner can:

- 4.1 record **physiological measurements** in line with **agreed ways of working**
  - 4.2 report results in line with **agreed ways of working**.
- 

### Range

(AC4.2, **Agreed ways of working:** National guidelines, policies, protocols and good practice  
AC4.1)

(AC4.1 **Physiological measurements:** Blood pressure, pulse, temperature, Oxygen saturation, respiration, body mass index (BMI).

---

## Unit 311

## Obtaining venous blood samples

<b>UAN:</b>	A/507/2351
<b>Unit level:</b>	Level 3
<b>GLH:</b>	17
<b>NLH:</b>	26
<b>Unit aim:</b>	This unit enables the learner to develop the skills and knowledge required to apply agreed procedures in the collection of venous blood samples from individuals for investigations.
<b>Assessment type:</b>	Portfolio

---

### Learning outcome

The learner will:

- 1 Understand legislation, policy and good practice related to obtaining venous blood samples

### Assessment criteria

The learner can:

- 1.1 outline the key provisions of the **legislation** which relate to obtaining venous blood samples
- 1.2 describe **agreed ways of working** which relate to obtaining venous blood samples.

---

### Range

- (AC1.1 **Legislation:** Health and Safety at Work Act 1974, Personal Protective Equipment Regulations 1992, COSHH (Control of Substances Hazardous to Health) 2002, Hazardous Waste Regulations, 2005  
)
- (AC1.2 **Agreed ways of working:** National guidelines, policies, protocols and good practice  
)

---

## Learning outcome

The learner will:

- 2 Know the anatomy and physiology in relation to obtaining venous blood samples

## Assessment criteria

The learner can:

- 2.1 describe the structure of venous blood vessels
- 2.2 explain blood clotting processes
- 2.3 describe the factors that influence blood clotting
- 2.4 describe the position of relevant venous blood vessels in relation to arteries, nerves and other structures
- 2.5 explain the correct procedure to deal with an arterial puncture
- 2.6 explain the action that should be taken if **complications** occur during the collection of venous blood samples.

---

## Range

(AC2.6 **Complications:** Insufficient blood flow, excess blood flow, needle or blood phobia.)

---

## Learning outcome

The learner will:

- 3 Be able to prepare to obtain venous blood samples

## Assessment criteria

The learner can:

- 3.1 confirm that the **individual** has complied with any **pre-procedural instruction**
- 3.2 confirm the **individual's** identity and obtain **valid consent**
- 3.3 provide support and reassurance to address the **individual's** needs and concerns
- 3.4 explain the procedure in a way that is accurate and sensitive to the **individual's** personal beliefs and preferences
- 3.5 check equipment is fit for purpose when preparing to obtain the venous blood sample
- 3.6 select and prepare an appropriate site taking into account the **individual's** preferences.

---

## Range

(AC3.1, **Individual:** Someone requiring care or support  
AC3.2,  
AC3.3,  
AC3.4,  
AC3.6)

(AC3.1 **Pre-procedural instruction:** Fasting, timing  
}  
{AC3.2 **Valid consent:** In line with agreed UK country definition.  
}

---

### Learning outcome

The learner will:

- 4 Be able to obtain venous blood samples

### Assessment criteria

The learner can:

- 4.1 apply health and safety measures relevant to the procedure and environment
  - 4.2 apply **standard precautions** for infection prevention and control
  - 4.3 use the selected blood collection equipment correctly, in a manner which causes minimum discomfort to the **individual**
  - 4.4 obtain the venous blood sample following **agreed ways of working**
  - 4.5 respond to any indication of adverse reaction, complication or problem during the procedure
  - 4.6 terminate the blood collection procedure following **agreed ways of working**
  - 4.7 ensure the **individual** is comfortable following the procedure
  - 4.8 provide information to the **individual** on care of the site and results process
  - 4.9 dispose of hazardous waste before leaving the care area.
- 

### Range

(AC4.2 **Standard precautions:** PPE, hand hygiene

{AC4.3, **Individual:** Someone requiring care or support  
AC4.7,  
AC4.8)

(AC4.4, **Agreed ways of working:** National guidelines, policies, protocols and good  
AC4.6) practice

---

### Learning outcome

The learner will:

- 5 Be able to prepare venous blood samples for transportation

### Assessment criteria

The learner can:

- 5.1 label specimens and check documentation is completed
  - 5.2 package and store blood samples correctly
  - 5.3 follow **agreed ways of working** for the collection and transportation of specimens to the laboratory.
-



---

**Range**

(AC5.3 **Agreed ways of working:** National guidelines, policies, protocols and good practice  
)

## Unit 312

## Performing routine electrocardiograph procedures

<b>UAN:</b>	F/507/2352
<b>Unit level:</b>	Level 3
<b>GLH:</b>	20
<b>NLH:</b>	21
<b>Unit aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required for recording electrocardiograph (ECG) at rest and ambulatory ECG procedures. This unit also provides the learner with the knowledge required for good practice and the understanding of the purpose and functions of ECG.
<b>Assessment type:</b>	Portfolio

### Learning outcome

The learner will:

- 1 Understand agreed ways of working which impact on own role when performing electrocardiograph procedures

### Assessment criteria

The learner can:

- 1.1 summarise the **agreed ways of working** for performing routine electrocardiograph procedures
- 1.2 explain own responsibilities and accountability in relation to current **legislation** and **agreed ways of working**
- 1.3 explain own duty to report any acts or omissions that could be detrimental when performing electrocardiograph procedures.

