

Level 2 Diplomas/Certificates in Healthcare Support (4223-01 and 4223-02)

Unit handbook for centres



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City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

www.cityandguilds.com

centresupport@cityandguilds.com

Level 2 Diplomas/Certificates in Healthcare Support (4223-01 and 4223-02)

Unit handbook for centres

Qualification title	Number	QAN
Level 2 Diploma in Clinical Healthcare Support	4223-01	501/2282/4
Level 2 Certificate in Healthcare Support Services	4223-02	501/2124/8

Version and date	Change detail	Section
2.0 June 2013	Unit 268 replaced Unit 030	Structure of units
2.1 August 2017	Added GLH and TQT details	Introduction to the units
	Removed QCF	Throughout

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1 Introduction to the units

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Level 2 Certificates/Diploma in Healthcare Support
GLH	343; 150
TQT	500; 260
City & Guilds qualification number	4223-01; 4223-02
Qualification accreditation number	501/2282/4; 501/2124/8
Last registration date	see website for details
Last certification date	see website for details

Please note that this is the units Handbook. For FULL guidance on the Level 2 Certificates/ Diploma in Healthcare Support 4223-01 and 4223-02, please see the main Qualification handbook.

2 Units

Structure of units

The units in these qualifications can be found in separate unit handbooks and are written in a standard format and comprise the following:

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

Some units also contain:

- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- notes for guidance

Unit 4223-001 Introduction to personal development in health, social care or children's and young people's settings (SHC 22)

Level: 2
Credit value: 3
UAN: L/601/5470

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand what is required for competence in own work role
2. Be able to reflect on own work activities
3. Be able to agree a personal development plan
4. Be able to develop own knowledge, skills and understanding

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CCLD 204

- GEN 12 GEN 13
- HSC 23

Themes recur as knowledge requirements, performance criteria and core values throughout HSC and CCLD NOS.

Assessment

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

Unit 4223-001 Introduction to personal development in health, social care or children's and young people's settings (SHC 22)

Assessment Criteria

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

The learner can:

1. describe the duties and responsibilities of own role
2. identify **standards** that influence the way the role is carried out
3. describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.

Outcome 2 Be able to reflect on own work activities

The learner can:

1. explain why reflecting on work activities is an important way to develop knowledge, skills and practice
2. assess how well own knowledge, skills and understanding meet standards
3. demonstrate the ability to reflect on work activities.

Outcome 3 Be able to agree a personal development plan

The learner can:

1. identify **sources of support** for own learning and development
2. describe the process for agreeing a **personal development plan** and **who should be involved**
3. contribute to drawing up own personal development plan.

Outcome 4 Be able to develop own knowledge, skills and understanding

The learner can:

1. show how a learning activity has improved own knowledge, skills and understanding
2. show how reflecting on a situation has improved own knowledge, skills and understanding
3. show how feedback from others has developed own knowledge, skills and understanding
4. show how to record progress in relation to personal development.

Unit 4223-001 Introduction to personal development in health, social care or children's and young people's settings (SHC 22)

Additional guidance

- **Standards** may include:
 - Codes of practice
 - Regulations
 - Minimum standards
 - National occupational standards
- A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.
- **Sources of support** may include:
 - Formal support
 - Informal support
 - Supervision
 - Appraisal
 - Within the organisation
 - Beyond the organisation
- **Who should be involved** may include:
 - The individual
 - Carers
 - Advocates
 - Supervisor, line manager or employer
 - Other professionals

Unit 4223-002 Introduction to communication in health, social care or children's and young people's settings (SHC 21)

Level: 2
Credit value: 3
UAN: F/601/5465

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand why communication is important in the work setting
2. Be able to meet the communication and language needs, wishes and preferences of individuals
3. Be able to reduce barriers to communication
4. Be able to apply principles and practices relating to confidentiality at work

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the CCLD 201

- GEN 22
- HSC 21

Themes recur as knowledge requirements and core values throughout HSC NOS

Assessment

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

Unit 4223-002 Introduction to communication in health, social care or children's and young people's settings (SHC 21)

Assessment criteria

Outcome 1 Understand why communication is important in the work setting

The learner can:

1. identify different reasons why people communicate
2. explain how effective communication affects all aspects of own work
3. explain why it is important to observe an individual's reactions when communicating with them.

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

The learner can:

1. find out an individual's communication and language needs, wishes and **preferences**
2. demonstrate **communication methods** that meet an individual's communication needs, wishes and preferences
3. show how and when to seek advice about communication.

Outcome 3 Be able to reduce barriers to communication

The learner can:

1. identify barriers to communication
2. demonstrate how to reduce barriers to communication in different ways
3. demonstrate ways to check that communication has been understood
4. identify sources of information and support or **services** to enable more effective communication.

Outcome 4 Be able to apply principles and practices relating to confidentiality at work

The learner can:

1. explain the term 'confidentiality'
2. demonstrate confidentiality in day to day communication, in line with **agreed ways of working**
3. describe situations where information normally considered to be confidential might need to be passed on
4. explain how and when to seek advice about confidentiality.

Unit 4223-002 Introduction to communication in health, social care or children's and young people's settings (SHC 21)

Additional guidance

- **Communication methods** may include:
 - non-verbal communication
 - eye contact
 - touch
 - physical gestures
 - body language
 - behaviour
 - verbal communication
 - vocabulary
 - linguistic tone
 - pitch
 - technological aids
- **Preferences** may be based on:
 - beliefs
 - values
 - culture
- **Services** may include:
 - translation services
 - interpreting services
 - speech and language services
 - advocacy services
- **Agreed ways of working** include policies and procedures where these exist.

Unit 4223-003 Introduction to duty of care in health, social care or children's and young people's settings (SHC 24)

Level: 2
Credit value: 1
UAN: H/601/5474

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the implications of duty of care
2. Understand support available for addressing dilemmas that may arise about duty of care
3. Know how to respond to complaints

Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the CCLD 203 HSC 24 GCU 2

Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS

Assessment

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Unit 4223-003 Introduction to duty of care in health, social care or children's and young people's settings (SHC 24)

Assessment Criteria

Outcome 1 Understand the implications of duty of care

The learner can:

1. define the term 'duty of care'
2. describe how the duty of care affects own work role.

Outcome 2 Understand support available for addressing dilemmas that may arise about duty of care

The learner can:

1. describe dilemmas that may arise between the duty of care and an individual's rights
2. explain where to get additional support and advice about how to resolve such dilemmas.

Outcome 3 Know how to respond to complaints

The learner can:

1. describe how to respond to complaints
2. identify the main points of agreed procedures for handling complaints.

Unit 4223-004 Introduction to equality and inclusion in health, social care or children's and young people's settings (SHC 23)

Level: 2
Credit value: 2
UAN: R/601/5471

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the importance of equality and inclusion
2. Be able to work in an inclusive way
3. Know how to access information, advice and support about diversity, equality and inclusion

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the CCLD 203

- GEN 12
- GCU 5
- HSC 24 HSC 234

Themes recur as knowledge requirements and core values throughout HSC NOS.

Assessment

Learning outcome 2 must be assessed in a real work environment.

This unit must be assessed in accordance with skills for Care and Development assessment principles.

Unit 4223-004 Introduction to equality and inclusion in health, social care or children's and young people's settings (SHC 23)

Assessment Criteria

Outcome 1 Understand the importance of equality and inclusion

The learner can:

1. explain what is meant by:
 - diversity
 - equality
 - inclusion
 - discrimination
2. describe ways in which discrimination may deliberately or inadvertently occur in the work setting
3. explain how practices that support equality and inclusion reduce the likelihood of discrimination.

Outcome 2 Be able to work in an inclusive way

The learner can:

1. identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
2. show interaction with individuals that respects their beliefs, culture, values and preferences
3. describe how to challenge discrimination in a way that encourages change.

Outcome 3 Know how to access information, advice and support about diversity, equality and inclusion

The learner can:

1. identify a range of sources of information, advice and support about diversity, equality and inclusion
2. describe how and when to access information, advice and support about diversity, equality and inclusion.

Unit 4223-005 The role of the health and social care worker (HSC 25)

Level: 2
Credit value: 2
UAN: J/601/8576

Unit aim

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand working relationships in health and social care
2. Be able to work in ways that are agreed with the employer
3. Be able to work in partnership with others

Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 23, HSC 227.

Assessment

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

Unit 4223-005 The role of the health and social care worker (HSC 25)

Assessment Criteria

Outcome 1 Understand working relationships in health and social care

The learner can:

1. explain how a working relationship is different from a personal relationship
2. describe different working relationships in health and social care settings.

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

The learner can:

1. describe why it is important to adhere to the agreed scope of the job role
2. access full and up-to-date details of **agreed ways of working**
3. implement agreed ways of working.

Outcome 3 Be able to work in partnership with others

The learner can:

1. explain why it is important to work in partnership with **others**
2. demonstrate ways of working that can help improve partnership working
3. identify skills and approaches needed for resolving conflicts
4. demonstrate how and when to access support and advice about:
 - partnership working
 - resolving conflicts.

Unit 4223-005 The role of the health and social care worker (HSC 25)

Additional guidance

- **Agreed ways of working** include policies and procedures where these exist; they may be less formally documented with micro-employers.
- **Others:** may include:
 - Team members and colleagues
 - Other professionals
 - Individuals who require care or support
 - Families, friends, advocates or others who are important to individuals.

Unit 4223-006 Contribute to health and safety in health and social care (HSC 27)

Level: 2
Credit value: 4
UAN: R/601/8922

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to carry out their work safely.

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:

1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting
2. Understand the use of risk assessments in relation to health and safety
3. Understand procedures for responding to accidents and sudden illness
4. Be able to reduce the spread of infection
5. Be able to move and handle equipment and other objects safely
6. Know how to handle hazardous substances and materials
7. Understand how to promote fire safety in the work setting
8. Be able to implement security measures in the work setting
9. Know how to manage own stress

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 22, HSC 221, HSC 223.

Assessment

Learning outcomes 4, 5, and 8 must be assessed in a real work environment

Unit 4223-006 Contribute to health and safety in health and social care (HSC 27)

Assessment Criteria

Outcome 1 Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting

The learner can:

1. identify legislation relating to general health and safety in a health or social care **work setting**
2. describe the main points of the health and safety **policies and procedures** agreed with the employer
3. outline the main health and safety responsibilities of:
 - self
 - the employer or manager
 - **others** in the work setting
4. identify **tasks** relating to health and safety that should not be carried out without special training
5. explain how to access additional support and information relating to health and safety

Outcome 2 Understand the use of risk assessments in relation to health and safety

The learner can:

1. explain why it is important to assess health and safety hazards posed by the work setting or by particular activities
2. explain how and when to report potential health and safety risks that have been identified
3. explain how risk assessment can help address dilemmas between rights and health and safety concerns.

Outcome 3 Understand procedures for responding to accidents and sudden illness

The learner can:

1. describe different types of accidents and sudden illness that may occur in own work setting
2. outline the procedures to be followed if an accident or sudden illness should occur.

Outcome 4 Be able to reduce the spread of infection

The learner can:

1. demonstrate the recommended method for hand washing
2. demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work.

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

The learner can:

1. identify legislation that relates to moving and handling
2. explain principles for moving and handling equipment and other objects safely
3. move and handle equipment or other objects safely.

Outcome 6 Know how to handle hazardous substances and materials

The learner can:

1. identify hazardous substances and materials that may be found in the work setting
2. describe safe practices for:
 - Storing hazardous substances
 - Using hazardous substances
 - Disposing of hazardous substances and materials.

Outcome 7 Understand how to promote fire safety in the work setting

The learner can:

1. describe practices that prevent fires from:
 - starting
 - spreading
2. outline emergency procedures to be followed in the event of a fire in the work setting
3. explain the importance of maintaining clear evacuation routes at all times.

Outcome 8 Be able to implement security measures in the work setting

The learner can:

1. use **agreed ways of working** for checking the identity of anyone requesting access to:
 - premises
 - information
2. implement measures to protect own security and the security of others in the work setting
3. explain the importance of ensuring that others are aware of own whereabouts.

Outcome 9 Know how to manage own stress

The learner can:

1. identify common signs and indicators of **stress**
2. identify circumstances that tend to trigger own stress
3. describe ways to manage own stress.

Unit 4223-006 Contribute to health and safety in health and social care (HSC 27)

Additional guidance

- **Others** may include:
 - Team members
 - Other colleagues
 - Those who use or commission their own health or social care services
 - Families, carers and advocates
- **Work setting** may include one specific location or a range of locations, depending on the context of a particular work role
- **Policies and procedures** may include other agreed ways of working as well as formal policies and procedures
- **Tasks** that the learner should not carry out without special training may include those relating to:
 - Use of equipment
 - First aid
 - Medication
 - Health care procedures
 - Food handling and preparation
- **Stress** can have positive as well as negative effects, but in this unit the word is used to refer to negative stress.

Unit 4223-007 The principles of infection prevention and control (IC01)

Level: 2
Credit value: 3
UAN: L/501/6737

Unit aim

To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand roles and responsibilities in the prevention and control of infections
2. Understand legislation and policies relating to prevention and control of infections
3. Understand systems and procedures relating to the prevention and control of infections
4. Understand the importance of risk assessment in relation to the prevention and control of infections
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections
6. Understand the importance of good personal hygiene in the prevention and control of infections

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life. This unit is based upon the Skills for Health Infection Control workplace competencies.

Unit 4223-007 The principles of infection prevention and control (IC01)

Assessment Criteria

Outcome 1 Understand roles and responsibilities in the prevention and control of infections

The learner can:

1. explain employees' roles and responsibilities in relation to the prevention and control of infection
2. explain employers' responsibilities in relation to the prevention and control infection.

Outcome 2 Understand legislation and policies relating to prevention and control of infections

The learner can:

1. outline current legislation and regulatory body standards which are relevant to the prevention and control of infection
2. describe local and organisational policies relevant to the prevention and control of infection.

Outcome 3 Understand systems and procedures relating to the prevention and control of infections

The learner can:

1. describe procedures and systems relevant to the prevention and control of infection
2. explain the potential impact of an outbreak of infection on the individual and the organisation.

Outcome 4 Understand the importance of risk assessment in relation to the prevention and control of infections

The learner can:

1. define the term risk
2. outline potential risks of infection within the workplace
3. describe the process of carrying out a risk assessment
4. explain the importance of carrying out a risk assessment.

Outcome 5 Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections

The learner can:

1. demonstrate correct use of PPE
2. describe different types of PPE
3. explain the reasons for use of PPE
4. state current relevant regulations and legislation relating to PPE
5. describe employees' responsibilities regarding the use of PPE
6. describe employers' responsibilities regarding the use of PPE
7. describe the correct practice in the application and removal of PPE
8. describe the correct procedure for disposal of used PPE.

Outcome 6 Understand the importance of good personal hygiene in the prevention and control of infections

The learner can:

1. describe the key principles of good personal hygiene
2. demonstrate good hand washing technique
3. describe the correct sequence for hand washing
4. explain when and why hand washing should be carried out
5. describe the types of products that should be used for hand washing
6. describe correct procedures that relate to skincare.

Unit 4223-008 Causes and spread of infection (IC02)

Level: 2
Credit value: 2
UAN: H/501/7103

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand the causes of infection
2. Understand the transmission of infection

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life.

- Health and Social Care NVQ level 2 unit HCS22
- Health NVQ level 2 unit GEN 3
- Core dimension 3: Health, safety and security – Monitor and maintain health, safety and security of others
- Infection Control NOS

Unit 4223-008 Causes and spread of infection (IC02)

Assessment Criteria

Outcome 1 Understand the causes of infection

The learner can:

1. identify the differences between bacteria, viruses, fungi and parasites
2. identify common illnesses and infections caused by bacteria, viruses, fungi and parasites
3. describe what is meant by “infection” and “colonisation”
4. explain what is meant by “systemic infection” and “localised infection”
5. identify poor practices that may lead to the spread of infection.

Outcome 2 Understand the transmission of infection

The learner can:

1. explain the conditions needed for the growth of micro-organisms
2. explain the ways an infective agent might enter the body
3. identify common sources of infection
4. explain how infective agents can be transmitted to a person
5. identify the key factors that will make it more likely that infection will occur.

Unit 4223-009 Implement person centred approaches in health and social care (HSC 26)

Level: 2
Credit value: 5
UAN: A/601/8140

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement person centred approaches.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand person centred approaches for care and support
2. Be able to work in a person-centred way
3. Be able to establish consent when providing care or support
4. Be able to encourage active participation
5. Be able to support the individual's right to make choices
6. Be able to promote individuals' well-being

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 24, HSC 26, HSC 234.

Assessment

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

Unit 4223-009 Implement person centred approaches in health and social care (HSC 26)

Assessment Criteria

Outcome 1 Understand person centred approaches for care and support

The learner can:

1. define **person-centred values**
2. explain why it is important to work in a way that embeds person centred values
3. explain why risk-taking can be part of a person centred approach
4. explain how using an **individual's care plan** contributes to working in a person centred way.

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

The learner can:

1. find out the history, preferences, wishes and needs of the individual
2. apply person centred values in day to day work taking into account the history, preferences, wishes and needs of the individual.

Outcome 3 Be able to establish consent when providing care or support

The learner can:

1. explain the importance of establishing consent when providing care or support
2. establish **consent** for an activity or action
3. explain what steps to take if consent cannot be readily established.

Outcome 4 Be able to encourage active participation

The learner can:

1. describe how **active participation** benefits an individual
2. identify possible barriers to active participation
3. demonstrate ways to reduce the barriers and encourage active participation.

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

The learner can:

1. support an individual to make informed choices
2. use agreed risk assessment processes to support the right to make choices
3. explain why a worker's personal views should not influence an individual's choices
4. describe how to support an individual to question or challenge decisions concerning them that are made by others.

Outcome 6 Be able to promote individuals' well-being

The learner can:

1. explain how individual identity and self esteem are linked with **well-being**
2. describe attitudes and approaches that are likely to promote an individual's well-being
3. support an individual in a way that promotes a sense of identity and self esteem
4. demonstrate ways to contribute to an environment that promotes well-being.