### Range

(AC1.1, **Agreed ways of working**: National guidelines, policies, protocols and good AC1.2) practice

(AC1.2 **Legislation:** Health and Safety at Work Act 1974, Management of the Health and Safety at Work Act Regulations 1999, Data Protection Act 1998.)

---

### Learning outcome

The learner will:

- 2 Understand the anatomy and physiology of the heart and the purpose and functions of electrocardiographs

### Assessment criteria

The learner can:

- 2.1 describe the structure and function of the heart
  - 2.2 explain the purpose of electrocardiograph procedures
  - 2.3 describe a normal electrocardiograph and relate this to the conduction system of the heart
  - 2.4 explain the importance of carrying out routine checks on equipment when performing electrocardiograph procedures
  - 2.5 describe the correct positioning of electrodes for at rest and ambulatory procedures
  - 2.6 explain the importance of ensuring the electrodes are positioned correctly and the consequences if they are not
  - 2.7 explain why it is important that the **individual** understands the need for recording signs and symptoms throughout an ambulatory electrocardiograph.
- 

### Range

(AC2.7 **Individual:** Someone requiring care or support)

---

### Learning outcome

The learner will:

- 3 Be able to prepare to carry out routine electrocardiograph procedures

### Assessment criteria

The learner can:

- 3.1 confirm the **individual's** identity and obtain **valid consent**
  - 3.2 check the equipment when preparing the electrocardiograph procedure
  - 3.3 apply standard precautions for infection control and health and safety
  - 3.4 explain the procedure to the **individual** and the requirements for their compliance ensuring understanding of this
  - 3.5 confirm any factors or special needs which may affect the test or test results
  - 3.6 answer any questions the individual or the carer has regarding the electrocardiograph procedure
-

- 3.7 seek advice on **special needs** requirements from an appropriate member of staff
- 3.8 prepare sites and position electrodes, considering any special needs if they have been identified.

---

## Range

(AC3.1, **Individual:** Someone requiring care or support  
AC3.4,  
AC3.6)

(AC3.1 **Valid consent:** In line with agreed UK country definition

]AC3.5, **Special needs:** Using alternative sites for placing electrodes due to dressings,  
AC3.8) sound supports, limbs missing.

---

## Learning outcome

The learner will:

4 Be able to carry out routine electrocardiograph procedures

## Assessment criteria

The learner can:

- 4.1 ensure that the **individual's** privacy and dignity is maintained at all times
  - 4.2 perform the electrocardiograph procedure
  - 4.3 communicate information in a way that is sensitive to the personal beliefs and preferences of the **individual**
  - 4.4 encourage the **individual** to relax and remain immobile throughout a resting electrocardiograph
  - 4.5 observe the **individual** throughout the electrocardiograph procedure, responding to any concerns or adverse reactions
  - 4.6 report any problems encountered with the electrocardiograph procedure to an appropriate member of staff
  - 4.7 ensure the **individual** is comfortable following the electrocardiograph procedure
  - 4.8 record results following the **agreed ways of working**.
- 

## Range

(AC4.1), **Individual:** someone requiring care or support

(AC4.3)

(AC4.4)

(AC4.5)

(AC4.7)

(AC4.8), **Agreed ways of working:** National guidelines, policies, protocols and good practice

---

## Unit 313

## Supporting individuals at the end of life

<b>UAN:</b>	J/507/2353
<b>Unit level:</b>	Level 3
<b>GLH:</b>	27
<b>NLH:</b>	47
<b>Unit aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to support end of life care.
<b>Assessment type:</b>	Portfolio

---

### Learning outcome

The learner will:

- 1 Understand factors affecting end of life care

### Assessment criteria

The learner can:

- 1.1 explain how **legislation** and **agreed ways of working** protect the rights of individuals in end of life care
- 1.2 outline the emotional and psychological processes that **individuals** and **others** may experience with the approach of death
- 1.3 explain how **values and beliefs** of **individuals** and key people influence end of life care
- 1.4 explain the role of **others** in an **individual's** end of life care
- 1.5 explain the importance of supporting the health and wellbeing for **individuals** with a terminal condition.

---

### Range

(AC1.1 **Legislation:** Care Act 2014, Human Rights Act 1998, Equality Act 2010, Mental Capacity Act 2005  
)

(AC1.1 **Agreed ways of working:** National guidelines, policies, protocols and good practice  
)

(AC1.1, **Individual:** Someone requiring care or support  
AC1.2,  
AC1.4,

(AC1.2 **Others:** Family members, friends, informal carers, others who are important to the wellbeing of the individual  
)  
(AC1.3)

**Values and beliefs:** Values and beliefs.

---

### Learning outcome

The learner will:

- 2 Understand how to provide support to individuals and others during the receipt of significant news

### Assessment criteria

The learner can:

- 2.1 describe how to support an **individual** and **others** when receiving significant news
- 2.2 describe how to recognise and manage distressful situations experienced by **individuals** and **others** in end of life care
- 2.3 explain how to assess when an **individual** and/or **others** need to be alone
- 2.4 explain how to adapt support to reflect the **individual's** changing needs or responses
- 2.5 describe the importance of recording significant conversations during end of life care.