Unit 4223-009 Implement person centred approaches in health and social care (HSC 26)

Additional guidance

- **An individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner
- **Person centred values** include:
 - Individuality
 - Rights
 - Choice
 - Privacy
 - Independence
 - Dignity
 - Respect
 - Partnership
- **A care plan** may be known by other names eg support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed
- **Consent** means informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent
- **Active participation** is 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 or support, rather than a passive recipient
- **Well-being** may include aspects that are:
 - spiritual
 - emotional
 - cultural
 - religious
 - social
 - political

Unit 4223-010 Principles of safeguarding and protection in health and social care (HSC 024)

Level: 2
Credit value: 3
UAN: A/601/8574

Unit aim

This unit is aimed at those working in a wide range of settings. This unit introduces the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know how to recognise signs of abuse
2. Know how to respond to suspected or alleged abuse
3. Understand the national and local context of safeguarding and protection from abuse
4. Understand ways to reduce the likelihood of abuse
5. Know how to recognise and report unsafe practices

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 24, HSC 240. Content recurs throughout HSC NOS knowledge requirements.

Unit 4223-010 Principles of safeguarding and protection in health and social care (HSC 024)

Assessment Criteria

Outcome 1 Know how to recognise signs of abuse

The learner can:

1. define the following types of abuse:
 - Physical abuse
 - Sexual abuse
 - Emotional/psychological abuse
 - Financial abuse
 - Institutional abuse
 - Self neglect
 - Neglect by others
2. identify the signs and/or symptoms associated with each type of abuse.
3. describe **factors** that may contribute to **an individual** being more vulnerable to abuse.

Outcome 2 Know how to respond to suspected or alleged abuse

The learner can:

1. explain the **actions to take** if there are suspicions that an individual is being abused
2. explain the actions to take if an individual alleges that they are being abused
3. identify ways to ensure that evidence of abuse is preserved.

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

The learner can:

1. identify national policies and **local systems** that relate to safeguarding and protection from abuse
2. explain the roles of different agencies in safeguarding and protecting individuals from abuse
3. identify reports into serious failures to protect individuals from abuse
4. identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.

Outcome 4 Understand ways to reduce the likelihood of abuse

The learner can:

1. explain how the likelihood of abuse may be reduced by:
 - working with person centred values
 - encouraging active participation
 - promoting choice and rights
2. explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.

Outcome 5 Know how to recognise and report unsafe practices

The learner can:

1. describe **unsafe practices** that may affect the well-being of individuals
2. explain the actions to take if unsafe practices have been identified
3. describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

Unit 4223-010 Principles of safeguarding and protection in health and social care (HSC 024)

Additional guidance

- **An individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care.
- **Factors** may include:
 - a setting or situation
 - the individual.
- The **actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:
 - A colleague
 - Someone in the individual's personal network
 - The learner
 - The learner's line manager
 - Others.

A setting where there is no formal duty of care includes adult health or social care settings.

- **Local systems** may include:
 - employer/organisational policies and procedures
 - multi-agency adult protection arrangements for a locality.
- **Person centred values** include:
 - Individuality
 - Rights
 - Choice
 - Privacy
 - Independence
 - Dignity
 - Respect
 - Partnership.
- **Active participation** is 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 or support, rather than a passive recipient
- **Unsafe practices** may include
 - poor working practices
 - resource difficulties
 - operational difficulties.

Unit 4223-011 Handle information in health and social care settings (HSC 028)

Level: 2
Credit value: 1
UAN: J/601/8142

Unit aim

This unit is aimed at those who work in health and social care settings. It provides the learner with the knowledge and skills required for good practice in recording, storing and sharing information.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the need for secure handling of information in health and social care settings
2. Know how to access support for handling information
3. Be able to handle information in accordance with agreed ways of working

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 21.

Assessment

Learning outcome 3 must be assessed in a real work environment.

Unit 4223-011 Handle information in health and social care settings (HSC 028)

Assessment Criteria

Outcome 1 Understand the need for secure handling of information in health and social care settings

The learner can:

1. identify the legislation that relates to the recording, storage and sharing of information in health and social care
2. explain why it is important to have secure systems for recording and storing information in a health and social care setting.

Outcome 2 Know how to access support for handling information

The learner can:

1. describe how to access guidance, information and advice about handling information
2. explain what actions to take when there are concerns over the recording, storing or sharing of information.

Outcome 3 Be able to handle information in accordance with agreed ways of working

The learner can:

1. keep records that are up to date, complete, accurate and legible
2. follow **agreed ways of working** for:
 - recording information
 - storing information
 - sharing information.

Unit 4223-011 Handle information in health and social care settings (HSC 028)

Additional guidance

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

Unit 4223-012 Principles of Health Promotion (HP1)

Level: 2
Credit value: 2
UAN: R/502/3138

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to describe factors that influence health
2. Be able to explore behaviour change
3. Be able to state the role of effective communication in health promotion

Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to NOS PHP13, PHP14, PHP15, PHP16, OH2, CHD-ED2 CHD-ED3

Support of the unit by a sector or other appropriate body

This unit is endorsed by RSPH.

Unit 4223-012 Principles of Health Promotion (HP1)

Assessment Criteria

Outcome 1 Be able to describe factors that influence health

The learner can:

1. define concepts of health and health promotion
2. outline the effect of social class, housing, employment, culture, attitudes, values and beliefs on health
3. explore national health policies and local initiatives

Outcome 2 Be able to explore behaviour change

The learner can:

1. outline theories of behaviour change
2. discuss factors that influence behaviour change
3. investigate barriers to change

Outcome 3 Be able to state the role of effective communication in health promotion

The learner can:

1. identify appropriate and inappropriate methods of communication
2. outline the range of health promotion communication methods
3. discuss the effectiveness of health promotion materials

Unit 4223-013 Promotion of General Health and Well-being (HP3)

Level: 2
Credit value: 2
UAN: R/502/3141

Unit aim

The aim of this unit is to allow learners to gain the understanding of health promotion planning.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Be able to describe methods of health promotion planning
2. Be able to identify opportunities for the practical application of health promotion
3. Be able to outline the scientific basis of health promotion

Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to NOS PHP13, PHP14, PHP 15, PHP16 CHD-ED2 & CHD-ED 3, CHD-EB2

Support of the unit by a sector or other appropriate body

This unit is endorsed by RSPH.

Unit 4223-013 Promotion of General Health and Well-being (HP3)

Assessment Criteria

Outcome 1 Be able to describe methods of health promotion planning

The learner can:

1. outline the stages of a health promotion project
2. distinguish between aims and objectives
3. explain the importance of needs assessments.

Outcome 2 Be able to identify opportunities for the practical application of health promotion

The learner can:

1. recognise appropriate applications of own health promotion knowledge
2. identify opportunities for health promotion within own workplace
3. outline strategies for health promotion opportunities

Outcome 3 Be able to outline the scientific basis of health promotion

The learner can:

1. describe the evidence available for the cause(s) of one body system-related disease
2. identify the effect of this disease on general health and well-being
3. review current methods of disease prevention
4. state appropriate health promotion messages.

Unit 4223-014 Maintaining quality standards in the health sector

Level: 2
Credit value: 1
UAN: Y/502/3674

Unit aim

The unit aim is to gain an understanding of how to deliver quality standards of service that address legislation, policies and procedures in the health sector. Learners will understand the importance of working with others, delivering service within their boundaries of knowledge and expertise and reporting and seeking help to use resources efficiently.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 1 Know how legislation, policies and procedures determine quality standards of work
- 2 Know the limits of own expertise and knowledge and when to refer to others
- 3 Know how to use resources efficiently to support quality standards

Guided learning hours

It is recommended that **8** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

The unit covers the requirements of the quality dimension of the NHS Knowledge and Skills Framework at level 1.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge
- Or
- recording of portfolio evidence

Unit 4223-014 Maintaining quality standards in the health sector

Assessment criteria

Outcome 1 Know how legislation, policies and procedures determine quality standards of work

The learner can:

- 1 Identify how quality standards link to legislation, policy and procedures
- 2 Describe how personal attitudes and behaviours in a work role impact on service quality

Outcome 2 Know the limits of own expertise and knowledge and when to refer to others

The learner can:

- 1 Describe what is meant by being competent
- 2 Identify examples of when to seek help from others
- 3 State why it is important to seek help and report issues to others
- 4 Describe the benefits of learning from others

Outcome 3 Know how to use resources efficiently to support quality standards

The learner can:

- 1 Describe the importance of using and maintaining resources properly
- 2 State why it is necessary to report issues related to resources
- 3 Identify how efficient use of resources contributes to the quality of service

Unit 4223-014 Maintaining quality standards in the health sector

Additional Information

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Information Technology
- Working with Others
- Problem Solving
- Improving own learning and performance

Unit 4223-015 Service improvement in the health sector

Level: 2
Credit value: 2
UAN: K/502/3680

Unit aim

The aim of the unit is to develop the ability to contribute to service improvement in the health sector and to enable learners to make suggestions relating to improvements to service provision. The unit looks at how to carry out evaluative work, identify issues and improvements and implement changes to practice.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 1 Know how to carry out evaluation of services
- 2 Know how to pass on constructive ideas for improving service provision
- 3 Know how to make changes to own practice to improve service provision

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

The unit covers the requirements of the improving service dimension of the NHS Knowledge and Skills Framework at level 1.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge
- Or
- recording of portfolio evidence

Unit 4223-015 Service improvement in the health sector

Assessment criteria

Outcome 1 Know how to carry out evaluation of services

The learner can:

- 1 State the importance of evaluating service provision
- 2 Describe evaluation tasks to be carried out

Outcome 2 Know how to pass on constructive ideas for improving service provision

The learner can:

- 1 Identify factors affecting the service
- 2 Describe factors that could improve service provision
- 3 State how to raise issues and make suggestions about service provision

Outcome 3 Know how to make changes to own practice to improve service provision

The learner can:

- 1 Describe circumstances when support may be required to make changes to own practice
- 2 State the importance of keeping to timelines to implement effective improvements

Unit 4223-015 Service improvement in the health sector

Additional Information

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Information Technology
- Working with Others
- Problem Solving
- Improving own learning and performance

Unit 4223-016 Dementia awareness (Dem 201)

Level: 2
Credit value: 2
UAN: J/601/2874

Unit aim

The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand what dementia is
2. Understand key features of the theoretical models of dementia
3. Know the most common types of dementia and their causes
4. Understand factors relating to an individual's experience of dementia

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the DEM 201.

Assessment

This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles.

Unit 4223-016 Dementia awareness (Dem 201)

Assessment Criteria

Outcome 1 Understand what dementia is

The learner can:

1. explain what is meant by the term 'dementia'
2. describe the key functions of the brain that are affected by dementia
3. explain why depression, delirium and age related memory impairment may be mistaken for dementia.

Outcome 2 Understand key features of the theoretical models of dementia

The learner can:

1. outline the medical model of dementia
2. outline the social model of dementia
3. explain why dementia should be viewed as a disability.

Outcome 3 Know the most common types of dementia and their causes

The learner can:

1. list the most common causes of dementia
2. describe the likely signs and symptoms of the most common causes of dementia
3. outline the risk factors for the most common causes of dementia
4. identify prevalence rates for different types of dementia.

Outcome 4 Understand factors relating to an individual's experience of dementia

The learner can:

1. describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability
2. outline the impact that the attitudes and behaviours of others may have on an individual with dementia.

Unit 4223-016 Dementia awareness (Dem 201)

Additional guidance

- **Others** e.g.
 - Care workers
 - Colleagues
 - Managers
 - Social Worker
 - Occupational Therapist
 - GP
 - Speech & Language Therapist
 - Physiotherapist
 - Pharmacist
 - Nurse
 - Psychologist
 - Admiral Nurses
 - Independent Mental Capacity Advocate
 - Community Psychiatric Nurse
 - Dementia Care Advisors
 - Advocate
 - Support groups

Unit 4223-017 Carry out pre-donation assessment at blood/blood component donation sessions (HSS/BDS001)

Level: 2
Credit value: 4
UAN: R/602/0928

Unit aim

This unit is aimed at those who meet and greet potential donors at blood and blood component donation sessions. It covers the pre-assessment of regular or established blood donors and applies to whole blood and/or automated blood component collection/apheresis and to all types of donation session.

The knowledge and skills in this unit are limited to reviewing donors' responses, asking scripted questions and noting donor responses against donor deferral and acceptance criteria.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know current legislation national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to assessment for blood donation
2. Know the process of pre-donation assessment
3. Be able to promote individuals understanding of procedures for blood donation
4. Be able to obtain information from individuals attending blood donor sessions
5. Be able to support individuals following pre-donation assessment

Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the BDS1.

Unit 4223-017 Carry out pre-donation assessment at blood/blood component donation sessions (HSS/BDS001)

Assessment Criteria

Outcome 1 Know current legislation national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to assessment for blood donation

The learner can:

- 1 Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to pre-donation assessment
- 2 Outline own responsibilities and accountability in relation to carrying out pre donation assessment

Outcome 2 Know the process of pre-donation assessment

The learner can:

- 1 Outline how to set up a confidential health screening assessment area
- 2 Describe the importance of applying health and safety measures relevant to pre-donation assessment
- 3 Outline different types of **donor status** and the impact this has on the information required.

Outcome 3 Be able to promote individuals understanding of procedures for blood donation

The learner can:

- 1 Greet donors in a polite and friendly manner taking into account their individual needs
- 2 Explain to the individual the importance of the health screening and of providing correct and complete information
- 3 Confirm the individual's identity, donor status, details and eligibility using specified **selection criteria**, referring on any issues outside own role
- 4 Explain to the individual the procedures which require **valid consent**
- 5 Check the individual's understanding of the procedures for blood donation and obtain valid consent.

Outcome 4 Be able to obtain information from individuals attending blood donor sessions

The learner can:

- 1 Gather specific information from an individual, in relation to their suitability to donate blood
- 2 Check information that has been provided is complete and sufficient
- 3 Describe procedures for referring the individual to the appropriate team member when an individual is not able to provide the information or consent needed
- 4 Outline the procedures to follow when the individual's suitability to donate falls outside the defined selection criteria
- 5 Record information in line with local policies and protocols
- 6 Maintain confidentiality according to local policies and protocols

Outcome 5 Be able to support individuals following pre-donation assessment

The learner can:

- 1 Describe how to respond to any concerns the individual may have, including when these need to be referred on and to whom
- 2 Provide support, information and advice if the individual is assessed as not suitable for donation
- 3 Inform the individual of the next stage in the procedure
- 4 Implement the **donor award system**.

Unit 4223-018 Prepare donors for blood or blood component donation and monitor the donation process (HSS/BDS003)

Level: 2
Credit value: 5
UAN: Y/602/0929

Unit aim

This unit covers preparing donors, materials and equipment for blood, or blood component donation and monitoring donors during the donation process in line with relevant legislation.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

- 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to preparing donors
- 2 Understand the procedures involved in blood donation
- 3 Be able to prepare donors for blood or blood component donation
- 4 Be able to prepare the venous access site for blood donation
- 5 Be able to monitor the condition of donors throughout the blood donation process
- 6 Be able to complete the collection process

Guided learning hours

It is recommended that **38** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the BDS3.

Unit 4223-018 Prepare donors for blood or blood component donation and monitor the donation process (HSS/BDS003)

Assessment Criteria

Outcome 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to preparing donors

The learner can:

- 1 Describe the current legislation national guidelines, policies, protocols, standard operating procedures and good practice when preparing and monitoring donors, materials and equipment for blood or blood component donation
- 2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice in relation to preparing and monitoring donors, materials and equipment for blood or blood component donation
- 3 Explain the importance of applying standard precautions to the preparation of donors, materials and equipment for blood or blood component donation and the potential consequences of poor practice

Outcome 2 Understand the procedures involved in blood donation

The learner can:

- 1 Explain the volume of blood or blood components which may be collected and the amount of time which can safely be allowed to collect them
- 2 Explain how to prepare, set up and check relevant materials and equipment, including packs or harnesses or intra venous solutions)
- 3 Explain why good blood flow is important, how it is monitored and what action to take if blood flow is poor
- 4 Explain how to recognise problems with the collection procedure and packs or harnesses or medical devices and what action to take to resolve

Outcome 3 Be able to prepare donors for blood or blood component donation

The learner can:

- 1 Confirm the individual's identity and gain valid consent
- 2 Confirm the donor has fully completed the required pre-donation assessment
- 3 Identify the occasions when the procedure should be stopped
- 4 Help the donor into a suitable position to obtain an unrestricted venous access site
- 5 Maintain the donor's dignity, self-respect and comfort
- 6 Apply health and safety measures relevant to the procedure and environment

Outcome 4 Be able to prepare the venous access site for blood donation

The learner can:

- 1 Apply standard precautions for infection control
- 2 Prepare the venous access site for the next stage in the procedure
- 3 Assist with gaining venous access and obtain the required number and volume of blood samples in line with local policy
- 4 Describe the procedures for informing a team member, in line with local policy, if unable to obtain the required number and volume of samples

Outcome 5 Be able to monitor the condition of donors throughout the blood donation process

The learner can:

- 1 Monitor the donor's condition, behaviour and blood flow, identifying signs of adverse reaction to the procedure
- 2 Offer reassurance and emotional support to an individual while they are donating blood or blood components
- 3 Recognise changes in the donors' condition and take appropriate action
- 4 Respond to any questions or concerns from the donor
- 5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
- 6 Identify when to refer to an appropriate person if the questions and concerns are beyond own responsibility and knowledge

Outcome 6 Be able to complete the collection process

The learner can:

- 1 Monitor the donation and equipment, taking prompt action to assure the quality of the product
- 2 Take appropriate action if faults are identified in the collection pack or harness, or in the procedure
- 3 Label donations, samples and relevant documents in line with local policy
- 4 Identify the types of instruments and equipment that may be reused and those which must be discarded
- 5 Update records in line with local policy

Unit 4223-019 Conclude the collection of blood or blood component donations (HSS/ BD004)

Level: 2
Credit value: 3
UAN: Y/602/0932

Unit aim

This unit covers concluding blood, or blood component donation, monitoring donors following the donation process and providing post-donation advice and support.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to the conclusion of collecting donations
- 2 Understand the procedures involved in concluding donation
- 3 Be able to conclude the blood collection process
- 4 Be able to provide relevant advice and information to donors

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the BDS4.

Assessment

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

Unit 4223-019 Conclude the collection of blood or blood component donations (HSS/ BD004)

Assessment Criteria

Outcome 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to the conclusion of collecting donations

The learner can:

- 1 Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice in relation to concluding the collection of blood or blood component donations
- 2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols when concluding the collection of blood or blood component donations

Outcome 2 Understand the procedures involved in concluding donation

The learner can:

- 1 Explain the reasons for and importance of cleaning instruments, equipment, machines and blood spills and splashes effectively
- 2 Explain what is hazardous and non-hazardous waste and how to dispose of each
- 3 Explain the importance of avoiding damaging donation packs and samples
- 4 Explain the importance of checking that the identification labels and numbers on packs, donor records and sample tubes match and what to do if discrepancies are found
- 5 Explain the importance of checking and recording batch numbers and expiry dates

Outcome 3 Be able to conclude the blood collection process

The learner can:

- 1 Apply standard precautions for infection control
- 2 Maintain compliance with health and safety guidance at all times
- 3 Treat the needle site in line with organisational procedure
- 4 Give the donor instructions on how to care for the needle site
- 5 Remove, clean or dispose of equipment and materials from the donor in line with local policy
- 6 Explain how long the donor should rest for and what food and drink they should have immediately after donation
- 7 Monitor the length of the donor's rest period
- 8 Recognise signs of adverse reactions in the donor, taking remedial actions in line with local policy as necessary
- 9 Verify that the donation samples and records correspond prior to transport or storage, reporting any discrepancies to the appropriate person

Outcome 4 Be able to provide relevant advice and information to donors

The learner can:

- 1 Respond to questions or concerns from the donor, referring any that are beyond own level of responsibility to an appropriate person
- 2 Give the donor clear and accurate instructions on their own aftercare
- 3 Ensure transport or escort arrangements are made for the donor, in line with organisational policy'
- 4 Update records in line with local policy

Unit 4223-020 Manage the refreshment area at blood donation sessions (HSS / BDS005)

Level: 2
Credit value: 3
UAN: A/602/0938

Unit aim

This unit covers the provision of refreshments and distribution of donor information. This includes the preparation of the refreshment area together with preparing and serving refreshments to donors and their accompanying friends or relatives. It also covers monitoring donors in the refreshment area, and dealing with adverse reactions/events.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to managing the refreshment area
- 2 Be able to prepare the refreshment area at blood donation sessions
- 3 Be able to manage the refreshment area at blood donation sessions
- 4 Be able to offer assistance and information at the donation refreshment area

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the BDS5.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 4223-020 Manage the refreshment area at blood donation sessions (HSS / BDS005)

Assessment Criteria

Outcome 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to managing the refreshment area

The learner can:

- 1 Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice which affect work practice in relation to managing the refreshment area at a blood donation session
- 2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols in relation to managing the refreshment area at a blood donation session

Outcome 2 Be able to prepare the refreshment area at blood donation sessions

The learner can:

- 1 Apply standard precautions for infection control
- 2 Apply health and safety measures relevant to the procedure and environment
- 3 Identify a suitable location for the refreshment area
- 4 Prepare materials and equipment ready for use
- 5 Display current donor information in the designated sites
- 6 Set up the area to be used in accordance with health and safety legislation and organisational policy.

Outcome 3 Be able to manage the refreshment area at blood donation sessions

The learner can:

- 1 Maintain compliance with health and safety guidance at all times
- 2 Use electrical equipment in accordance with manufacturer's instructions
- 3 Identify and report any problems with materials and equipment taking appropriate action
- 4 Maintain supplies of self-service items and ensure that they are easily accessible

Outcome 4 Be able to offer assistance and information at the donation refreshment area

The learner can:

- 1 Explain the importance of valuing and thanking donors for attending the session
- 2 Provide information about the availability of refreshments
- 3 Prepare and serve refreshments
- 4 Respond to any questions as appropriate, referring questions beyond own roles and responsibilities to an appropriate member of staff
- 5 Monitor donors for any sign of adverse reactions, taking appropriate action in line with local policy and protocol as necessary
- 6 Maintain records in line with local policy and protocol

Unit 4223-021 Contribute to the promotion and effective functioning of blood and blood component sessions and services (HSS / BDS 006)

Level: 2
Credit value: 3
UAN: T/602/0940

Unit aim

This unit covers the promotion of blood and blood component donation and services, and the way in which learners contribute to making donation sessions run effectively.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to sessions and services
- 2 Be able to contribute to effective teamwork for the delivery of services
- 3 Be able to suggest areas for improving systems at blood donation sessions
- 4 Be able to offer assistance and information at donation sessions

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the BDS6.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 4223-021 Contribute to the promotion and effective functioning of blood and blood component sessions and services (HSS / BDS 006)

Assessment Criteria

Outcome 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to sessions and services

The learner can:

- 1 Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions and services
- 2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols in relation to promoting the effective functioning of blood and blood component donation sessions and services

Outcome 2 Be able to contribute to effective teamwork for the delivery of services

The learner can:

- 1 Support the team to help the flow of donors through the blood donation session
- 2 Respond to requests from colleagues in a manner which is likely to promote goodwill
- 3 Consider other colleagues' work demands when seeking support and advice
- 4 Explain the roles and responsibilities of others within the team.

Outcome 3 Be able to suggest areas for improving systems at blood donation sessions

The learner can:

- 1 Explain issues which can affect the flow of donors through the session
- 2 Suggest areas for improvement to session systems and resources
- 3 Explain how sessions and services operate
- 4 Explain how donations will be used

Outcome 4 Be able to offer assistance and information at donation sessions

The learner can:

- 1 Greet visitors to the session in line with local policy and protocol
- 2 Explain to the donor about blood and blood component collection services
- 3 Encourage the donor to ask questions and seek clarification on any aspects they are unsure of
- 4 Monitor the donor's progress throughout the session, reporting any issues promptly
- 5 Check that the donor is aware of how to give feedback on their experiences Explain how donations will be used
- 6 Communicate any feedback to the appropriate person as necessary
- 7 Provide information and advice to the donor in order to encourage them to promote blood and blood component collection services to their family, friends and colleagues

Unit 4223-022 Register donors at blood donation sessions (HSS / BDS007)

Level: 2
Credit value: 2
UAN: F/602/0942

Unit aim

This unit is for those registering donors at a blood donation session. It covers both whole blood and blood component collection.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to blood donation sessions
- 2 Be able to obtain information from donors
- 3 Be able to offer assistance and information at blood donation sessions

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the BDS7.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 4223-022 Register donors at blood donation sessions (HSS / BDS007)

Assessment Criteria

Outcome 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to blood donation sessions

The learner can:

- 1 Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions
- 2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols in relation to registering donors at blood donation sessions
- 3 Explain the importance of working within own role and of seeking advice when faced with situations outside this role

Outcome 2 Be able to obtain information from donors

The learner can:

- 1 Obtain required information in a way which encourages the donor to provide sufficient answers
- 2 Confirm an individual's identity and gain valid consent for the donation of blood
- 3 Check the information given against existing records, identifying any discrepancies
- 4 Seek further details and clarification if the information obtained does not match existing records
- 5 Update donor's records in line with local policy and protocol, maintaining confidentiality at all times.

Outcome 3 Be able to offer assistance and information at blood donation sessions

The learner can:

- 1 Respond to questions from the donor
- 2 Refer to an appropriate person if questions asked are beyond own responsibility and knowledge
- 3 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
- 4 Provide the donor with information on the donation procedure appropriate to the individual's needs and concerns including the next stage in the process
- 5 Check the donor's understanding of information given

Unit 4223-023 Record and organise information related to blood donation sessions (HSS / BDS008)

Level: 2
Credit value: 2
UAN: Y/602/0946

Unit aim

This unit covers entering and organising information related to blood donors and donation outcomes onto record systems. This unit applies to both whole blood and blood component collection, to all types of donor sessions and a range of donors.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to blood donation sessions
- 2 Be able to gather and record blood donation information
- 3 Understand the types of donor information which needs to be recorded

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the BDS8.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 4223-023 Record and organise information related to blood donation sessions (HSS / BDS008)

Assessment Criteria

Outcome 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to blood donation sessions

The learner can:

- 1 Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions relation to blood donation sessions
- 2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols related to gathering and recording blood donor information
- 3 Explain the importance of working within own role and of seeking advice when faced with situations outside own sphere of competence
- 4 Explain how to deal with breakdowns in information systems

Outcome 2 Be able to gather and record blood donation information

The learner can:

- 1 Organise information ready for input to the record system
- 2 Input the donation outcome onto the record system in line with local policy and protocol
- 3 Communicate with colleagues when further action is required
- 4 Update records when provided with new documentation
- 5 Maintain confidentiality of information in line with local policy and protocol.

Outcome 3 Understand the types of donor information which needs to be recorded

The learner can:

- 1 Explain the importance of registration and management of donor information
- 2 Explain how the information required differs for a range of donors

Unit 4223-024 Prepare blood donations, samples and documentation for transport (HSS / BDS009)

Level: 2
Credit value: 2
UAN: H/602/0951

Unit aim

This unit covers the preparation of donations, samples and associated documentation for transport and storage at session.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to the preparation of donations, samples and documentation
- 2 Be able to receive and handle blood donations and samples
- 3 Be able to prepare documents, blood donations and samples for transportation

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the BDS9.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 4223-024 Prepare blood donations, samples and documentation for transport (HSS / BDS009)

Assessment Criteria

Outcome 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to the preparation of donations, samples and documentation

The learner can:

- 1 Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice which relate to blood and blood component donation sessions relation to blood donation sessions when preparing documentation, donations and samples
- 2 Explain responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols
- 3 Describe the record systems used in own work area

Outcome 2 Be able to receive and handle blood donations and samples

The learner can:

- 1 Apply standard precautions for infection prevention and control
- 2 Maintain compliance with health and safety guidance at all times
- 3 Receive and handle blood donations, samples and documentation in line with local policy and protocol
- 4 Inspect blood donation packs to confirm that they are correctly sealed and free from damage, taking appropriate action as necessary
- 5 Maintain confidentiality of information in line with local policy and protocol
- 6 Dispose of waste safely in line with local policy and protocol
- 7 Explain the differences between new, returning and regular donors and how this affects the information which should be documented

Outcome 3 Be able to prepare documents, blood donations and samples for transportation

The learner can:

- 1 Place samples in numerical order in storage racks
- 2 Pack donations, samples and documentation for transportation or storage in line with local policy and protocol
- 3 Document information in line with local policy and protocol
- 4 Establish identification of person collecting documentation, blood/blood components and samples for transfer
- 5 Explain the importance of applying standard precautions when preparing donations and samples for transport and the potential consequences of poor practice
- 6 Explain the importance of preparing documentation in line with local policy and protocol

Unit 4223-025 Welcome donors at donation sessions and provide information (HSS / BDS010)

Level: 2
Credit value: 2
UAN: A/602/0955

Unit aim

This unit covers welcoming donors and providing them with information prior to both whole blood and blood component donation. The learner will be expected to deal with donors of differing status and apply a limited range of donor selection criteria to alleviate unnecessary donor waiting time.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to own role
- 2 Be able to welcome donors at blood donation sessions
- 3 Be able to check blood donor details and information

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the BDS10.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 4223-025 Welcome donors at donation sessions and provide information (HSS / BDS010)

Assessment Criteria

Outcome 1 Understand current legislation national guidelines, policies, protocols, standard operating procedures and good practice related to own role

The learner can:

- 1 Identify the current legislation national guidelines, policies, protocols, standard operating procedures and good practice which relate to welcoming donors and the provision of information
- 2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols

Outcome 2 Be able to welcome donors at blood donation sessions

The learner can:

- 1 Greet the individual in line with local policy and protocol
- 2 Identify the reason for individual's attendance at the service and if required direct them to other areas within the session
- 3 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
- 4 Co-ordinate appointments to meet donor needs
- 5 Co-ordinate queuing systems in order to promote an efficient service
- 6 Inform the donor of delays and where necessary make alternative arrangements in line with local policy and protocol

Outcome 3 Be able to check blood donor details and information

The learner can:

- 1 Obtain and communicate information about individual **donor status**
- 2 Explain the differences between donor categories and how this affects the information required from them
- 3 Offer support if a donor requires assistance to complete their documentation
- 4 Check the personal details of a donor if they are deferred or suspended, amending as necessary
- 5 Maintain confidentiality of information and documentation

Unit 4223-026 Select and wear appropriate personal protective equipment for work in health care settings (HSS / GEN002)

Level: 2
Credit value: 2
UAN: K/602/1034

Unit aim

This unit aims to develop the learner in achieving a professional standard when dressing for work. Aspects of the control of cross-infection impact on correctly preparing and dressing for work in healthcare areas. Emphasis is placed on following requirements for wearing personal protective equipment and hand cleansing.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

- 1 Understand legislation, local policy and protocol in relation to dressing for work in a health care setting
- 2 Be able to select and use personal protective equipment (PPE) in a health care setting

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS GEN2.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 4223-026 Select and wear appropriate personal protective equipment for work in health care settings (HSS / GEN002)

Assessment criteria

Outcome 1 Understand legislation, local policy and protocol in relation to dressing for work in a health care setting

The learner can:

- 1 Explain organisational policies and protocols in relation to preparing and dressing for work in health care settings
- 2 Explain standard precautions for infection prevention and control which affect own practice in preparing and dressing for work
- 3 Explain how and when to cleanse own hands in line with local policy and protocol
- 4 Explain the importance of maintaining a professional appearance and presentation
- 5 Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting.

Outcome 2 Be able to select and use personal protective equipment (PPE) in a health care setting

The learner can:

1. Check the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken
2. Wear PPE in the designated work area only according to own role and procedures to be undertaken
3. Describe how PPE may become unsuitable for use and the actions to take if this happens.
4. Remove and dispose of PPE in line with local policy and protocol to minimise cross infection
5. Confirm what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation
6. Confirm the importance of promptly reporting reduction in stocks of PPE
7. Confirm when synthetic non-powered un-sterile gloves and apron should be used

Unit 4223-027 Prepare individuals for healthcare activities (HSS / GEN004)

Level: 2
Credit value: 3
UAN: J/602/3096

Unit aim

This unit is aimed at those undertaking the preparation of individuals in readiness for health care activities in accordance with the requirements of the activity to be performed, the practitioner and the assessed needs of the individual. The individual may be in a conscious or unconscious state. Health care contexts and roles cover emergency, primary and secondary care.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities
2. Be able to prepare individuals for healthcare activities
3. Be able to record and report healthcare activities

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the GEN4.

Assessment

This unit will be assessed by:

- This unit must be assessed in accordance with Skills for Health assessment principles

Unit 4223-027 Prepare individuals for healthcare activities (HSS / GEN004)

Assessment criteria

Outcome 1 Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities

The learner can:

- 1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines appropriate to the preparation of an individual for healthcare activities
- 2 Describe own role activities and accountabilities in relation to preparing individuals for healthcare activities

Outcome 2 Be able to prepare individuals for healthcare activities

The learner can:

1. Confirm the individual's identity and obtain valid consent
2. Maintain the individual's privacy and dignity at all times
3. Apply standard precautions for infection prevention and control
4. Confirm that the individual has complied with any pre-procedural instruction
5. Provide support and reassurance to the individual being sensitive to their personal beliefs and preferences
6. Respond to any questions the individual may have referring to others when required
7. Prepare the individual for the healthcare activity in accordance to the requirements of the activity ensuring:
 - a) Optimal position of the individual
 - b) Optimal position of medical equipment
 - c) Secure storage of personal articles
8. Explain how to respond to any issue or emergency situation that arises.

Outcome 3 Be able to record and report healthcare activities

The learner can:

1. Record information in line with national and local policy and protocol
2. Describe how to report any issues that arise to the appropriate person

Unit 4223-028 Support individuals undergoing healthcare activities (HSC 2025)

Level: 2
Credit value: 3
UAN: L/601/8725

Unit aim

This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand healthcare activities in order to support individuals
2. Be able to prepare individuals to undergo healthcare activities
3. Be able to support individuals undergoing healthcare activities
4. Be able to support individuals following the healthcare activities

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 222 (GEN 5).

Assessment

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

Unit 4223-028 Support individuals undergoing healthcare activities (HSC 2025)

Assessment Criteria

Outcome 1 Understand healthcare activities in order to support individuals

The learner can:

1. describe relevant anatomy and physiology in relation to the healthcare activity
2. explain the purposes and use of medical equipment and devices required for the procedure
3. explain the roles and responsibilities of team members
4. state protection/precautionary measures
 - appropriate to the procedure being carried out
 - how they should be applied
 - the implications and consequences of not applying these measures
5. explain how to manage the privacy and dignity of an individual in both conscious and unconscious states
6. explain how to complete records of the actions taken and the individual's condition during the healthcare activity.

Outcome 2 Be able to prepare individuals to undergo healthcare activities

The learner can:

1. confirm the individual's identity and gain valid consent
2. describe any concerns and worries that an individual may have in relation to healthcare activities
3. describe ways of responding to these concerns
4. explain the procedure to the individual
5. agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences
6. refer any concerns or questions to others if unable to answer
7. support an individual to prepare and position for the procedure ensuring that privacy and dignity is maintained at all times.