---

### Range

(AC2.1, **Others:** Family members, friends, informal carers, others who are important to the wellbeing of the individual  
AC2.2,  
AC2.3)

(AC2.1, **Individual:** Someone requiring care or support.  
AC2.2,  
AC2.3,  
AC2.4)

---

### Learning outcome

The learner will:

- 3 Understand advance care planning for individuals in end of life care

### Assessment criteria

The learner can:

- 3.1 describe how to support an **individual** to have as much control as possible over their end of life care
  - 3.2 explain the purpose of advance care planning for end of life care
-

- 3.3 describe own role in supporting and recording decisions about advance care planning
- 3.4 outline ethical and legal issues that may arise in relation to advance care planning
- 3.5 describe **non-medical interventions** that can enhance the wellbeing of an **individual**
- 3.6 describe **medical interventions** that can enhance the wellbeing of an **individual**.



---

## Range

(AC3.1, **Individual:** Someone requiring care or support  
AC3.5,  
AC3.6)

(AC3.5 **Non-medical interventions:** Environmental factors, aids, alternative therapies,  
) social activity, spiritual, counselling  
(AC3.6 **Medical interventions:** Treatments and medication.  
)

---

## Learning outcome

The learner will:

- 4 Understand the role of organisations and support services available to individuals and others in relation to end of life care

## Assessment criteria

The learner can:

- 4.1 describe the role of **support organisations and specialist services** that may contribute to end of life care
  - 4.2 explain how to liaise with **team members** and **others** to provide identified support for the **individual** or **others**
  - 4.3 explain the role and value of an advocate in relation to end of life care
  - 4.4 identify sources of support available to address spiritual needs.
- 

## Range

(AC4.1 **Support organisations and specialist services:** Nursing and care homes,  
) palliative care services, domiciliary, respite and day services, national  
helplines, charities

(AC4.2 **Others:** Family members, friends, informal carers, others who are important to  
) the wellbeing of the individual

(AC4.2 **Individual:** Someone requiring care or support

)  
(AC4.2 **Team members:** Line manager, doctor, nurses, religious representatives,  
) specialist nurse, occupational or other therapist, social worker.

---

## Learning outcome

The learner will:

- 5 Understand how to manage own feelings in relation to the dying or death of individuals

### Assessment criteria

The learner can:

- 5.1 identify ways to manage own feelings in relation to an **individual's** dying or death
  - 5.2 explain support systems available to help to deal with own feelings in relation to dying or death.
- 

### Range

(AC5.1 **Individual:** Someone requiring care or support.

)

---

### Learning outcome

The learner will:

- 6 Be able to support individuals and others in end of life care

### Assessment criteria

The learner can:

- 6.1 communicate with the **individual** to meet their needs and preferences
  - 6.2 review communication to meet changing circumstances
  - 6.3 provide support for the **individual** and **others** that respects their **values and beliefs**
  - 6.4 contribute to partnership working with **others** to support the **individual's** wellbeing
  - 6.5 report on the support provided to meet the **individual's** needs
- 

### Range

(AC6.1, **Individual:** Someone requiring care or support

AC6.3,

AC6.4,

AC6.5)

(AC6.3 **Others:** Family members, friends, informal carers, others who are important to the wellbeing of the individual

)

(AC6.3 **Values and beliefs:** Values and beliefs.

)

## Unit 314

## Undertaking stoma care

<b>UAN:</b>	L/507/2354
<b>Unit level:</b>	Level 3
<b>GLH:</b>	23
<b>NLH:</b>	42
<b>Unit aim:</b>	This unit enables the learner to develop the skills and knowledge required to provide care for individuals with bowel/bladder stoma. This may be for individuals with new stomas or for individuals with established stomas who are unable to manage their own stoma care. This unit is applicable in a variety of care environments including hospitals, care homes, the individual's own home or other community environments such as GP surgeries.
<b>Assessment type:</b>	Portfolio

---

### Learning outcome

The learner will:

- 1 Understand agreed ways of working related to assessment for stoma care

### Assessment criteria

The learner can:

- 1.1 describe **agreed ways of working** related to assessment for and undertaking stoma care
- 1.2 explain own responsibilities related to assessment and carrying out stoma care.

---

### Range

(AC1.1 **Agreed ways of working:** National guidelines, policies, protocols and good practice.)

---

## Learning outcome

The learner will:

- 2 Understand the anatomy and physiology in relation to conditions requiring stoma care

## Assessment criteria

The learner can:

- 2.1 define the term "Stoma"
- 2.2 describe the anatomy of the different **types** of stoma formation, their position and functions
- 2.3 identify the reasons why each of the **types** of stoma may be formed
- 2.4 describe stoma **abnormalities** and actions to take
- 2.5 describe the potential consequences of contamination of stoma drainage systems
- 2.6 describe the effects of diet and mobility on stoma function
- 2.7 describe the effects of medication prescribed to maintain stoma function.

---

## Range

(AC2.2, **Types:** colostomy, illeostomy, urostomy, permanent and temporary AC2.3)

(AC2.4 **Abnormalities:** change in colour, size and appearance, signs of oedema, retractions, broken surrounding skin and rashes )

---

## Learning outcome

The learner will:

- 3 Understand the impact on an individual of living with a stoma

## Assessment criteria

The learner can:

- 3.1 describe the **physical effects** on **individuals'** living with a stoma
- 3.2 describe the **psychological effects** on **individuals'** living with a stoma
- 3.3 describe the **social effects** on **individuals'** living with a stoma
- 3.4 explain the importance of promoting **individuals'** independence to manage the stoma
- 3.5 identify sources of support for **individuals'** living with a stoma
- 3.6 describe the importance of follow up **support** to **individuals'** with a stoma.