Outcome 3 Be able to support individuals undergoing healthcare activities

The learner can:

1. inform and reassure individuals
2. apply standard precautions for infection prevention and control
3. apply health and safety measures relevant to the healthcare activity and environment
4. recognise any ill effects or adverse reactions
5. take actions in response to any ill effects or adverse reactions
6. ensure that an individual's privacy and dignity is maintained at all times.

Outcome 4 Be able to support individuals following the healthcare activities

The learner can:

1. provide the individual with the facilities and support for the period of recovery
2. monitor an individual and recognise signs of ill effects or adverse reactions
3. take action in response to any ill effects or adverse reactions
4. give individuals and relevant others instructions and advice where this is within own role
5. confirm any requirements for transport and escorts
6. maintain confidentiality of information in accordance with guidelines and procedure.

Unit 4223-028 Support individuals undergoing healthcare activities (HSC 2025)

Additional guidance

- **prepare and position** includes assisting the individual to move into the required position.
- **others** may include:
 - The individual
 - Family members
 - Line manager
 - Other health professionals
 - Others who are important to the individual's well-being.

Unit 4223-029 Monitor and maintain the environment and resources during and after clinical / therapeutic activities (HSS / GEN007)

Level: 2
Credit value: 3
UAN: K/602/3883

Unit aim

This unit develops the learner's ability to maintain and monitor the environment and resources while under supervision during clinical/therapeutic activities. Knowledge of monitoring and maintenance parameters informs practice.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 1 Know the procedures for monitoring and maintaining the environment and resources
- 2 Be able to operate equipment
- 3 Be able to monitor and maintain the environment and resources
- 4 Be able to clean resources in own work area

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the GEN7.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles

- Resources are all equipment, items or materials used to undertake activities.

Unit 4223-029 Monitor and maintain the environment and resources during and after clinical / therapeutic activities (HSS / GEN007)

Assessment criteria

Outcome 1 Know the procedures for monitoring and maintaining the environment and resources

The learner can:

- 1 Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability when monitoring and managing the environment and resources
- 2 Identify the procedures relating to monitoring the environment during specific clinical/therapeutic activities in own work practice
- 3 Identify the resources needed during specific clinical/therapeutic activities in own work practice
- 4 Explain the procedures for reporting and dealing with problems with the environment and resources, beyond own scope of practice
- 5 Outline the risks associated with procedures carried out in own work practice and how these are controlled.

Outcome 2 Be able to operate equipment

The learner can:

- 1 Explain the importance of monitoring equipment and confirming it is safe for use
- 2 Apply standard precautions for infection control when handling equipment
- 3 Implement health and safety measures when handling equipment
- 4 Operate equipment consistent with manufacturer's instructions, required parameters and national/local policies and procedure

Outcome 3 Be able to monitor and maintain the environment and resources

The learner can:

1. Monitor and maintain environmental conditions at the levels required by the activity
2. Monitor, replenish and replace resources as required for the activity
3. Explain the importance of checking resources are of the correct quality and quantity for the activity
4. Return unused and/or surplus resources to the storage location
5. Store resources in line with local policy or protocol at the end of the activity
6. Maintain monitoring records in line with national/local policies and protocols

Outcome 4 Be able to clean resources in own work area

The learner can:

1. Identify the levels of cleanliness required in own work area
2. Clean fixed resources after use in line with national/local policies and protocols
3. Clean reusable resources and make safe prior to storage
4. Dispose of waste in line with national/local policy.

Unit 4223-031 Cleaning, decontamination and waste management (IC03)

Level: 2
Credit value: 2
UAN: R/501/6738

Unit aim

To explain to the learner the correct way of maintaining a clean environment in accordance with national policies; to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand how to maintain a clean environment to prevent the spread of infection
2. Understand the principles and steps of the decontamination process
3. Understand the importance of good waste management practice in the prevention of the spread of infection

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

There are some relationships between this unit and those of other standards such as

- Key Skills, Functional Skills and Skills for Life
- General Healthcare Competence GEN3 Maintain health and safety in a clinical/therapeutic environment (K5)
- Knowledge and Skills Framework Core 3 Health safety and Security
- Health and Social Care NOS HSC 246, 230, 0032
- Infection Prevention and Control NOS IPC1,3,4,6,7

Unit 4223-031 Cleaning, decontamination and waste management (IC03)

Assessment Criteria

Outcome 1 Understand how to maintain a clean environment to prevent the spread of infection

The learner can:

1. state the general principles for environmental cleaning
2. explain the purpose of cleaning schedules
3. describe how the correct management of the environment minimises the spread of infection
4. explain the reason for the national policy for colour coding of cleaning equipment.

Outcome 2 Understand the principles and steps of the decontamination process

The learner can:

1. describe the three steps of the decontamination process
2. describe how and when cleaning agents are used
3. describe how and when disinfecting agents are used
4. explain the role of personal protective equipment (PPE) during the decontamination process
5. explain the concept of risk in dealing with specific types of contamination
6. explain how the level of risk determines the type of agent that may be used to decontaminate
7. describe how equipment should be cleaned and stored.

Outcome 3 Understand the importance of good waste management practice in the prevention of the spread of infection

The learner can:

1. identify the different categories of waste and the associated risks
2. explain how to dispose of the different types of waste safely and without risk to others
3. explain how waste should be stored prior to collection
4. identify the legal responsibilities in relation to waste management
5. state how to reduce the risk of sharps injury.

Unit 4223-032 Obtain and test specimens from individuals (HSC 2027)

Level: 2
Credit value: 2
UAN: J/601/8853

Unit aim

This unit is aimed at those working in health care settings. This unit provides the learner with the knowledge and skills required to obtain and test specimens, excluding blood samples.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the processes involved in obtaining and testing specimens from individuals
2. Be able to prepare to obtain specimens from individuals
3. Be able to obtain specimens from individuals
4. Be able to test specimens
5. Be able to report on the outcomes on the test of specimens
6. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens

Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS7.

Assessment

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

Unit 4223-032 Obtain and test specimens from individuals (HSC 2027)

Assessment Criteria

Outcome 1 Understand the processes involved in obtaining and testing specimens from individuals

The learner can:

1. identify the **different types of specimens** that may be obtained
2. describe the tests and investigations that may be carried out upon the specimens
3. identify the correct equipment and materials used in the collection and transport of specimens.

Outcome 2 Be able to prepare to obtain specimens from individuals

The learner can:

1. confirm the individual's identity and obtain **valid consent**
2. ensure the individual's privacy and dignity is maintained at all times
3. identify any aspects of the individual's ethnic and religious background which might affect the procedure
4. communicate with the individual in a medium appropriate to their needs and preferences
5. demonstrate that the required preparations have been completed including materials and equipment.

Outcome 3 Be able to obtain specimens from individuals

The learner can:

1. provide the correct container for the individual to be able to provide the specimen for themselves
2. collect the specimen where the individual cannot provide the specimen for themselves
3. describe possible problems in collecting specimens and how and when these should be reported
4. demonstrate the correct collection, labelling and storage of specimens
5. complete and attach relevant documentation.

Outcome 4 Be able to test specimens

The learner can:

1. demonstrate the appropriate tests for a range of specimens obtained
2. demonstrate appropriate health and safety measures relevant to the procedure and environment to include:
 - a) standard precautions for infection prevention and control
 - b) use of personal protective equipment.

Outcome 5 Be able to report on the outcomes on the test of specimens

The learner can:

1. show the correct process for reporting and recording test results
2. describe the actions to be taken when the results are outside the normal range
3. communicate test results in accordance with **agreed ways of working**
4. describe why it is important to understand the implications the test results may have on the individual.

Outcome 6 Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens

The learner can:

1. explain current legislation, national guidelines, organisational policies and protocols which affect working practice
2. identify the potential hazards and other consequences related to incorrect labelling of specimens.

Unit 4223-032 Obtain and test specimens from individuals (HSC 2027)

Additional guidance

- **Different types of specimens** – excludes blood
- **Valid consent** must be in line with agreed UK country definition
- **Agreed ways of working** will include policies and procedures where these exist

Unit 4223-033 Support individuals to carry out their own health care procedures (HSC 2005)

Level: 2
Credit value: 2
UAN: D/601/8017

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to carry out their own health care procedures safely.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand health care procedures likely to be undertaken by individuals
2. Be able to support individuals to prepare to carry out their own health care procedures
3. Be able to support individuals to carry out health care procedures
4. Be able to monitor health care procedures undertaken by individuals

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 225.

Assessment

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

Unit 4223-033 Support individuals to carry out their own health care procedures (HSC 2005)

Assessment Criteria

Outcome 1 Understand health care procedures likely to be undertaken by individuals

The learner can:

1. identify treatments and physical measurements likely to be undertaken by individuals
2. explain reasons why physical measurements and specimens might need to be taken
3. describe possible adverse reactions individuals may experience when undertaking their own health care procedures.

Outcome 2 Be able to support individuals to prepare to carry out their own health care procedures

The learner can:

1. establish with **others** own role in supporting individuals to carry out their own health care procedures
2. promote safe storage of supplies
3. support the individual to prepare equipment and the environment to carry out procedures
4. support the individual's understanding about **correct techniques** for procedures
5. check the individual's understanding about when to seek advice or take immediate action when carrying out health care procedures.

Outcome 3 Be able to support individuals to carry out health care procedures

The learner can:

1. assist the individual to carry out health care procedures in a way that promotes active participation
2. promote safe disposal of supplies used for procedures
3. support the individual to record measurements and store records safely.

Outcome 4 Be able to monitor health care procedures undertaken by individuals

The learner can:

1. monitor the accuracy, timing and outcomes of health care procedures carried out by the individual
2. record and report any adverse reactions or other concerns, in line with agreed ways of working
3. describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed.

Unit 4223-033 Support individuals to carry out their own health care procedures (HSC 2005)

Additional guidance

- An **individual** is someone requiring care or support.
- **Others** may include:
 - family
 - friends
 - advocates
 - health care professionals
 - others who are important to the individual's well-being
- **Correct techniques** may include:
 - timings
 - hygiene
 - use of equipment
 - safe disposal
 - recording
- **Active participation** is 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 or support, rather than a passive recipient
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4223-034 Contribute to monitoring the health of individuals affected by health conditions (HSC 2004)

Level: 2
Credit value: 2
UAN: M/601/9026

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to observe, monitor, record and report on the health of individuals affected by health conditions.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand monitoring of the health of individuals affected by health conditions
2. Be able to carry out observations of the health of individuals affected by health conditions
3. Be able to record and report on observations
4. Be able to respond to changes in an individual's condition

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 224.

Unit 4223-034 Contribute to monitoring the health of individuals affected by health conditions (HSC 2004)

Assessment Criteria

Outcome 1 Understand monitoring of the health of individuals affected by health conditions

The learner can:

1. explain the importance of monitoring the **health** of individuals affected by a health condition
2. describe ways in which the health of individuals can be monitored.

Outcome 2 Be able to carry out observations of the health of individuals affected by health conditions

The learner can:

1. identify what **observations** have been agreed to monitor the health condition of an **individual**
2. carry out required observations in ways that:
 - a) respect the individual's dignity and privacy
 - b) reassure the individual and minimise any fears or concerns
 - c) follow **agreed ways of working**.

Outcome 3 Be able to record and report on observations

The learner can:

1. record required indicators of an individual's condition
2. report changes in the individual's condition, in line with agreed ways of working
3. explain when changes may be needed to usual recording and reporting requirements about an individual's health condition.

Outcome 4 Be able to respond to changes in an individual's condition

The learner can:

1. take immediate action in line with agreed ways of working when changes in an individual's health cause concern
2. work with **others** to review information about changes in an individual's health
3. clarify own understanding about changes to requirements for monitoring
4. implement required changes to monitoring processes.

Unit 4223-034 Contribute to monitoring the health of individuals affected by health conditions (HSC 2004)

Additional guidance

- **Health** may include aspects that affect:
 - Physical health
 - Psychological well-being
- An **individual** is someone requiring care or support
- **Agreed ways of working** will include policies and procedures, where these exist
- **Observations** may include:
 - Informal observations
 - Physical measurements
 - Other agreed ways of monitoring
- **Others** may include:
 - The individual
 - Family members
 - Line manager
 - Other professionals
 - Others who are important to the individual's well-being.

Unit 4223-035 Provide support to manage pain and discomfort (HSC 2003)

Level: 2
Credit value: 2
UAN: K/601/9025

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills to provide support for managing pain and discomfort. It covers approaches to pain management, assistance in minimising pain and discomfort and monitoring, recording and reporting on the management of pain and discomfort.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand approaches to managing pain and discomfort
2. Be able to assist in minimising individuals' pain or discomfort
3. Be able to monitor, record and report on the management of individuals' pain or discomfort

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 216 and CHS 6.

Unit 4223-035 Provide support to manage pain and discomfort (HSC 2003)

Assessment Criteria

Outcome 1 Understand approaches to managing pain and discomfort

The learner can:

1. explain the importance of a holistic approach to managing pain and discomfort
2. describe different approaches to alleviate pain and minimise discomfort
3. outline **agreed ways of working** that relate to managing pain and discomfort.

Outcome 2 Be able to assist in minimising individuals' pain or discomfort

The learner can:

1. describe how pain and discomfort may affect an **individual's** wellbeing and communication
2. encourage an individual to express feelings of discomfort or pain
3. encourage an individual to use self-help methods of pain control
4. assist an individual to be positioned safely and comfortably
5. carry out agreed measures to alleviate pain and discomfort.

Outcome 3 Be able to monitor, record and report on the management of individuals' pain or discomfort

The learner can:

1. carry out required monitoring activities relating to management of an individual's pain or discomfort
2. complete records in required ways
3. report findings and concerns as required.

Unit 4223-035 Provide support to manage pain and discomfort (HSC 2003)

Additional guidance

- An **individual** is someone requiring care or support
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4223-036 Provide support for therapy sessions (HSC 2001)

Level: 2
Credit value: 2
UAN: D/601/9023

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, observation, recording and review of therapy sessions.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the benefits of therapy sessions
2. Be able to prepare for therapy sessions
3. Be able to provide support in therapy sessions
4. Be able to observe and record therapy sessions
5. Be able to contribute to the review of therapy sessions

Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 212.

Unit 4223-036 Provide support for therapy sessions (HSC 2001)

Assessment Criteria

Outcome 1 Understand the benefits of therapy sessions

The learner can:

1. identify different types of **therapy sessions** in which an **individual** may participate
2. describe how therapy sessions can benefit an individual.

Outcome 2 Be able to prepare for therapy sessions

The learner can:

1. establish own responsibilities in preparing for a therapy session
2. identify with the individual their preferences and requirements for the therapy session
3. follow instructions to prepare the environment, materials, equipment and self for the session.

Outcome 3 Be able to provide support in therapy sessions

The learner can:

1. provide support during a therapy session that takes account of:
 - the therapist's directions
 - the individual's preferences and requirements
2. promote the active participation of the individual during the session
3. describe ways to overcome fears or concerns an individual may have about a therapy session.

Outcome 4 Be able to observe and record therapy sessions

The learner can:

1. agree what observations need to be carried out during therapy sessions
2. agree how observations will be recorded
3. carry out agreed observations
4. record agreed observations as required.

Outcome 5 Be able to contribute to the review of therapy sessions

The learner can:

1. contribute to a review of therapy sessions to identify issues and progress
2. contribute to agreeing changes to therapy sessions with the individual and **others**.

Unit 4223-036 Provide support for therapy sessions (HSC 2001)

Additional guidance

- **Therapy sessions** may include:
 - occupational therapy
 - physiotherapy
 - hydrotherapy
 - aromatherapy
- An **individual** is someone requiring care or support
- **Others** may include:
 - therapist
 - line manager
 - family
 - friends
 - advocates
 - others who are important to the individual's well-being
- **Active participation** is 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 or support, rather than a passive recipient.

Unit 4223-037 Undertake agreed pressure area care (HSC 2024)

Level: 2
Credit value: 4
UAN: T/601/8721

Unit aim

This unit is aimed at health and social care staff providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the anatomy and physiology of the skin in relation to pressure area care
2. Understand good practice in relation to own role when undertaking pressure area care
3. Be able to follow the agreed care plan
4. Understand the use of materials, equipment and resources available when undertaking pressure area care
5. Be able to prepare to undertake pressure area care
6. Be able to undertake pressure area care

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS5

Assessment

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

Unit 4223-037 Undertake agreed pressure area care (HSC 2024)

Assessment Criteria

Outcome 1 Understand the anatomy and physiology of the skin in relation to pressure area care

The learner can:

1. describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores
2. identify pressure sites of the body
3. identify factors which might put an individual at risk of skin breakdown and pressure sores
4. describe how incorrect handling and moving techniques can damage the skin
5. identify a range of interventions that can reduce the risk of skin breakdown and pressure sores
6. describe changes to an individual's skin condition that should be reported.

Outcome 2 Understand good practice in relation to own role when undertaking pressure area care

The learner can:

1. identify legislation and national guidelines affecting pressure area care
2. describe **agreed ways of working** relating to pressure area care
3. describe why team working is important in relation to providing pressure area care.

Outcome 3 Be able to follow the agreed care plan

The learner can:

1. describe why it is important to follow the agreed care plan
2. ensure the agreed care plan has been checked prior to undertaking the pressure area care
3. identify any concerns with the agreed care plan prior to undertaking the pressure area care
4. describe actions to take where any concerns with the agreed care plan are noted
5. identify the pressure area risk assessment tools which are used in own work area
6. explain why it is important to use risk assessment tools.

Outcome 4 Understand the use of materials, equipment and resources available when undertaking pressure area care

The learner can:

1. identify a range of aids or equipment used to relieve pressure
2. describe safe use of aids and equipment.
3. identify where up-to-date information and support can be obtained about:
 - Materials
 - Equipment
 - Resources.

Outcome 5 Be able to prepare to undertake pressure area care

The learner can:

1. prepare equipment and environment in accordance with health and safety guidelines
2. obtain valid consent for the pressure area care.

Outcome 6 Be able to undertake pressure area care

The learner can:

1. carry out pressure area care procedure in a way that:
 - a) respects the individual's dignity and privacy
 - b) maintains safety
 - c) ensures the individual's comfort
 - d) promotes active participation
 - e) promotes partnership working
2. apply standard precautions for infection prevention and control
3. carry out the pressure area care procedure without obstruction from bedding and clothing
4. move an individual using approved techniques and in accordance with the agreed care plan
5. use pressure relieving aids in accordance with the care plan and any safety instructions
6. communicate effectively with the individual throughout the intervention
7. complete all records and documentation accurately and legibly.

Unit 4223-037 Undertake agreed pressure area care (HSC 2024)

Additional guidance

- **Agreed ways of working** includes policies and procedures where these exist.
- **Valid consent** must be in line with agreed UK country definition.
- **Active participation** is 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 or support, rather than a passive recipient.

Unit 4223-038 Move and position individuals in accordance with their plan of care (HSC 2028)

Level: 2
Credit value: 4
UAN: J/601/8027

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand anatomy and physiology in relation to moving and positioning individuals
2. Understand legislation and agreed ways of working when moving and positioning individuals
3. Be able to minimise risk before moving and positioning individuals
4. Be able to prepare individuals before moving and positioning
5. Be able to move and position an individual
6. Know when to seek advice from and/or involve others when moving and positioning an individual

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS6.

Assessment

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

Unit 4223-038 Move and position individuals in accordance with their plan of care (HSC 2028)

Assessment Criteria

Outcome 1 Understand anatomy and physiology in relation to moving and positioning individuals

The learner can:

1. outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals
2. describe the impact of specific conditions on the correct movement and positioning of an individual.

Outcome 2 Understand legislation and agreed ways of working when moving and positioning individuals

The learner can:

1. describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals
2. describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this.

Outcome 3 Be able to minimise risk before moving and positioning individuals

The learner can:

1. access up-to-date copies of risk assessment documentation
2. carry out preparatory checks using:
 - a) the individual's care plan
 - b) the moving and handling risk assessment
3. identify any immediate risks to the individual
4. describe actions to take in relation to identified risks
5. describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment
6. prepare the immediate environment ensuring
 - a) adequate space for the move in agreement with all concerned
 - b) that potential hazards are removed
7. apply standard precautions for infection prevention and control.

Outcome 4 Be able to prepare individuals before moving and positioning

The learner can:

1. demonstrate effective communication with the individual to ensure that they
 - a) understand the details and reasons for the action/activity being undertaken
 - b) agree the level of support required
2. obtain **valid consent** for the planned activity.

Outcome 5 Be able to move and position an individual

The learner can:

1. follow the care plan to ensure that the individual is positioned
 - a) using the agreed technique
 - b) in a way that will avoid causing undue pain or discomfort
2. demonstrate effective communication with any others involved in the manoeuvre
3. describe the aids and equipment that may be used for moving and positioning
4. use equipment to maintain the individual in the appropriate position
5. encourage the individual's **active participation** in the manoeuvre
6. monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction
7. demonstrate how to report and record the activity noting when the next positioning manoeuvre is due.

Outcome 6 Know when to seek advice from and/or involve others when moving and positioning an individual

The learner can:

1. describe when advice and/or assistance should be sought to move or handle an individual safely
2. describe what sources of information are available about moving and positioning individuals.

Unit 4223-038 Move and position individuals in accordance with their plan of care (HSC 2028)

Additional guidance

- **Agreed ways of working** will include policies and procedures and guidelines where these exist.
- **Valid consent** must be in line with agreed UK country definition.
- **Active participation** is 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 or support, rather than a passive recipient.

Unit 4223-039 Assist in the administration of medication (TDA 2.20)

Level: 2
Credit value: 4
UAN: A/601/9420

Unit aim

This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role. This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a 'drug round' may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

- 1 Know the current legislation, guidelines and policies relevant to the administration of medication
- 2 Understand own role in assisting in the administration of medication
- 3 Understand the requirements and procedures for assisting in the administration of medication
- 4 Understand the requirements and procedures for ensuring patient safety
- 5 Be able to prepare for the administration of medication
- 6 Be able to assist in the administration of medication
- 7 Be able to contribute to the management of medications and administration records

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the STL43 Assist in the administration of medication (SfH CHS2)

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-039 Assist in the administration of medication (TDA 2.20)

Assessment criteria

Outcome 1 Know the current legislation, guidelines and policies relevant to the administration of medication

The learner can:

- 1 Identify the current national legislation and guidelines relevant to the administration of **medication**
- 2 Outline the organisational policies for the management and administration of medication

Outcome 2 Understand own role in assisting in the administration of medication

The learner can:

- 1 Describe own responsibilities and accountability in relation to assisting with the administration of medication
- 2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication
- 3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence

Outcome 3 Understand the requirements and procedures for assisting in the administration of medication

The learner can:

- 1 Explain the purpose and significance of the information which should be provided on the label of a medication
- 2 Describe the different **routes for the administration of medication**
- 3 Describe the types, purpose and function of **materials and equipment** needed for the administration of medication within own area of responsibility
- 4 Describe the various aids which can be used to help individuals take their medication
- 5 Explain the importance of applying **standard precautions for infection control** and the potential consequences of poor practice
- 6 Explain why medication should only be administered against the individual's **medication administration record** and consistent with the prescriber's advice

Outcome 4 Understand the requirements and procedures for ensuring patient safety

The learner can:

- 1 Explain the importance of identifying the individual for whom the medications are prescribed
- 2 Explain the importance of confirming the medication against the prescription/ protocol with the **person leading the administration** before administering it

Outcome 5 Be able to prepare for the administration of medication

The learner can:

- 1 Obtain or confirm valid **consent** for the administration of medication
- 2 Apply standard precautions for infection control
- 3 Select, check and prepare the medication according to the medication administration record or medication information leaflet
- 4 Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist
- 5 Check and confirm the **identity of the individual who is to receive the medication** with the person leading the activity and with the individual themselves before the medication is administered

Outcome 6 Be able to assist in the administration of medication

The learner can:

- 1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan
- 2 Assist the individual to be as self managing as possible
- 3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication
- 4 Monitor the individual's condition throughout the administration process
- 5 Explain the kinds of adverse effects that may occur and the appropriate action to take
- 6 Check and confirm that the individual actually takes the medication and does not pass medication to others

Outcome 7 Be able to contribute to the management of medications and administration records

The learner can:

- 1 Explain the importance of keeping accurate and up-to-date records of the administration of medication
- 2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely
- 3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage
- 4 Maintain the confidentiality of information relating to the individual at all times
- 5 Check the stock level of medications and take **appropriate action to obtain new stocks** when required

Unit 4223-039 Assist in the administration of medication (TDA 2.20)

Additional guidance

- **Medication** may be from various drug categories such as:
 - general sales list
 - pharmacy only
 - prescription only
- **Routes for the administration of medication** eg:
 - oral
 - topical – including skin creams
 - eye/ear or nasal drops
 - inhaled
 - injection – intra-muscular/subcutaneous
- **Materials and equipment** needed for the administration of medication eg:
 - medicine trolley
 - medicine pots
 - spoons
 - syringes
 - containers
 - wipes
 - drinking glasses
 - water jug
 - disposal bag
 - medication administration record sheets/charts
- **Standard precautions for infection control** including:
 - hand washing/cleansing before, during and after the activity
 - the use of personal protective clothing
 - management of blood and bodily fluid spillage
 - waste management
- **Medication administration record:**
 - The documentation on which the medication has been ordered/ prescribed – this will vary across care settings and environments, such as hospital and community settings, including medications prescribed by GPs and dispensed by community pharmacists where the instructions will be found on the medication packaging
- **Person leading the administration** will be the senior professional in overall charge of the administration of medication in the setting eg:
 - a registered nurse
 - a registered midwife
 - social worker
- Obtain **consent** according to current legislation and guidelines eg:
 - for adults
 - for children and young people
 - for children and young people in schools
 - for adults who lack the capacity to give consent for themselves

- **Check and confirm the identity of the individual who is to receive the medication** eg:
 - verbally
 - using other appropriate communication eg. Makaton
 - using identity bracelets
 - using photo ID
- **Appropriate action to obtain new stocks** of medication:
 - inform the individual or the parent/guardian if appropriate, of the need to order new stocks of the medication(s)
 - inform the relevant health professional
 - assist in reordering if applicable

Unit 4223-040 Receive and store medication and products (CHS001)

Level: 2
Credit value: 2
UAN: K/602/3091

Unit aim

This unit is aimed at individuals receiving and storing medications and products in a variety of settings, such as hospitals and nursing and residential homes. The medication and products may be from a number of different sources. It does not include the storage of controlled drugs.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand relevant legislation, policy and good practice related to receiving and storing medication and products
2. Be able to receive and store medication and products

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the CHS1.

Assessment

This unit must be assessed in accordance with the Skills for Health Assessment Principles

Unit 4223-040 Receive and store medication and products (CHS001)

Assessment criteria

Outcome 1 Understand relevant legislation, policy and good practice related to receiving and storing medication and products

The learner can:

- 1 Summarise current legislation, national guidelines, and good practice guidelines appropriate for receiving and storing medication and products
- 2 Describe local policy and protocols impacting on own role and that of others in relation to receiving and storing medication and products

Outcome 2 Be able to receive and store medication and products

The learner can:

- 1 Apply standard precautions for infection prevention and control
- 2 Apply health and safety measures relevant to receiving and storing medication and products
- 3 Check that the individual has handed over any medication and products for storage and inform them what will happen to these
- 4 Inform staff about medication and products
 - a) On receipt prior to storage
 - b) When problems are identified during receipt and storage
 - c) When stocks are low and require replenishing
- 5 Store all medication and products in line with environmental, legal and local policy requirements
- 6 Maintain all records on completion of
 - a) Receipt of medication and products
 - b) Stock checking
 - c) Stock rotation and date checking
- 7 Dispose of out of date or unwanted medication or products in line with national and local policy and protocol

Unit 4223-041 Support individuals who are distressed (HSC 2012)

Level: 2
Credit value: 3
UAN: L/601/8143

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand causes and effects of distress
2. Be able to prepare to support individuals who are experiencing distress
3. Be able to support individuals through periods of distress
4. Be able to support individuals to reduce distress
5. Be able to record and report on an individual's distress

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 226.

Assessment

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

Unit 4223-041 Support individuals who are distressed (HSC 2012)

Assessment Criteria

Outcome 1 Understand causes and effects of distress

The learner can:

1. identify common **causes of distress**
2. describe signs that may indicate an **individual** is distressed
3. explain how distress may affect the way an individual communicates
4. explain how working with an individual who is distressed may impact on own well being.

Outcome 2 Be able to prepare to support individuals who are experiencing distress

The learner can:

1. access information and advice about supporting an individual through a time of distress
2. establish signs of distress that would indicate the need for specialist intervention
3. describe how to access specialist intervention
4. identify sources of support to manage own feelings when working with an individual who is distressed.

Outcome 3 Be able to support individuals through periods of distress

The learner can:

1. communicate empathy and reassurance in ways that respect the individual's dignity, culture and beliefs
2. demonstrate ways to alleviate immediate distress
3. adapt support in response to the individual's reactions
4. demonstrate how to involve others in supporting an individual who is distressed.

Outcome 4 Be able to support individuals to reduce distress

The learner can:

1. encourage the individual to express thoughts and feelings about troubling aspects of their life
2. work with the individual and **others** to identify triggers for distress
3. work with an individual and others to reduce triggers or alleviate causes of distress
4. encourage the individual to review their usual ways of coping with distress.

Outcome 5 Be able to record and report on an individual's distress

The learner can:

1. maintain records relating to the individual's distress and the support provided
2. report on periods of distress in line with agreed ways of working.

Unit 4223-041 Support individuals who are distressed (HSC 2012)

Additional guidance

- **Causes of distress** may be:
 - Internal to the individual
 - Related to support needs
 - Related to support provision
 - Related to loss
 - Related to change.
- **Individual:** An individual is someone requiring care or support.
- **Others** may include:
 - Family
 - Friends
 - Advocates
 - Line manager
 - Other professionals
 - Others who are important to the individual's well-being

Unit 4223-042 Support individuals to meet personal care needs (HSC 2015)

Level: 2
Credit value: 2
UAN: F/601/8060

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills needed to support individuals to meet personal care needs. It covers support the individual to use toilet facilities, maintain personal hygiene and manage their personal appearance.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to work with individuals to identify their needs and preferences in relation to personal care
2. Be able to provide support for personal care safely
3. Be able to support individuals to use the toilet
4. Be able to support individuals to maintain personal hygiene
5. Be able to support individuals to manage their personal appearance
6. Be able to monitor and report on support for personal care

Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 218.

Assessment

All learning outcomes must be assessed in a real work environment.

Unit 4223-042 Support individuals to meet personal care needs (HSC 2015)

Assessment Criteria

Outcome 1 Be able to work with individuals to identify their needs and preferences in relation to personal care

The learner can:

1. encourage an individual to communicate their needs, preferences and personal beliefs affecting their personal care
2. establish the level and type of support and individual needs for personal care
3. agree with the individual how privacy will be maintained during personal care.

Outcome 2 Be able to provide support for personal care safely

The learner can:

1. support the individual to understand the reasons for hygiene and safety precautions
2. use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection
3. explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care
4. describe ways to ensure the individual can summon help when alone during personal care
5. ensure safe disposal of waste materials.

Outcome 3 Be able to support individuals to use the toilet

The learner can:

1. provide support for the individual to use toilet facilities in ways that respect dignity
2. support individual to make themselves clean and tidy after using toilet facilities.

Outcome 4 Be able to support individuals to maintain personal hygiene

The learner can:

1. ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care
2. ensure toiletries, materials and equipment are within reach of the individual
3. provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation.

Outcome 5 Be able to support individuals to manage their personal appearance

The learner can:

1. provide support to enable individual to manage their personal appearance in ways that respect dignity and promote active participation
2. encourage the individual to keep their clothing and personal care items clean, safe and secure.

Outcome 6 Be able to monitor and report on support for personal care

The learner can:

1. seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences
2. monitor personal care functions and activities in agreed ways
3. record and report on an individual's personal care in agreed ways.

Unit 4223-042 Support individuals to meet personal care needs (HSC 2015)

Additional guidance

- **Personal care** in this unit refers to using toilet facilities, maintaining personal hygiene and attending to personal appearance.
- An **individual** is someone requiring care or support.
- **Toilet facilities** may include:
 - Toilet
 - Commode
 - Bedpan
 - Urinal.
- **Active participation** is 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 or support, rather than a passive recipient.
- Activities an individual may use to **manage their personal appearance** may include:
 - Hair care
 - Nail care
 - Shaving
 - Skin care
 - Use of cosmetics
 - Use of prostheses & orthoses
- **Others** may include:
 - family
 - friends
 - advocates
 - specialists
 - health care professionals
 - others who are important to the individual's well being

Unit 4223-043 Contribute to the care of a deceased person (HSC 2022)

Level: 2
Credit value: 3
UAN: R/601/8256

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know the factors that affect how individuals are cared for after death
2. Be able to contribute to supporting those who are close to deceased individuals
3. Be able to contribute to preparing deceased individuals prior to transfer
4. Be able to contribute to transferring deceased individuals
5. Be able to manage own feelings in relation to the death of individuals

Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 239

Assessment

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment in ways that do not intrude on the privacy of those involved.

Unit 4223-043 Contribute to the care of a deceased person (HSC 2022)

Assessment Criteria

Outcome 1 Know the factors that affect how individuals are cared for after death

The learner can:

1. outline legal requirements and **agreed ways of working** that underpin the care of deceased individuals
2. describe how beliefs and religious and cultural factors affect how deceased individuals are cared for
3. identify the physical changes that take place after death and how this may affect laying out and moving individuals
4. identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals
5. describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions.

Outcome 2 Be able to contribute to supporting those who are close to deceased individuals

The learner can:

1. describe the likely immediate impact of an individual's death on **others** who are close to the deceased individual
2. support others immediately following the death of the individual in ways that:
 - reduce their distress
 - respect the deceased individual.

Outcome 3 Be able to contribute to preparing deceased individuals prior to transfer

The learner can:

1. follow agreed ways of working to ensure that the deceased person is correctly identified
2. carry out agreed role in preparing the deceased individual in a manner that respects their dignity, beliefs and culture
3. use protective clothing to minimise the risk of infection during preparation of the deceased individual
4. contribute to recording any property and valuables that are to remain with the deceased individual.

Outcome 4 Be able to contribute to transferring deceased individuals

The learner can:

1. carry out agreed role in contacting appropriate organisations
2. carry out agreed role in transferring the deceased individual in line with agreed ways of working and any wishes expressed by the individual
3. record details of the care and transfer of the deceased person in line with agreed ways of working.

Outcome 5 Be able to manage own feelings in relation to the death of individuals

The learner can:

1. identify ways to manage own feelings in relation to an individual's death
2. utilise support systems to deal with own feelings in relation to an individual's death.

Unit 4223-043 Contribute to the care of a deceased person (HSC 2022)

Additional guidance

- **Agreed ways of working** will include policies and procedures where these exist.
- **Others** may include:
 - Family
 - Friends
 - Own colleagues
 - Others who were involved in the life of the individual
- **Appropriate organisations** may include:
 - Mortuary
 - Funeral directors
 - Places of worship

Unit 4223-044 Assist the practitioner to carry out health care activities (HSS / GEN008)

Level: 2
Credit value: 2
UAN: J/602/3924

Unit aim

This unit develops the assistant's role and skills in supporting the health care practitioner and can be evidenced in a range of environments. It requires an understanding of relevant legislation, policies, protocols, guidance and procedures. The learner assists the practitioner, but may not be directly involved with an individual.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out health care activities
2. Be able to assist the practitioner in carrying out health care activities

Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS GEN8.

Assessment

Valid consent must be in line with agreed UK country definition.