---

## Range

(AC3.1 **Physical effects:** Pain, discharge and seeping problem, skin irritation

(AC3.1, **Individual:** someone requiring care and support  
AC3.2,  
AC3.3,  
AC3.4,  
AC3.5,  
AC3.6)

(AC3.2 **Psychological effects:** Body image, depression, anxiety, anger  
)  
{AC3.3 **Social effects:** Sexual relationships, family relationships, daily activity,  
recreation activities  
)  
(AC3.6 **Support:** stoma care instructions, prescriptions for supplies and appliances,  
specialist nurse, charities.  
)

---

### Learning outcome

The learner will:

4 Be able to prepare individuals for stoma care

### Assessment criteria

The learner can:

- 4.1 confirm the **individual's** identity and gain **valid consent**
  - 4.2 explain the procedure in a way that is sensitive to the personal beliefs and preferences of the **individual**
  - 4.3 check equipment is fit for purpose when preparing to carry out stoma care as prescribed/detailed in the **individual's** documentation
  - 4.4 take in to account **individual's** preferences when supporting the individual to adjust their clothing in preparing for stoma care.
- 

### Range

(AC4.1 **Individual:** someone requiring care and support  
)  
{AC4.1 **Valid consent:** must be in line with agreed UK country definition.  
)

---

### Learning outcome

The learner will:

5 Be able to carry out stoma care for individuals

### Assessment criteria

The learner can:

- 5.1 apply health and safety measures relevant to the procedure and environment
  - 5.2 apply standard precautions for infection prevention and control
  - 5.3 agree the level of support required with the **individual**
  - 5.4 provide active support for **individuals** to manage their own stoma
-

- 5.5 perform stoma care in line with **agreed ways of working**
  - 5.6 monitor the **individual's** condition throughout the stoma care
  - 5.7 give **individual** the opportunity to dispose of their own used stoma care equipment
  - 5.8 dispose of equipment and materials in line with **agreed ways of working**.
- 

### Range

(AC5.3, **Individual:** someone requiring care and support  
AC5.4,  
AC5.6,  
AC5.7)

(AC5.5, **Agreed ways of working:** National guidelines, policies, protocols and good practice.)

---

### Learning outcome

The learner will:

- 6 Be able to monitor individuals following stoma care

### Assessment criteria

The learner can:

- 6.1 report on the **individual's** pattern of stoma function
  - 6.2 record the outcomes of stoma care activity in line with **agreed ways of working**.
- 

### Range

(AC6.1 **Individual:** someone requiring care and support  
)  
{AC6.2 **Agreed ways of working:** National guidelines, policies, protocols and good  
) practice.

---

## Unit 315

## Undertaking treatments and dressings of lesions and wounds

<b>UAN:</b>	R/507/2355
<b>Unit level:</b>	Level 3
<b>GLH:</b>	19
<b>NLH:</b>	31
<b>Unit aim:</b>	This unit enables the learner to develop the skills and knowledge required to carry out treatments and dressings for the care of individuals' lesions and wounds. Learners will also explore general infection control and the specific application of the care of wounds/lesions, as well as the process of wound healing.
<b>Assessment type:</b>	Portfolio

### Learning outcome

The learner will:

- 1 Understand legislation and agreed ways of working when undertaking treatments and dressings of lesions and wounds

### Assessment criteria

The learner can:

- 1.1 identify the legislation and **agreed ways of working** which inform undertaking treatments and dressings of lesions and wounds
- 1.2 explain the importance of complying with infection control procedures at all times
- 1.3 explain the importance of wearing **personal protective equipment**
- 1.4 state own responsibilities and accountability when caring for lesions and/or wounds.

### Range

(AC1.1 **Agreed ways of working:** National guidelines, policies, protocols and good practice  
)

(AC1.3 **Personal protective equipment:** Sterile/non sterile gloves, aprons, masks.  
)





---

## Learning outcome

The learner will:

- 2 Understand wound healing and contamination

## Assessment criteria

The learner can:

- 2.1 describe the anatomy and physiology of the skin
- 2.2 explain the **process of wound healing**
- 2.3 identify factors which promote the **process of wound healing**
- 2.4 identify factors which delay the **process of wound healing**
- 2.5 explain the terms asepsis, antisepsis and cross infection
- 2.6 describe potential sources of wound contamination and the required measures to avoid and deal with them
- 2.7 explain what happens if a wound becomes contaminated
- 2.8 explain the aspects of the anatomy and physiology of the skin which inform the application of dressings.

---

## Range

(AC2.2, **Process of wound healing:** Phases of wound healing  
AC2.3,  
AC2.4)

---

## Learning outcome

The learner will:

- 3 Know the approved procedures and techniques when applying treatments and dressing lesions and wounds

## Assessment criteria

The learner can:

- 3.1 describe the types and functions of treatments and dressings used in own work area
- 3.2 explain the importance of following instructions and techniques specified in the documentation when applying treatments and dressings
- 3.3 describe potential adverse reactions when undertaking treatments and dressing of lesions and wounds
- 3.4 explain the procedure for dealing with adverse reactions while undertaking treatments and dressing to lesions and wounds
- 3.5 explain changes in the wound and/or lesion that need reporting.