This unit must be assessed in line with Skills for Health Assessment Principles

Unit 4223-044 Assist the practitioner to carry out health care activities (HSS / GEN008)

Assessment criteria

Outcome 1 Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out health care activities

The learner can:

1. Summarise own roles, responsibilities and accountability with regard to current legislation, national guidelines, policies, protocols and good practice guidelines when assisting with a range of specific healthcare activities

Outcome 2 Be able to assist the practitioner in carrying out health care activities

The learner can:

- 1 Identify the information that may be needed by the practitioner prior to and during a range of specific activities
- 2 Confirm the identity of the individual and confirm valid consent has been obtained
- 3 Carry out tasks as required by the practitioner, the care plan and own scope of practice
- 4 Communicate information to other team members while maintaining confidentiality
- 5 Collaborate during activities that require close team work
- 6 Make records as directed by the practitioner in line with national/local policy.

Unit 4223-045 Support individuals to eat and drink (HSC 2014)

Level: 2
Credit value: 2
UAN: M/601/8054

Unit aim

This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Be able to support individuals to make choices about food and drink
2. Be able to prepare to provide support for eating and drinking
3. Be able to provide support for eating and drinking
4. Be able to clear away after food and drink
5. Be able to monitor eating and drinking and the support provided

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 213, HSC 214.

Assessment

All learning outcomes must be assessed in a real work environment.

Unit 4223-045 Support individuals to eat and drink (HSC 2014)

Assessment Criteria

Outcome 1 Be able to support individuals to make choices about food and drink

The learner can:

1. establish with an individual the food and drink they wish to consume
2. encourage the individual to select suitable options for food and drink
3. describe ways to resolve any difficulties or dilemmas about the choice of food and drink
4. describe how and when to seek additional guidance about an individual's choice of food and drink.

Outcome 2 Be able to prepare to provide support for eating and drinking

The learner can:

1. identify the level and type of support an individual requires when eating and drinking
2. demonstrate effective hand-washing and use of protective clothing when handling food and drink
3. support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences
4. provide suitable utensils to assist the individual to eat and drink.

Outcome 3 Be able to provide support for eating and drinking

The learner can:

1. describe factors that help promote an individual's dignity, comfort and enjoyment while eating and drinking
2. support the individual to consume manageable amounts of food and drink at their own pace
3. provide encouragement to the individual to eat and drink
4. support the individual to clean themselves if food or drink is spilt
5. adapt support in response to an individual's feedback or observed reactions while eating and drinking.

Outcome 4 Be able to clear away after food and drink

The learner can:

1. explain why it is important to be sure that an individual has chosen to finish eating and drinking before clearing away
2. confirm that the individual has finished eating and drinking
3. clear away used crockery and utensils in a way that promotes active participation
4. support the individual to make themselves clean and tidy after eating or drinking.

Outcome 5 Be able to monitor eating and drinking and the support provided

The learner can:

1. explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter
2. carry out and record agreed monitoring processes
3. report on the support provided for eating and drinking in accordance with agreed ways of working.

Unit 4223-045 Support individuals to eat and drink (HSC 2014)

Additional guidance

- An **individual** is someone requiring care or support
- **Suitable options** will take account of:
 - Expressed wishes and preferences
 - General nutrition principles
 - Specific dietary requirements
 - Religious, cultural and personal beliefs
 - Resources available.
- Ways to **prepare** to eat and drink may include
 - Choosing where to eat
 - Choosing with whom to eat
 - Protecting clothes from potential spills
 - Taking up a comfortable position.
- **Active participation** is 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 or support, rather than a passive recipient.
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4223-046 Support individuals to access and use information about services and facilities (HSC 2011)

Level: 2
Credit value: 3
UAN: A/601/7926

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and give feedback on information about services and facilities.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know ways to support individuals to access information on services and facilities
2. Be able to work with individuals to select and obtain information about services and facilities
3. Be able to work with individuals to access and use information about services and facilities
4. Be able to support individuals to evaluate the information accessed on services and facilities

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 26.

Assessment

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

Unit 4223-046 Support individuals to access and use information about services and facilities (HSC 2011)

Assessment Criteria

Outcome 1 Know ways to support individuals to access information on services and facilities

The learner can:

1. identify the types of **services and facilities** about which **individuals** may require information
2. identify possible barriers to accessing and understanding information
3. describe ways to overcome barriers to accessing information
4. identify a range of formats, translations and technology that could make information more accessible for individuals
5. describe types of support individuals may need to enable them to identify and understand information.

Outcome 2 Be able to work with individuals to select and obtain information about services and facilities

The learner can:

1. support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities
2. work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes
3. support an individual to obtain selected information in their preferred format and language.

Outcome 3 Be able to work with individuals to access and use information about services and facilities

The learner can:

1. support an individual to access the content of information about services and facilities
2. demonstrate ways to check an individual's understanding of the information
3. work with an individual to access a service or facility using the information, in ways that promote **active participation**
4. describe ways to support individuals to deal with any **issues or concerns** that may arise from the content of information.

Outcome 4 Be able to support individuals to evaluate the information accessed on services and facilities

The learner can:

1. support an individual to give feedback on whether information on services and facilities has met their needs and preferences
2. work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information
3. explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals.

Unit 4223-046 Support individuals to access and use information about services and facilities (HSC 2011)

Additional guidance

- An **individual** is someone requiring care or support.
 - Services and facilities may include:
 - services provided within an individual's home
 - services to enable individuals to meet their social care needs
 - community facilities.
- **Active participation** is 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 or support rather than a passive recipient.
- **Issues or concerns** may include those relating to:
 - Ineligibility
 - Lack of availability
 - Conditions for access.

Unit 4223-047 Support individuals to manage continence (HSC 2016)

Level: 2
Credit value: 3
UAN: J/601/8058

Unit aim

This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to manage continence. It covers the factors affecting continence, the management of continence and the use of continence equipment.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand factors that affect the management of continence
2. Be able to support individuals to manage their own continence
3. Be able to support the use of equipment to manage continence
4. Be able to support continence safely
5. Be able to monitor and report on support for managing continence

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 219.

Assessment

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

Unit 4223-047 Support individuals to manage continence (HSC 2016)

Assessment Criteria

Outcome 1 Understand factors that affect the management of continence

The learner can:

1. explain how difficulties with continence can affect an **individual's** self esteem, health and their day to day activities
2. list common causes of difficulties with continence
3. explain how an individual's personal beliefs and values may affect the management of continence
4. describe ways to protect an individual's privacy whilst managing continence.

Outcome 2 Be able to support individuals to manage their own continence

The learner can:

1. encourage an individual to express preferences and concerns about continence needs
2. support the individual to understand the effects of **lifestyle** on continence
3. explain how and when to access additional guidance about support for continence.

Outcome 3 Be able to support the use of equipment to manage continence

The learner can:

1. access information about continence equipment recommended for the individual
2. agree with the individual their preferred times and places for using continence **equipment**
3. agree the level and type of support required for use of equipment
4. support the individual to use continence equipment in ways that respect dignity and privacy and promote **active participation**.

Outcome 4 Be able to support continence safely

The learner can:

1. identify **risks** that may arise while supporting continence
2. encourage the individual to maintain personal hygiene whilst managing continence
3. dispose of used equipment and soiled materials safely
4. ensure the environment is clean, tidy and accessible before and after use
5. use protective equipment, protective clothing and hygiene techniques to minimise risks.

Outcome 5 Be able to monitor and report on support for managing continence

The learner can:

1. use agreed processes to monitor continence and support for managing continence
2. record and report on support for managing continence in agreed ways.

Unit 4223-047 Support individuals to manage continence (HSC 2016)

Additional guidance

- An **individual** is someone requiring care or support
- **Lifestyle** factors affecting continence may include:
 - Diet
 - Patterns of eating and drinking
 - Exercise and mobility
 - Use of medication
 - Daily routines
- **Equipment** may include:
 - Pads
 - Commode
 - Bedpan
 - Urinal
- **Active participation** is 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 or support, rather than a passive recipient
- **Risks** may include risks to:
 - The individual
 - The learner
 - Others

Unit 4223-048 Protecting from the risk of violence at work (Common Unit 1)

Level: 2
Credit value: 3
UAN: J/601/9050

Unit aim

The learner will develop the knowledge, understanding and skills necessary to protect themselves from the risk of violence at work.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand the job role, responsibilities and limitations
2. Be able to use verbal and non-verbal communication to help calm a potentially violent situation
3. Be able to dynamically risk assess a potentially violent situation
4. Be able to take action that will help calm a potentially violent situation whilst maintaining personal safety
5. Be able to review an incident and support processes
6. Be able to accurately report an incident

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Skills for Security NOS: SFS 1 Protect yourself from the risk of violence at work.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Security, the Sector Skills Board for Security.

Assessment

Assessment criteria should be assessed through naturally occurring evidence from the workplace.

Simulation is not permitted in this unit.

Unit 4223-048 Protecting from the risk of violence at work (Common Unit 1)

Assessment criteria

Outcome 1 Understand the job role, responsibilities and limitations

The learner can:

1. describe the legal duties for an individual to ensure well-being and health and safety in the workplace as explained by relevant legislation
2. describe the job role, including the responsibilities and limitations
3. describe personal capabilities and limitations in terms of protection in potentially violent situations

Outcome 2 Be able to use verbal and non-verbal communication to help calm a potentially violent situation

The learner can:

1. describe the importance of showing respect for people, their property and rights
2. describe when it is appropriate and possible to maintain a safe distance and avoid physical contact
3. maintain a calm, reassuring and professional attitude towards those presenting unacceptable behaviour
4. maintain a safe distance and avoid physical contact
5. avoid behaviour or language that may be discriminatory or oppressive when communicating with other people
6. interpret simple body language and the importance of acknowledging other people's personal space
7. explain clearly to the people involved:
 - what you will do
 - what they should do and
 - the likely consequences if the present situation continues
8. communicate with those presenting unacceptable behaviour in a way that:
 - shows respect for them, their property and their rights
 - is free from discrimination and oppressive behaviour

Outcome 3 Be able to dynamically risk assess a potentially violent situation

The learner can:

1. describe the main signs that a situation could escalate to violent behaviour
2. describe the importance of remaining alert to triggers of violent behaviour
3. describe the importance of planning how to leave a situation if there is a physical risk including identifying where the nearest exit routes are located
4. demonstrate how to keep the situation under review
5. act to reduce the risks to the safety of all those affected by the incident

Outcome 4 Be able to take action that will help calm a potentially violent situation whilst maintaining personal safety

The learner can:

1. describe the types of action and behaviour that can be taken to calm situations
2. describe when to leave the scene of the incident, when to seek help and safe techniques for leaving the situation
3. act to calm the situation which will:
4. not make the situation worse
5. follow the organisation's policy and procedures and legal responsibilities
6. minimise the risk of injury to all those involved
7. get assistance promptly when the situation is not being resolved
8. demonstrate how to end contact with those presenting unacceptable behaviour and leave the situation if the threat to safety cannot be effectively managed

Outcome 5 Be able to review an incident and support processes

The learner can:

1. review the sequence of events leading up to the incident
2. discuss with relevant people whether organisational procedures helped or hindered the incident
3. assess organisation and personal risk assessments relevant to the activities and their adequacy for dealing with similar incidents
4. identify areas of personal development
5. describe the importance of making use of available support and advice to help prevent any incident-related health problems
6. describe the importance of having the opportunity to talk to someone about the incident afterwards

Outcome 6 Be able to accurately report an incident

The learner can:

1. describe the organisation's procedures for dealing with violent behaviour
2. identify the reports that have to be made and the records that have to be kept about a potential or actual incident of violence
3. complete records in accordance with organisational requirements in respect of:
4. personal actions at the time of the incident
5. the circumstances and severity of the incident
6. the measures taken to ensure personal safety and that of other people
7. the action taken to try to calm the situation down
8. produce recommendations for the relevant people in order to reduce the risk of further similar incidents
9. contribute to good practice by sharing relevant non-confidential information with others in similar roles

Unit 4223-049 Provide support for sleep (HSC 2030)

Level: 2
Credit value: 2
UAN: Y/601/9490

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to establish conditions suitable for sleep and support the individual to sleep.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the importance of sleep
2. Be able to establish conditions suitable for sleep
3. Be able to assist an individual to sleep
4. Be able to monitor sleep
5. Know how to access information and advice about difficulties with sleep

Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 216.

Unit 4223-049 Provide support for sleep (HSC 2030)

Assessment Criteria

Outcome 1 Understand the importance of sleep

The learner can:

1. explain how sleep contributes to an **individual's** well-being
2. identify reasons why an individual may find it hard to sleep
3. describe the possible short-term and long-term effects on an individual who is unable to sleep well.

Outcome 2 Be able to establish conditions suitable for sleep

The learner can:

1. describe conditions likely to be suitable for sleep
2. minimise aspects of the environment likely to make sleep difficult for an individual
3. adjust own behaviour to contribute to a restful environment
4. describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep.

Outcome 3 Be able to assist an individual to sleep

The learner can:

1. explain the importance of a holistic approach to assisting sleep
2. encourage the individual to communicate the support they need to sleep
3. assist the individual to find a position for sleep consistent with their plan of care
4. support the individual to use aids for sleep in ways that reflect the plan of care and follow **agreed ways of working**.

Outcome 4 Be able to monitor sleep

The learner can:

1. establish with the individual and **others** how sleep will be monitored
2. record agreed observations relating to the individual's sleep and the assistance given.

Outcome 5 Know how to access information and advice about difficulties with sleep

The learner can:

1. describe situations in which additional information or assistance about sleep would be needed
2. explain how to access additional information and assistance.

Unit 4223-049 Provide support for sleep (HSC 2030)

Additional guidance

- An **individual** is someone requiring care or support
- **Agreed ways of working** will include policies and procedures where these exist
- **Others** may include:
 - family
 - friends
 - advocates
 - line manager
 - health professionals
 - others who are important to the individual's well-being.

Unit 4223-050 Contribute to the effectiveness of teams (Pharm unit 203)

Level: 2
Credit value: 3
UAN: L/601/3430

Unit aim

The aim of this unit is to introduce candidates to the skills and knowledge that will ensure that they contribute to the effectiveness of teams. The unit also addresses time management, legislations and policies.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

- 1 Be able to explain the importance of own role and how it contributes to the team performance
- 2 Be able to use feedback to improve personal team performance
- 3 Be able to manage time and commitments effectively
- 4 Be able to establish effective working relationships with all members of the team
- 5 Be able to comply with organisational, national and European legislation

Guided learning hours

It is recommended that **5** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to 'Contribute to effectiveness of teams' HSC241.

Assessment

This unit will be assessed by:

- Portfolio of evidence.

Simulation will not be accepted for these learning outcomes: 1,2,3,5

Simulation will be accepted for learning outcome 4 where no differences of opinion or conflicts arise.

Unit 4223-050 Contribute to the effectiveness of teams (Pharm unit 203)

Assessment criteria

Outcome 1 Be able to explain the importance of own role and how it contributes to the team performance

The learner can:

1. describe the **team's** overall objectives and purpose
2. explain how own role and responsibilities contribute to team activities, objectives and purposes
3. identify other team members, their roles and responsibilities within the team
4. inform other members in the team of their activities and ideas.

Outcome 2 Be able to use feedback to improve personal team performance

The learner can:

1. use **feedback** or suggestions from others to enable them to improve own practice within the team
2. propose suggestions or ideas to benefit team members and improve team working
3. agree, seek support and take responsibility for any development and learning that can help you to interact with the team more effectively.

Outcome 3 Be able to manage time and commitments effectively

The learner can:

1. fulfil own **commitments** to other team members within agreed timescales and according to overall work priorities
2. inform appropriate team members when they cannot fulfil commitments within specified timescales.

Outcome 4 Be able to establish effective working relationships with all members of the team

The learner can:

1. **behave** towards other team members in a way that supports the effective functioning of the team
2. resolve **differences of opinion and conflicts** within the team in ways which respects other team members' points of view
3. select **appropriate advice and guidance** in order to resolve issues with other team members
4. support other team members in the completion of activities or objectives.

Outcome 5 Be able to comply with organisational, national and European legislation

The learner can:

- 1 comply with legal and organisational requirements, standards and codes of practice on equality, diversity, discrimination and rights relevant to own role and responsibilities.
- 2 comply with current local, UK and European legislation, and organisational requirements, procedures and practices
- 3 access up-to-date copies of the organisation's workplace policies, procedures and systems, and practice and service standards related to team working.

Unit 4223-050 Contribute to the effectiveness of teams (Pharm unit 203)

Additional guidance

The learning outcomes in the following unit ask to provide evidence to show that the learner can consistently (over a period of time) work to all of the assessment criteria.

Evidence must be provided across **all** the assessment criteria and must cover a variety of examples from the range, appropriate to the learners' practice.

The activities must be the result of real work activities completed by learner and observed on the workplace as indicated in the centre requirements.

Range

- **Team** could include work team, a multidisciplinary team, broader multi agency team.
- **Feedback:** could include written, or verbal, appraisals, review meeting, personal development plans, team meetings etc
- **Feedback:** could include written, or verbal, appraisals, review meeting, personal development plans, team meetings etc
- **Behave:** could include verbal and non verbal communication, sharing tasks, covering others work commitments,
- **Differences of opinion and conflicts:** could include verbal and non verbal communication, written communication, work tasks,
- **Appropriate advice and guidance:** information from manager, supervisor, senior Pharmacy Technician, organisational policies and procedures, legislation

Unit 4223-051 Manage own performance in a business environment (2010_BA_2_01)

Level: 2
Credit value: 2
UAN: F/601/2467

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 1 Understand how to plan work and be accountable to others
- 2 Understand how to behave in a way that supports effective working
- 3 Be able to plan and be responsible for own work, supported by others
- 4 Behave in a way that supports effective working

Guided learning hours

It is recommended that **9** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit directly relates to the Business and Administration NOS BAA625.

Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

Unit 4223-051 Manage own performance in a business environment (2010_BA_2_01)

Assessment criteria

Outcome 1 Understand how to plan work and be accountable to others

The learner can:

- 1 Outline guidelines, procedures codes of practice relevant to personal work
- 2 Explain the purpose of planning work, and being accountable to others for own work
- 3 Explain the purpose and benefits of agreeing realistic targets for work
- 4 Explain how to agree realistic targets
- 5 Describe ways of planning work to meet agreed deadlines
- 6 Explain the purpose of keeping other people informed about progress
- 7 Explain the purpose and benefits of letting other people know work plans need to be changed
- 8 Describe types of problems that may occur during work
- 9 Describe ways of seeking assistance with getting help to resolve problems
- 10 Explain the purpose and benefits of recognising and learning from mistakes

Outcome 2 Understand how to behave in a way that supports effective working

The learner can:

- 1 Explain the purpose and benefits of agreeing and setting high standards for own work
- 2 Describe ways of setting high standards for work
- 3 Explain the purpose and benefits of taking on new challenges if they arise
- 4 Explain the purpose and benefits of adapting to change
- 5 Explain the purpose and benefits of treating others with honesty, respect and consideration
- 6 Explain why own behaviour in the workplace is important
- 7 Describe types of behaviour at work that show honesty, respect and consideration and those that do not

Outcome 3 Be able to plan and be responsible for own work, supported by others

The learner can:

- 1 Agree realistic targets and achievable timescales for own work
- 2 Plan work tasks to make best use of own time and available resources
- 3 Confirm effective working methods with others
- 4 Identify and report problems occurring in own work, using the support of other people when necessary
- 5 Keep other people informed of progress
- 6 Complete work tasks to agreed deadlines or re-negotiate timescales and plans in good time
- 7 Take responsibility for own work and accept responsibility for any mistakes made
- 8 Follow agreed work guidelines, procedures and, where needed, codes of practice

Outcome 4 Behave in a way that supports effective working

The learner can:

- 1 Set high standards for own work and show commitment to achieving these standards
- 2 Agree to take on new challenge(s) if they arise
- 3 Adapt to new ways of working
- 4 Treat other people with honesty, respect and consideration
- 5 Help and support other people in work tasks

Unit 4223-051 Manage own performance in a business environment (2010_BA_2_01)

Evidence requirement

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1-10	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2	1-7	

Unit 4223-052 Give customers a positive impression of yourself and your organisation (ICS A4 2010)

Level: 2
Credit value: 5
UAN: L/601/0933

Unit aim

Excellent customer service is provided by people who are good with people. The learner's behaviour affects the impression that customers have of the service they are receiving. This Unit is about communicating with the customers and giving a positive impression whenever dealing with a customer. By doing this the learner can create a positive impression of the organisation and the customer service it provides. All of us enjoy the experience of good customer service if we feel that the person serving us really wants to create the right impression responds to us and gives us good information. Every detail of the learners' behaviour counts when dealing with a customer.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 1 Be able to establish rapport with customers
- 2 Be able to respond appropriately to customers
- 3 Be able to communicate information to customers
- 4 Understand how to give customers a positive impression of themselves and the organisation they must know and understand

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit directly relates to Unit A4 of the Customer Service NOS 2010.

Assessment

This unit will be assessed by:

- portfolio of evidence.

Unit 4223-052 Give customers a positive impression of yourself and your organisation (ICS A4 2010)

Assessment criteria

Outcome 1 Be able to establish rapport with customers

The learner can:

1. meet their organisation's standards of appearance and behaviour
2. greet their customer respectfully and in a friendly manner
3. communicate with their customer in a way that makes them feel valued and respected
4. identify and confirm their customer's expectations
5. treat their customer courteously and helpfully at all times
6. keep their customer informed and reassured
7. adapt their behaviour to respond to different customer behaviour.

Outcome 2 Be able to respond appropriately to customers

The learner can:

1. respond promptly to a customer seeking help
2. choose the most appropriate way to communicate with their customer
3. check with their customer that they have fully understood their expectations
4. respond promptly and positively to their customer's questions and comments
5. allow their customer time to consider their response and give further explanation when appropriate.

Outcome 3 Be able to communicate information to customers

The learner can:

1. quickly find information that will help their customer
2. give their customer information they need about the services or products offered by their organisation
3. recognise information that their customer might find complicated and check whether they fully understand
4. explain clearly to their customers any reasons why their expectations cannot be met.

Outcome 4 Understand how to give customers a positive impression of themselves and the organisation they must know and understand

The learner can:

1. describe their organisation's standards for appearance and behaviour
2. explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately
3. identify their organisation's rules and procedures regarding the methods of communication they use
4. explain how to recognise when a customer is angry or confused
5. identify their organisation's standards for timeliness in responding to customer questions and requests for information.

Unit 4223-053 Administer appointments in a healthcare environment (HSS / GEN025)

Level: 2
Credit value: 3
UAN: A/602/3001

Unit aim

This unit covers being able to receive and record information for appointments, schedule appointments and communicating appointments to others. This unit also covers receiving individuals for appointments and recording the outcome of appointments.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 1 Understand how to administer and receive individuals for appointments
- 2 Be able to make appointments for individuals in line with local policy and protocol
- 3 Be able to receive individuals for appointments
- 4 Be able to process completed appointments

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the GEN25.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 4223-053 Administer appointments in a healthcare environment (HSS / GEN025)

Assessment criteria

Outcome 1 Understand how to administer and receive individuals for appointments

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for administering appointments and receiving individuals
- 2 Give examples of situations that may arise when administering appointments and receiving individuals and how these can be resolved

Outcome 2 Be able to make appointments for individuals in line with local policy and protocol

The learner can:

1. Obtain the information for appointments
2. Record information to make the appointment
3. Communicate details of the appointment to the individual and others
4. Ensure the individual's records are up-to-date and available for the appointment.

Outcome 3 Be able to receive individuals for appointments

The learner can:

- 1 Receive an individual at reception
- 2 Record the individual's arrival
- 3 Confirm the individual's identity and amend any details on their records
- 4 Communicate with the individual in a way that is sensitive to their needs and preferences
- 5 Pass the individual's records on as and when required

Outcome 4 Be able to process completed appointments

The learner can:

- 1 Record the administrative outcome of appointments
- 2 Record appointments attended against those scheduled
- 3 Update records in accordance with the appointment outcome

Unit 4223-054 Maintain and deal with payments (2GEN9/10)

Level: 2
Credit value: 4
UAN: M/601/5039

Unit aim

This unit is about maintaining a payment point such as a till. It also covers taking payments from the customer, operating the till correctly and keeping payments safe and secure.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

- 1 Be able to maintain and deal with payments
- 2 Know how to maintain and deal with payments

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS People 1st. 2GEN9/10.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-054 Maintain and deal with payments (2GEN9/10)

Assessment criteria

Outcome 1 Be able to maintain and deal with payments

The learner can:

1. Make sure payment point is working and that all **materials** needed are available
2. Maintain the payment point and restock it when necessary
3. Enter/scan information into the payment point correctly
4. Tell the customer how much they have to pay
5. Acknowledge the customer's **payment** and validate it where necessary
6. Follow correct procedure for chip and pin transactions
7. Put the payment in the right place according to organisational procedures
8. Give correct change for cash transactions
9. Carry out transactions without delay and give relevant confirmation to the customer
10. Make the payment point content available for authorised collection when asked to

Outcome 2 Know how to maintain and deal with payments

The learner can:

1. State the legal requirements for operating a payment point and taking payments from customers
2. Describe organisational security procedures for cash and other types of payments
3. Describe how to set up a payment point
4. Describe how to get stocks of materials needed to set up and maintain the payment point
5. State the importance of telling the customer of any delays and how to do so
6. Describe the types of problems that might happen with a payment point and how to deal with these
7. Describe how to change till/debit/credit machine rolls
8. Describe the correct procedures for handling payments
9. Describe what to do if there are errors in handling payments
10. Describe the procedures for dealing with hand held payment devices at tables
11. State what procedure must be followed with regards to a payment that has been declined
12. State what might happen if errors are not reported
13. Describe the types of problems that may happen when taking payments and how to deal with these
14. Describe the procedure for collecting the content of payment point and who should hand payments over to

Unit 4223-054 Maintain and deal with payments (2GEN9/10)

Additional guidance

- **Materials** can include:
 - Cash
 - Cash equivalents
 - Relevant stationary
 - Till/credit/debit rolls
- **Payments** can include:
 - Cash
 - Cheques
 - Credit cards
 - Debit cards
 - Cash equivalents

Unit 4223-055 Maintain food safety when storing, holding and serving food (2GEN4/10)

Level: 2
Credit value: 4
UAN: A/601/5030

Unit aim

This unit reflects current food safety guidance in the UK and integrates the key themes of cleaning and preventing cross-contamination. It provides staff with the knowledge and skills of reviewing hazards and using hazard-based procedures such that they are part of a team maintaining food safety. This unit is appropriate to staff who store, hold and serve food. Separate units are available for those who cook and prepare food, and for managers and supervisors who have wider responsibilities for food safety in a catering operation.

Learning outcomes

There are **nine** learning outcomes to this unit. The learner will:

- 1 Be able to maintain food safety
- 2 Be able to keep self clean and hygienic
- 3 Know how to keep self clean and hygienic
- 4 Be able to keep working area clean and hygienic
- 5 Know how to keep working area clean and hygienic
- 6 Be able to store food safely
- 7 Know how to store food safely
- 8 Be able to hold and serve food safely
- 9 Know how to hold and serve food safely

Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the 2GEN4.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-055 Maintain food safety when storing, holding and serving food (2GEN4/10)

Assessment criteria

Outcome 1 Be able to maintain food safety

The learner can:

- 1 Describe what might happen if significant food safety hazards are not controlled
- 2 Describe the types of significant food safety hazards likely to come across when handling and storing food
- 3 Describe how these hazards should be controlled by personal hygiene, cleaning, safe storage and the avoidance of cross-contamination
- 4 State why some hazards are more important than others in terms of food safety
- 5 State who to report significant food safety hazards to

Outcome 2 Be able to keep self clean and hygienic

The learner can:

1. Wear clean and suitable clothes appropriate to the jobs to be done
2. Only wear jewellery and other accessories that do not cause food safety hazards
3. Change clothes when necessary to prevent bacteria spreading
4. Wash hands thoroughly at appropriate times
5. Avoid unsafe behaviour that could contaminate the food
6. Report any cuts, grazes, illness and infections promptly to the proper person
7. Make sure any cuts and grazes are treated and covered with an appropriate dressing

Outcome 3 Know how to keep self clean and hygienic

The learner can:

1. State why clean and suitable clothes appropriate to job must be worn
2. State what types of clothes are appropriate to different jobs in the handling and serving of food
3. Describe how jewellery and accessories can cause food safety hazards
4. State when to change clothes to prevent bacteria spreading and why this is important
5. State why hands should be washed after going to the toilet, when going to food preparation and cooking areas, after touching raw food and waste before serving food
6. State the importance of not handling food with an open wound
7. State how to deal with open wounds when handling food
8. State the importance of reporting illnesses and infections promptly
9. State why it is important to reporting stomach illnesses in particular
10. State the importance of avoiding touching face, nose, or mouth, or chewing gum, eating, or smoking when working with food

Outcome 4 Be able to keep working area clean and hygienic

The learner can:

1. Make sure **surfaces and equipment** for displaying and serving food are clean and in good condition
2. Use clean and suitable cloths and equipment for wiping and cleaning between tasks
3. Remove from use any surfaces and equipment that are damaged or have loose parts
4. Report any surfaces and equipment that have damaged or loose parts to the person responsible for food safety
5. Dispose of waste promptly, hygienically and appropriately
6. Identify, take appropriate action on and report to the appropriate person any damage to walls, floors, ceilings furniture and fittings
7. Identify, take appropriate action on and report to appropriate person any signs of pests

Outcome 5 Know how to keep working area clean and hygienic

The learner can:

1. State why **surfaces and equipment** must be clean before beginning a new task and how to do so
2. State the importance of only using clean and suitable cloths and equipment when cleaning between tasks and how to do so
3. State why surfaces and equipment that are damaged or have loose parts can be dangerous to food safety
4. List the types of damaged surfaces and equipment that can cause food safety hazards
5. Describe how to deal with damaged surfaces and equipment that are dangerous to food safety
6. State the importance of clearing and disposing of waste promptly and safely
7. Describe how to clear and dispose of waste safely
8. State how damage to walls, floors, ceiling, furniture and fittings can cause food safety hazards
9. State what types of damage to look for in walls, floors, ceiling, furniture and fitting that could cause food safety hazards
10. List the types of pests that could be found in catering operations
11. Describe how to identify the signs that pests are present

Outcome 6 Be able to store food safely

The learner can:

1. Check that food is undamaged and within its 'use-by date' once it has been received
2. Prepare food for storage
3. Put food in the correct **storage area** as quickly as necessary to maintain its safety
4. Make sure storage areas are clean and maintained at the correct temperature for the type of food
5. Store food so that cross-contamination is prevented
6. Follow stock rotation procedures
7. Safely dispose of food that is beyond 'use-by date'
8. Keep necessary records up-to-date

Outcome 7 Know how to store food safely

The learner can:

1. State the importance of making sure food deliveries are undamaged and within their 'use-by date'
2. State why it is Important that food is stored at the correct temperature
3. Describe how to ensure food is stored at the correct temperature
4. State the importance of preparing food for storage whilst retaining important labelling information
5. State why food must be put in the correct storage area
6. State what temperature different foods should be stored at
7. State the importance of clean storage areas
8. Describe what do to if storage areas are not kept clean
9. Describe how to check food is stored at the correct temperature
10. State the importance of separating raw and ready-to-eat food
11. List what types of food are raw and which are ready-to-eat
12. Explain why stock rotation procedures are important
13. State why food beyond its use-by-date must be disposed of

Outcome 8 Be able to hold and serve food safely

The learner can:

1. Handle food in a way that protects it from **hazards**
2. Follow organisational procedures for items that may cause allergic reactions
3. Use methods, times and temperatures that maintain food safety
4. Keep necessary records up-to-date

Outcome 9 Know how to hold and serve food safely

The learner can:

1. Describe how to check food during holding and serving
2. State the importance of knowing that certain foods can cause allergic reactions
3. State what procedure to follow to deal with food that can cause allergic reactions
4. State what to do if a customer asks if a particular dish is free from a certain food allergen
5. Describe how cross contamination can happen between raw food and food that is ready to eat
6. Describe how to avoid cross contamination between raw and ready to eat food
7. State the holding temperature and times that must be used for the food

Unit 4223-055 Maintain food safety when storing, holding and serving food (2GEN4/10)

Additional guidance

- **Surfaces and equipment**
 - Surfaces and utensils used for displaying and serving food
 - Appropriate cleaning equipment
- **Storage areas**
 - Ambient temperatures
 - Refrigerator
 - Freezer
- **Hazards**
 - Sources of bacteria and other organisms
 - Chemical
 - Physical
 - Allergenic

Unit 4223-056 Clean surfaces using correct methods (QC 111)

Level: 1
Credit value: 3
UAN: T/600/6312

Unit aim

This unit is about applying various cleaning methods to different surfaces. It is designed for cleaning operatives undertaking basic tasks. It is suitable for cleaning furniture, floors, fixtures and fittings.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

- 1 Know how to prepare for cleaning the work area
- 2 Know how to prepare equipment and surfaces for cleaning
- 3 Know how to clean surfaces and reinstate the work area
- 4 Be able to prepare for cleaning the work area
- 5 Be able to prepare equipment and surfaces for cleaning
- 6 Be able to clean surfaces and reinstate the work area.

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 4223-056 Clean surfaces using correct methods (QC 111)

Assessment criteria

Outcome 1 Know how to prepare for cleaning the work area

The learner can:

1. state the uses of different types of personal protective equipment
2. state the importance of ventilating the work area
3. state the meaning of different warning signs
4. describe how to prepare the surface for cleaning.

Outcome 2 Know how to prepare equipment and surfaces for cleaning

The learner can:

- 1 identify equipment that is suitable for cleaning different types of surfaces
- 2 state the importance of using the correct colour coded equipment
- 3 state how to check that equipment is safe for use
- 4 identify cleaning agents that are suitable for different types of surfaces
- 5 state the correct method for preparing cleaning solutions.

Outcome 3 Know how to clean surfaces and reinstate the work area

The learner can:

1. describe the correct technique for using different types of equipment
2. state how to ensure full coverage of the surface to be cleaned
3. state what to look for when carrying out a post-cleaning inspection of the surface
4. describe how to reinstate the work area
5. identify where equipment should be stored.

Outcome 4 Be able to prepare for cleaning the work area

The learner can:

1. select and wear appropriate personal protective equipment for the task
2. ventilate the area as appropriate
3. select and display appropriate warning signs clearly.

Outcome 5 Be able to prepare equipment and surfaces for cleaning

The learner can:

1. select appropriate equipment for the task
2. perform safety checks on the cleaning equipment
3. prepare the surface for cleaning
4. select the appropriate cleaning agent for the task
5. prepare a cleaning solution.

Outcome 6 Be able to clean surfaces and reinstate the work area.

The learner can:

1. use correct techniques to clean different types of surface and soiling
2. clean the surface in a way which ensures full coverage
3. carry out a post-cleaning check of the surface
4. dispose of left over cleaning agents correctly
5. reinstate the work area
6. clean and test used equipment
7. return equipment to the correct storage area.

Unit 4223-056 Clean surfaces using correct methods (QC 111)

Evidence Requirements

056 - Outcome 1			
PC ref.	O	Q	S
1.		✓	
2.		✓	
3.		✓	
4.		✓	

056 - Outcome 2			
PC ref.	O	Q	S
1		✓	
2		✓	
3		✓	
4		✓	
5		✓	

056 - Outcome 3			
PC ref.	O	Q	S
1		✓	
2		✓	
3		✓	
4		✓	
5		✓	

056 - Outcome 4			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		

056 - Outcome 5			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓	✓	

056 - Outcome 6			
PC ref.	O	Q	S
1.	✓		
2.	✓		
3.	✓		
4.	✓	✓	
5.	✓		
6.	✓		
7.	✓		

O = Observation Q = Question & answer S = Simulation/RWE (see page 16 for more details)

Unit 4223-057 Produce documents in a business environment (210_BA_2_12)

Level: 2
Credit value: 4
UAN: T/601/2482

Unit aim

This unit is about preparing high-quality and attractive documents to agreed layouts, formats, and styles to meet agreed deadlines.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the purpose of producing high-quality and attractive documents in a business environment
2. Know the resources and technology available and how to use them when producing documents in a business environment
3. Understand the purpose of following procedures when producing documents in a business environment
4. Be able to prepare for tasks
5. Be able to produce documents to agreed specifications

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS BA212.