---

## Learning outcome

The learner will:

- 4 Be able to prepare to treat and dress lesions and wounds

## Assessment criteria

The learner can:

- 4.1 refer to the treatment plan and wound assessment documentation
  - 4.2 apply health and safety measures relevant to the procedure and environment
  - 4.3 confirm the **individual's** identity and gain **valid consent** to carry out the activity
  - 4.4 check for any contraindications to treatments and dressings
  - 4.5 provide information, support and reassurance to the **individual** in a way that is sensitive to their personal beliefs and preferences
  - 4.6 check required equipment, treatments and dressings are fit for purpose
  - 4.7 assist the **individual** to position themselves to enable access to the wound lesion site
  - 4.8 assist the **individual** to adjust clothing whilst maintaining privacy and dignity.
- 

## Range

(AC4.3, **Individual:** Someone requiring care or support  
AC4.5,  
AC4.7,  
AC4.8)

(AC4.3 **Valid consent:** In line with agreed UK country definition.  
)

---

## Learning outcome

The learner will:

- 5 Be able to carry out treatments and dressings to lesions/wounds

## Assessment criteria

The learner can:

- 5.1 apply standard precautions for infection control
  - 5.2 remove existing dressing to evaluate the lesion and/or wound for any change in appearance
  - 5.3 undertake treatments and dressings using techniques following treatment plan
  - 5.4 maintain the sterility of dressings prior to and during application
  - 5.5 monitor the individual during treatment and dressings
  - 5.6 reassure the **individual** during treatment and dressings
  - 5.7 dispose of waste in accordance with **agreed ways of working**
  - 5.8 ensure the **individual** is comfortable following the procedure.
-



---

## Range

(AC5.5, **Individual:** Someone requiring care or support

AC5.6,

AC5.8)

(AC5.7 **Agreed ways of working:** National guidelines, policies, protocols and good practice  
)

---

## Learning outcome

The learner will:

6 Be able to record and report outcomes of treatments and dressings

## Assessment criteria

The learner can:

6.1 record the outcomes and findings of the activity according to **agreed ways of working**

6.2 report outcomes and **findings** following **agreed ways of working**.

---

## Range

(AC6.1, **Agreed ways of working:** National guidelines, policies, protocols and good practice  
AC6.2)

(AC6.1, **Findings:** Condition of wounds/lesions – wound healing, inflammation, pain.  
AC6.2)

## Unit 316

# Carrying out extended feeding techniques in health and care settings

<b>UAN:</b>	Y/507/2356
<b>Unit level:</b>	Level 3
<b>GLH:</b>	21
<b>NLH:</b>	38
<b>Unit aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to prepare for and carry out extended feeding techniques to ensure individuals nutritional and fluid intake.
<b>Assessment type:</b>	Portfolio

---

### Learning outcome

The learner will:

- 1 Understand extended feeding and related anatomy and physiology

### Assessment criteria

The learner can:

- 1.1 describe the anatomy and physiology of the gastro-intestinal tract
- 1.2 explain the reasons why feeding may need to be carried out by extended techniques
- 1.3 explain how fluid and nutritional balance contribute to maintaining health
- 1.4 describe techniques used for extended feeding
- 1.5 explain how equipment and materials are used for extended feeding techniques.

---

### Learning outcome

The learner will:

- 2 Understand risks associated with extended feeding techniques

## Assessment criteria

The learner can:

- 2.1 explain how **agreed ways of working** affect extended feeding **techniques**
- 2.2 describe the potential risks associated with extended feeding **techniques**
- 2.3 identify indicators of adverse reactions which may occur during and following extended feeding
- 2.4 describe the actions to take in the event of an adverse reaction
- 2.5 explain the potential sources and consequences of contamination
- 2.6 explain the actions to take in the event of contamination.

---

## Range

(AC2.1 **Agreed ways of working:** National guidelines, policies, protocols and good practice  
)

(AC2.2, **Techniques:** Naso-gastric, Percutaneous Endoscopic Gastrostomy (PEG)  
AC2.3,  
AC2.4)

---

## Learning outcome

The learner will:

- 3 Understand the importance of preparing to carry out extended feeding techniques

## Assessment criteria

The learner can:

- 3.1 describe the safety checks that should be carried out before commencing extended feeding **techniques**
- 3.2 explain the importance of carrying out the safety checks before commencing extended feeding **techniques**
- 3.3 describe ways to support an **individual** to prepare for extended feeding **techniques** in a way that meets their **individual** needs and preferences.

---

## Range

(AC3.2, **Techniques:** Naso-gastric, Percutaneous Endoscopic Gastrostomy (PEG)  
AC3.1,  
AC3.3)

(AC3.3 **Individual:** Someone requiring care or support.  
)

---

### Learning outcome

The learner will:

- 4 Be able to prepare for extended feeding

### Assessment criteria

The learner can:

- 4.1 refer to documentation to confirm the feed and/or fluid requirement
- 4.2 ensure that correct equipment and materials are available
- 4.3 carry out safety checks and confirm equipment and materials are fit for purpose
- 4.4 confirm the identity of the **individual** prior to carrying out the activity
- 4.5 explain the procedure to the individual and obtain **valid consent**
- 4.6 support the **individual** to position themselves to ensure their safety and comfort.

---

### Range

(AC4.4, **Individual:** Someone requiring care or support  
AC4.5)

(AC4.5 **Valid consent:** In line with agreed UK country definition  
)

---

### Learning outcome

The learner will:

- 5 Be able to carry out and complete extended feeding

### Assessment criteria

The learner can:

- 5.1 apply standard precautions for infection prevention and control
- 5.2 ensure feeding tubes are positioned and secured correctly in a manner that prevents discomfort and promotes the dignity of the **individual**
- 5.3 carry out extended feeding **safely and according to the individual's plan of care**
- 5.4 monitor and reassure the **individual** throughout the activity
- 5.5 ensure the comfort of the **individual** following extended feeding
- 5.6 dispose of used equipment, materials, feeds and body fluids in accordance with **agreed ways of working**.

---

### Range

(AC5.2, **Individual:** Someone requiring care or support  
AC5.4,  
AC5.5)

---

- (AC5.3 **Safely and according to the individual's plan of care:** 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
- (AC5.6 **Agreed ways of working:** National guidelines, policies, protocols and good practice.



---

## Learning outcome

The learner will:

- 6 Be able to maintain records and report on extended feeding

## Assessment criteria

The learner can:

- 6.1 complete the required documentation clearly and legibly in accordance with **agreed ways of working**
- 6.2 report the findings about the process to **others** and the **individual**.

---

## Range

(AC6.1 **Agreed ways of working:** National guidelines, policies, protocols and good practice  
)

(AC6.2 **Individual:** Someone requiring care or support

{AC6.2 **Others:** Family members, advocate, line manager, other professionals.  
)

## Unit 317

## Removing wound closure materials

<b>UAN:</b>	H/507/2358
<b>Unit level:</b>	Level 3
<b>GLH:</b>	24
<b>NLH:</b>	42
<b>Unit aim:</b>	This unit enables the learner to develop the skills and knowledge required to remove wound closure materials from individuals when directed by a health practitioner and following local guidelines and procedures.
<b>Assessment type:</b>	Portfolio

---

### Learning outcome

The learner will:

- 1 Know the anatomy and physiology of the skin and types of wound closures

### Assessment criteria

The learner can:

- 1.1 describe the anatomy and physiology of the skin
- 1.2 describe the different types of **wound closures** and their removal.

---

### Range

(AC1.2 **Wound closures:** Dissolvable, non-dissolvable, staples.

)

---

### Learning outcome

The learner will:

- 2 Understand wound healing and contamination

### Assessment criteria

The learner can:

- 2.1 explain the terms 'asepsis', 'antisepsis and 'cross infection'
- 2.2 explain the **process of wound healing**
- 2.3 identify factors which promote the **process of wound healing**

- 2.4 identify factors which delay the **process of wound healing**
- 2.5 describe potential sources of wound contamination and the required measures to avoid and deal with them
- 2.6 describe what happens if a wound becomes contaminated.

---

### Range

(AC2.2, **Process of wound healing**: Phases of wound healing  
AC2.3,  
AC2.4)

---

### Learning outcome

The learner will:

- 3 Know the approved procedures and techniques to remove wound closures

### Assessment criteria

The learner can:

- 3.1 identify the policies and protocols which inform own role when removing **wound closures**
  - 3.2 explain the importance of following procedures and techniques specified in the treatment plan and the consequences of poor practice
  - 3.3 explain the procedure for dealing with problems encountered while removing **wound closures**
  - 3.4 describe potential adverse reactions to the removal of **wound closures** and how to deal with them.
- 

### Range

(AC3.1, **Wound closures**: Dissolvable, non-dissolvable, staples  
AC3.3,  
AC3.4)

---

### Learning outcome

The learner will:

- 4 Be able to prepare to remove wound closure materials

### Assessment criteria

The learner can:

- 4.1 apply health and safety measures relevant to the procedure and environment
  - 4.2 confirm the **individual's** identity and gain **valid consent** to carry out the activity
  - 4.3 provide information, support and reassurance to the **individual** in a way that is sensitive to their personal beliefs and preferences
-

- 4.4 check required equipment and materials are fit for purpose when preparing for the activity
  - 4.5 check for any contraindications to removing **wound closures** and deal with these within own scope of practice.
- 

### Range

(AC4.2, **Individual:** Someone requiring care or support  
AC4.3)

(AC4.2 **Valid consent:** In line with agreed UK country definition

} AC4.5 **Wound closures:** Dissolvable, non-dissolvable, staples.

)

---

### Learning outcome

The learner will:

- 5 Be able to remove wound closure materials

### Assessment criteria

The learner can:

- 5.1 apply standard precautions for infection control
  - 5.2 perform removal **wound closures** according to **local procedure** and treatment plan
  - 5.3 support the **individual** during the removal of **wound closures**
  - 5.4 dispose of waste in accordance with **agreed ways of working**
  - 5.5 ensure the **individual** is comfortable following the procedure.
- 

### Range

(AC5.2 **Wound closures:** Dissolvable, non-dissolvable, staples

),

AC5.3)

(AC5.2 **Local procedure:** Aseptic technique

}

(AC5.3, **Individual:** Someone requiring care or support

AC5.5)

(AC5.4 **Agreed ways of working:** National guidelines, policies, protocols and good practice.)

---

### Learning outcome

The learner will:

- 6 Be able to record and report outcomes of procedures
-

## Assessment criteria

The learner can:

- 6.1 record the outcomes and **findings** of the activity according to **agreed ways of working**
- 6.2 report outcomes and **findings** following **agreed ways of working**.

---

**Range**

(AC6.1, **Agreed ways of working:** National guidelines, policies, protocols and good  
AC6.2) practice

(AC6.1 **Findings:** Condition of skin – suture line, inflammation, pain.  
)

## Unit 318

# Administration and management of medication in health and care settings

<b>UAN:</b>	K/507/2359
<b>Unit level:</b>	Level 3
<b>GLH:</b>	31
<b>NLH:</b>	50
<b>Unit aim:</b>	The aim of this unit is to provide the learner with the knowledge and skills to manage, 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 type:</b>	Portfolio

### Learning outcome

The learner will:

- 1 Understand legal requirements and agreed ways of working related to administration of medication

### Assessment criteria

The learner can:

- 1.1 outline the key provisions of **legislation** and **agreed ways of working** related to administration of medication
- 1.2 describe own accountability and responsibilities for managing medication
- 1.3 define the terms 'drug' and 'medicine'
- 1.4 explain the term "controlled drug"
- 1.5 explain the difference between the 'brand name' and 'generic name'
- 1.6 explain what is meant by 'prescription only medicines', 'pharmacy medicines' and 'general sales medicines'
- 1.7 outline the legal requirements for prescriptions in the UK
- 1.8 state the requirements for labelling medicines.

---

## Range

(AC1.1 **Legislation:** 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 2007, Mental Capacity Act 2011  
)

(AC1.1 **Agreed ways of working:** National guidelines, policies, protocols and good practice.  
)

---

## Learning outcome

The learner will:

2 Know the effects of common types of medication

## Assessment criteria

The learner can:

- 2.1 state the effects and common side effects of a range of **medication**
  - 2.2 identify **special requirements** and contraindications of a range of **medication**
  - 2.3 explain actions to be taken if an individual develops an adverse reaction to **medication**
  - 2.4 identify **medication** that requires measurement of **physiological factors**.
- 

## Range

(AC2.1, **Medication:** Laxatives, analgesics,, anti-inflammatory non-steroidal  
AC2.2) 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

(AC2.2 **Special requirements:** Dietary, fluid intake

)  
{AC2.4 **Physiological factors:** Blood pressure, urine levels, blood glucose readings, pulse, bowel movements, peak flow.  
)

---

## Learning outcome

The learner will:

3 Understand administration of medication

## Assessment criteria

The learner can:

- 3.1 describe the **routes of medicine administration**
  - 3.2 identify **routes of medication administration** outside the boundary of own role
  - 3.3 describe the techniques and equipment needed for the administration of medication via different routes
-



- 3.4 state the procedure for checking the required information from prescriptions and/or medication administration charts
- 3.5 explain the process for administering a “controlled drug”
- 3.6 explain the action to take if medication has been wrongly administered
- 3.7 explain the importance of reporting and recording any issues with administration of medication
- 3.8 explain how to support an individual who wishes to self-medicate.

---

## Range

(AC3.1, **Routes of medicine administration:** Oral, sublingual, transdermal, parenteral, AC3.3) topical, inhaled, nasal, rectal and vaginal

(AC3.8 **Individual:** Someone requiring care or support.

)

---

## Learning outcome

The learner will:

- 4 Understand the management of medication

## Assessment criteria

The learner can:

- 4.1 describe the ordering process for medication in own organisation
  - 4.2 explain the process for stock control
  - 4.3 explain why different types of medication may require specific storage requirements
  - 4.4 explain how to dispose of out of date and part-used medication safely
  - 4.5 describe the precautions to be taken to protect self when handling medication and equipment
  - 4.6 explain the importance of cleaning and/or disposing of equipment and medication safely.
- 

## Learning outcome

The learner will:

- 5 Be able to prepare for the administration of medication

## Assessment criteria

The learner can:

- 5.1 identify the timing and techniques for the administration of medication on the medication chart or prescription chart
  - 5.2 apply **standard precautions** for infection control
  - 5.3 confirm with the **individual** the appropriate timing for medication
  - 5.4 confirm with the **individual** when they last had the medication
  - 5.5 confirm the **individual's** identity and obtain **valid consent**
  - 5.6 select, check and prepare correctly the medication according to the medication administration record or medication information leaflet.
- 

## Range

(AC5.2 **Standard precautions:** Hand hygiene, PPE

AC5.5 **Individual:** Someone requiring care or support

)

---

(AC5.5 **Valid consent:** In line with agreed UK country definition.  
)

---

## Learning outcome

The learner will:

- 6 Be able to administer, and monitor, individual's medication

## Assessment criteria

The learner can:

- 6.1 select the appropriate route and prepare the site
- 6.2 administer the medication safely in line with **agreed ways of working** and manufacturer's instructions
- 6.3 ensure the medication is administered in the way which minimises pain, discomfort and trauma to the **individual**
- 6.4 monitor the **individual's** condition throughout the administration of medication
- 6.5 maintain the security of medication throughout the process and return them to the correct place
- 6.6 complete the records in accordance with **agreed ways of working**
- 6.7 dispose of equipment in accordance with **agreed ways of working**.

---

## Range

(AC6.2, **Agreed ways of working**: National guidelines, policies, protocols and good AC6.6, practice  
AC6.7)

(AC6.4 **Individual**: Someone requiring care or support.  
)

## Unit 319

## Contributing to the care of a deceased person

<b>UAN:</b>	D/507/2360
<b>Unit level:</b>	Level 3
<b>GLH:</b>	14
<b>NLH:</b>	19
<b>Unit aim:</b>	The aim of this unit is to provide the learner with the knowledge, understanding and skills required to contribute to the care, preparation and transfer of the deceased person, and provide immediate support to those affected by the death.
<b>Assessment type:</b>	Portfolio

### Learning outcome

The learner will:

- 1 Know the factors that affect how persons are cared for after death

### Assessment criteria

The learner can:

- 1.1 outline **agreed ways of working** that underpin the care of deceased person
- 1.2 describe how **values and beliefs** affect how a deceased person is cared for
- 1.3 identify the **physical changes** that take place after death and how this may affect laying out and moving a person
- 1.4 describe the **special precautions** needed when undertaking the care and transfer of a deceased person with specific high risk **diseases and conditions**.

### Range

(AC1.1 **Agreed ways of working:** National guidelines, policies, protocols and good practice)

(AC1.2 **Values and beliefs:** Personal, social, cultural, spiritual, religious)

{AC1.3 **Physical changes:** Torso, limbs, facial, body fluids

{AC1.4 **Special precautions:** Health and safety, infection control

(AC1.4 **Diseases and conditions:** Hepatitis B, Hepatitis C, Tuberculosis, Human Immuno-deficiency Virus (HIV), post-radioactive treatment, cardiac pacemakers.)

---

### Learning outcome

The learner will:

- 2 Know how to contribute to supporting those who are close to deceased persons

### Assessment criteria

The learner can:

- 2.1 describe the likely immediate impact of a person's death on **others** who are close to the deceased person
- 2.2 explain how to support **others** immediately following the death of the person in ways that:
  - a reduce their distress
  - b respects the deceased person.

---

### Range

(AC2.1, **Others:** Family, friends, own colleagues, others who were involved in the life of the

---

### Learning outcome

The learner will:

- 3 Know how to contribute to preparing deceased persons prior to transfer

### Assessment criteria

The learner can:

- 3.1 outline **agreed ways of working** to ensure that the deceased person is correctly identified
- 3.2 describe the role of **preparing** the deceased person in a manner that respects their dignity, beliefs and culture
- 3.3 explain the use of **protective clothing** in minimizing the risk of infection during preparation of the deceased person
- 3.4 outline the process for managing property and valuables belonging to the person.

---

### Range

(AC3.1 **Agreed ways of working:** National guidelines, policies, protocols and good practice)

(AC3.2 **Preparing:** Equipment, clothing, toiletries, documentation)

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(AC3.3 **Protective clothing:** Disposable gloves, aprons.  
)

---

### Learning outcome

The learner will:

- 4 Understand how to contribute to the arrangements for the transferring of deceased persons

### Assessment criteria

The learner can:

- 4.1 explain own role in contacting **appropriate organisations** to arrange the transfer of a deceased person
  - 4.2 state the records to be completed when organising the transfer of the deceased person in line with **agreed ways of working**.
- 

### Range

(AC4.1 **Appropriate organisations:** Mortuary, funeral directors, places of worship  
)  
(AC4.2 **Agreed ways of working:** National guidelines, policies, protocols and good  
) practice

---

### Learning outcome

The learner will:

- 5 Understand how to manage own feelings in relation to a person's death

### Assessment criteria

The learner can:

- 5.1 identify ways to manage own feelings in relation to a person's death
  - 5.2 describe **support systems** available to deal with own feelings in relation to a person's death.
- 

### Range

(AC5.2 **Support system:** Colleagues, supervision, counselling services, others  
)

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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>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 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</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</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</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>
	<p>defined and abstract problems.</p> <p>Analyse, reformat and evaluate a wide range of information</p>	<p>products, services, operations or processes</p>	
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</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>

Level	Intellectual skills and attributes	Processes	Accountability
		advanced professional contexts.	
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,</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

### UK Centres

Registrations, Exam entries (Dated/On-Demand/E-volve Scheduling), invoices, Missing or late exam materials, Results entries, Certification. Publication enquiries: logbooks, centre documents, forms, free literature.

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

### Quality support (new centres)

For Sales advice and support  
For quality assurance

E: [directsales@cityandguilds.com](mailto:directsales@cityandguilds.com)

E: [csdirect@cityandguilds.com](mailto:csdirect@cityandguilds.com)

### TechBac enquiries

E: [Techbac@cityandguilds.com](mailto:Techbac@cityandguilds.com)

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### International centres

Quality assurance, sales advice, results, entries, enrolments, invoices, missing or late exam materials

Please contact your local office:  
[www.cityandguilds.com/aboutus/international](http://www.cityandguilds.com/aboutus/international)

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### UK centres

General e-assessment (e-volve) support  
Enquiries

E: [evolvesupport@cityandguilds.com](mailto:evolvesupport@cityandguilds.com)

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### UK learners

General qualification information

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

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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

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