Support of the unit by a sector or other appropriate body

This unit is endorsed by People1st, the Sector Skills Council for Hospitality. This unit is imported from CfA.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-057 Produce documents in a business environment (210_BA_2_12)

Assessment criteria

Outcome 1 Understand the purpose of producing high-quality and attractive documents in a business environment

The learner can:

1. Outline different types of documents that may be produced and the different styles that could be used
2. Describe different formats in which text may be presented
3. Explain the purpose and benefits of producing high-quality and attractive documents

Outcome 2 Know the resources and technology available and how to use them when producing documents in a business environment

The learner can:

1. Describe the types of resources available for producing high-quality and attractive documents
2. Outline ways of using different resources to produce documents
3. Describe different types of technology available for inputting, formatting and editing text, and their main features

Outcome 3 Understand the purpose of following procedures when producing documents in a business environment

The learner can:

1. Explain the benefits of agreeing the purpose, content, style and deadlines for producing documents
2. Outline different ways of organising content needed for documents
3. Outline ways of integrating and laying out text and non-text
4. Describe ways of checking finished documents for accuracy – including spelling, grammar and punctuation – and correctness, and the purpose of doing so
5. Explain the purpose of storing documents safely and securely, and ways of doing so
6. Explain the purpose of confidentiality and data protection when preparing documents
7. Explain the purpose and benefits of meeting deadlines

Outcome 4 Be able to prepare for tasks

The learner can:

1. Confirm the purpose, content, style and deadlines for documents

Outcome 5 Be able to produce documents to agreed specifications

The learner can:

1. Prepare resources needed to produce documents
2. Organise the content required to produce documents
3. Make use of technology, as required
4. Format and produce documents to an agreed style
5. Integrate non-text objects into an agreed layout, if required
6. Check texts for accuracy
7. Edit and correct texts, as required
8. Clarify document requirements, when necessary
9. Store documents safely and securely following organisational procedures
10. Present documents to the required format and within the agreed deadlines

Unit 4223-057 Produce documents in a business environment (210_BA_2_12)

Evidence requirements

Learning outcomes	Assessment criteria	Assessment guidance
4.	1	<p>Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:</p> <ul style="list-style-type: none"> • letters • emails • memos
5.	2 - 4 9	<p>Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role</p>
	5 - 8 10, 11	<p>Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:</p> <ul style="list-style-type: none"> • documents produced

Unit 4223-058 Use office equipment (2010_BA_2_21)

Level: 2
Credit value: 4
UAN: H/601/2493

Unit aim

This unit is about using a variety of different office equipment following manufacturers' and organisational guidelines

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

- 1 Know about different types of office equipment and its uses
- 2 Understand the purpose of following instructions and health and safety procedures
- 3 Understand how to use equipment in a way that minimises waste
- 4 Know about the different types of problems that may occur and how to deal with them
- 5 Understand the purpose of meeting work standards and deadlines
- 6 Understand the purpose of leaving equipment and the work area ready for the next user
- 7 Be able to use office equipment

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS BA221.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-058 Use office equipment (2010_BA_2_21)

Assessment criteria

Outcome 1 Know about different types of office equipment and its uses

The learner can:

1. Identify different types of equipment and their uses
2. Describe the different features of different types of office equipment
3. Explain why different types of equipment are chosen for tasks
4. Explain the purpose of following manufacturer's instructions when using equipment

Outcome 2 Understand the purpose of following instructions and health and safety procedures

The learner can:

1. Explain the purpose of following organisational instructions when using equipment
2. Identify health and safety procedures for using different types of equipment
3. Explain the purpose of following health and safety procedures when using equipment
4. Explain the purpose of keeping equipment clean and hygienic

Outcome 3 Understand how to use equipment in a way that minimises waste

The learner can:

- 1 Give examples of waste when using equipment
- 2 Give examples of ways to reduce waste
- 3 Explain the purpose of minimising waste

Outcome 4 Know about the different types of problems that may occur and how to deal with them

The learner can:

- 1 Give examples of equipment problems
- 2 Explain the purpose of following manufacturer's instructions and organisational procedures when dealing with problems
- 3 Give examples of how to deal with problems

Outcome 5 Understand the purpose of meeting work standards and deadlines

The learner can:

- 1 Explain the purpose of meeting work standards and deadlines when using equipment

Outcome 6 Understand the purpose of leaving equipment and the work area ready for the next user

The learner can:

- 1 Explain the purpose of leaving equipment and the work area ready for the next user

Outcome 7 Be able to use office equipment

The learner can:

1. Locate and select equipment needed for a task
2. Use equipment following manufacturer's and organisational guidelines
3. Use equipment minimising waste
4. Keep equipment clean and hygienic
5. Deal with equipment problems following manufacturer's and organisational procedures
6. Refer problems, if required
7. Make sure final work product meets agreed requirements
8. Make sure that product is delivered to agreed timescale
9. Make sure equipment, resources and work area are ready for the next user

Unit 4223-058 Use office equipment (2010_BA_2_21)

Evidence requirements

Learning outcomes	Assessment criteria	Assessment guidance
7.	1 - 9	<p>Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources:</p> <ul style="list-style-type: none">• letters• emails• memos

Unit 4223-059 Store and retrieve information (2010_BA_2_19)

Level: 2
Credit value: 3
UAN: R/601/2490

Unit aim

This unit is about storing and retrieving information securely and within the confidentiality requirements of the organisation.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand processes and procedures for storing and retrieving information
2. Be able to store information
3. Be able to retrieve information

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS BA219.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-059 Store and retrieve information (2010_BA_2_19)

Assessment criteria

Outcome 1 Understand processes and procedures for storing and retrieving information

The learner can:

1. Explain the purpose of storing and retrieving required information
2. Describe different information systems and their main features
3. Explain the purpose of legal and organisational requirements for the security and confidentiality of information
4. Explain the purpose of confirming information to be stored and retrieved
5. Describe ways of checking information for accuracy
6. Explain the purpose of checking information for accuracy
7. Explain the purpose of providing information to agreed format and timescales
8. Describe the types of information that may be deleted
9. Describe problems that may occur with information systems and how to deal with them, when necessary

Outcome 2 Be able to store information

The learner can:

- 1 Identify, confirm and collect information to be stored
- 2 Follow legal and organisational procedures for security and confidentiality of information to be stored
- 3 Store information in approved locations
- 4 Check and update stored information, if required
- 5 Delete stored information, if required
- 6 Deal with, or refer problems, if required

Outcome 3 Be able to retrieve information

The learner can:

- 1 Confirm and identify information to be retrieved
- 2 Follow legal and organisational procedures for security and confidentiality of information
- 3 Locate and retrieve the required information
- 4 Check and update information, if required
- 5 Provide information in the agreed format and timescale
- 6 Deal with or refer to problems if required

Unit 4223-059 Store and retrieve information (2010_BA_2_19)

Evidence requirements

Learning outcomes	Assessment criteria	Assessment guidance
2.	1 - 6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • information
	2 - 5	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
3.	7	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • information
	9 - 12	
	8	

Unit 4223-060 Meet and welcome visitors (2010_BA_2_56)

Level: 2
Credit value: 3
UAN: Y/601/2457

Unit aim

This unit covers the procedures to follow and hospitality to offer when meeting and welcoming visitors to business premises.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

- 1 Understand procedures for meeting and welcoming visitors
- 2 Be able to meet and welcome visitors

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit directly relates to the Business and Administration NOS BAC311.

Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

Unit 4223-060 Meet and welcome visitors (2010_BA_2_56)

Assessment criteria

Outcome 1 Understand procedures for meeting and welcoming visitors

The learner can:

1. Describe different reasons for people visiting a business, their requirements and how their needs may be met
2. Explain the purpose of dealing with visitors promptly and courteously
3. Explain the purpose of presenting a positive image of self and the organisation
4. Explain the purpose of following health, safety and security procedures when dealing with visitors, including own responsibilities
5. Describe different types of problems that may occur with visitors including, conflict and aggression
6. Describe ways of dealing with different problems and when to refer them to an appropriate colleague
7. Explain the purpose of communicating with visitors
8. Describe organisation structures and communication channels within the organisation

Outcome 2 Be able to meet and welcome visitors

The learner can:

- 1 Greet visitor(s) and make them feel welcome
- 2 Identify visitors and the reason for their visit
- 3 Use the organisation's systems to receive and record visitors, as appropriate
- 4 Make sure visitors' needs are met
- 5 Present positive image of self and the organisation
- 6 Follow health, safety and security procedures, as required
- 7 Inform others of visitors' arrival, as required, in line with appropriate communication channels
- 8 Deal with any problems that may occur, or refer problems to the appropriate person
- 9 Follow procedures for departing visitors, as required

Unit 4223-060 Meet and welcome visitors (2010_BA_2_56)

Evidence requirement

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1-8	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	1-2 4-8	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
	3 9	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">visitors book

Unit 4223-061 Archive information (2010_BA_2_20)

Level: 2
Credit value: 2
UAN: Y/601/2491

Unit aim

This unit is about deciding and agreeing the information to be archived and deleted within a business environment, including, working with external archive systems if this function is outsourced from an organisation.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

- 1 Understand procedures for archiving information
- 2 Be able to archive information

Guided learning hours

It is recommended that **13** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit directly relates to the Business and Administration NOS BAD334.

Assessment

This unit will be assessed by portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

Unit 4223-061 Archive information (2010_BA_2_20)

Assessment criteria

Outcome 1 Understand procedures for archiving information

The learner can:

- 1 Explain why and when required information should be archived
- 2 Explain the purpose of agreeing retention periods for archiving information
- 3 Describe procedures to be followed for archiving information, including legal requirements, if required
- 4 Explain the purpose of organisational and legal requirements for the security and confidentiality of archived information
- 5 Explain the purpose of deciding and agreeing information to be archived
- 6 Describe procedures for recording and keeping archived information
- 7 Explain how to retrieve archived information
- 8 Describe how to delete information from an archive system
- 9 Describe problems that may occur with systems containing archived information and how to deal with them or refer them
- 10 Describe the purpose of conforming to requirements of an external archive system, if outsourced from the organisation

Outcome 2 Be able to archive information

The learner can:

- 1 Decide and agree the information to be archived, retrieved and deleted
- 2 Decide and agree on the retention period for information being archived
- 3 Follow legal and organisational policies and procedures for security and confidentiality of information
- 4 Archive information to the agreed brief and timescale
- 5 Maintain and update a record of information archived
- 6 Resolve or refer problems, if required
- 7 Retrieve archived information on request
- 8 Delete archived information, if required
- 9 Conform to requirements of external archive systems, if outsourced from the organisation

Unit 4223-061 Archive information (2010_BA_2_20)

Evidence requirement

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.-10	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	1-2 4 6-9	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• letters• emails• memos• information
	3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
	5	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none">• records

Unit 4223-062 Assist with the maintenance of grass surfaces (FLT21)

Level: 1
Credit value: 3
UAN: D/502/4177

Unit aim

This unit is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

- 1 Be able to assist with maintaining grass surfaces
- 2 Be able to work safely

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS FLT21.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-062 Assist with the maintenance of grass surfaces (FLT21)

Assessment criteria

Outcome 1 Be able to assist with maintaining grass surfaces

The learner can:

- 1 ensure that conditions and the surface are suitable for maintenance in accordance with instruction
- 2 ensure that the tools and equipment being used are appropriate to the conditions and the surfaces being maintained
- 3 use appropriate methods for maintaining grass surfaces safely and in accordance with instructions
- 4 carry out the work so that the grass height and edges meet requirements
- 5 report any problems as soon as possible to the appropriate person
- 6 minimise any damage to grass, features, services and wildlife on the site
- 7 dispose of grass cuttings correctly
- 8 leave the site in a clean and tidy condition
- 9 clean and store tools and equipment promptly and securely

Outcome 2 Be able to work safely

The learner can:

- 1 maintain the health and safety of self and others at all times
- 2 select, prepare and use tools and equipment safely, efficiently, and correctly

Unit 4223-063 Transport physical resources within the work area

Level: 2
Credit value: 2
UAN: J/502/1404

Unit aim

The aim of this unit is to provide the learner with the knowledge and skills required to transport physical resources within the work area. The type of physical resources and methods of transportation can be applied to a number of environments.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

- 1 Be able to transport physical resources within the work area
- 2 Be able to select, use and maintain relevant equipment
- 3 Be able to work safely and minimise environmental damage
- 4 Know how to transport physical resources within the work area
- 5 Know the types of equipment required and how to maintain them
- 6 Know relevant health and safety legislation and environmental good practice

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS O29, NCU8.2.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-063 Transport physical resources within the work area

Assessment criteria

Outcome 1 Be able to transport physical resources within the work area

The learner can:

- 1 transport resources using powered or manual transportation equipment
- 2 minimise damage to the resources and environment during manoeuvres and transit
- 3 ensure that load is secure and protected from contamination and adverse weather conditions
- 4 monitor load during transit and take action if required
- 5 provide clear and accurate information for recording purposes

Outcome 2 Be able to select, use and maintain relevant equipment

The learner can:

- 1 select appropriate equipment for this area of work
- 2 use equipment according to relevant legislation
- 3 prepare, maintain and store equipment in a safe and effective working condition.

Outcome 3 Be able to work safely and minimise environmental damage

The learner can:

- 1 work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements

Outcome 4 Know how to transport physical resources within the work area

The learner can:

- 1 describe the ways of handling transportation equipment to minimise damage to resources in transit
- 2 describe the methods of protecting resources from contamination and adverse weather conditions during transit
- 3 state the reasons for monitoring loads during transit and the actions to take in case of problems with:
 - a. imbalance
 - b. contamination
 - c. adverse weather

Outcome 5 Know the types of equipment required and how to maintain them

The learner can:

- 1 describe the equipment which will be required for the activity and relevant legal restrictions on operation
- 2 describe the methods of maintaining the equipment used

Outcome 6 Know relevant health and safety legislation and environmental good practice

The learner can:

- 1 outline the current health and safety legislation, codes of practice and any additional requirements

Unit 4223-064 Prepare and serve hot drinks using specialist equipment (2BS8/10)

Level: 2
Credit value: 4
UAN: L/601/5016

Unit aim

This unit is about preparing specialist equipment such as espresso machines, bean grinders and cafetières. The unit also covers the preparation and service of hot drinks such as coffee, tea, and hot chocolate, and giving customers accurate information about them. Finally, the unit covers the maintenance of drink-making equipment and checking the levels of stocks.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 1 Be able to prepare work area and equipment for service
- 2 Know how to prepare work area and equipment for service
- 3 Be able to prepare and serve hot drinks
- 4 Know how to prepare and serve hot drinks

Guided learning hours

It is recommended that **36** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS 2BS8/10.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-064 Prepare and serve hot drinks using specialist equipment (2BS8/10)

Assessment criteria

Outcome 1 Be able to prepare work area and equipment for service

The learner can:

- 1 Make sure that **preparation, service and other equipment** is clean, free from damage and ready for service
- 2 Clean work areas, leaving them tidy and ready for use
- 3 Arrange **promotional and display materials** correctly
- 4 Store sufficient **drink ingredients and accompaniments** ready for use

Outcome 2 Know how to prepare work area and equipment for service

The learner can:

1. Describe safe and hygienic working practices when preparing preparation and service areas
2. State why drink, ingredients and accompaniments must be available and ready for immediate use
3. State why it is important to check for damage in all work areas and service equipment before taking orders
4. Outline the types of unexpected situation that may occur when preparing preparation and service areas and how to deal with them

Outcome 3 Be able to prepare and serve hot drinks

The learner can:

1. Identify customer requirements
2. Provide customers with accurate **information** on **drinks** as required
3. Maximise sales through up-selling
4. Make drinks using recommended equipment and ingredients
5. Serve the drink in company style, offering the correct accompaniments
6. Clean and maintain **preparation and service** equipment
7. Maintain stocks of **drink ingredients and accompaniments**

Outcome 4 Know how to prepare and serve hot drinks

The learner can:

1. Describe safe and hygienic working practices when preparing and serving hot drinks
2. State why information about products given to customers should be accurate
3. Describe what the different techniques are for mixing and preparing different types of beverages to customer requirements are
4. State why and to whom all customer incidents should be reported
5. Describe how to deal safely with breakages and spillages
6. State why and to whom all breakages/spillages must be reported
7. Explain why customer and service areas should be kept clean, tidy and free from rubbish and used equipment
8. Outline the types of unexpected situation that may occur when preparing and serving hot drinks and how to deal with them
9. Describe safe and hygienic working practices when maintaining hot drink making equipment
10. State why a constant level of stock must be maintained
11. State to whom any stock deficiencies should be reported
12. Describe how to use cleaning materials correctly
13. State the dangers of misusing cleaning equipment
14. State what tests should be carried out after cleaning preparation equipment
15. Outline the types of unexpected situations that may occur when maintaining hot drinks equipment and how to deal with them

Unit 4223-064 Prepare and serve hot drinks using specialist equipment (2BS8/10)

Additional guidance

- **Preparation equipment** may include:
 - Espresso machine
 - Cream whipper
 - Knock out box
 - Bean grinders
 - Filter system
 - Cafetière
 - Blender
 - Steamer
 - Urn
- **Service equipment** may include:
 - Cutlery
 - Glassware
 - Crockery
 - Trays
- **Other equipment** may include:
 - Dish washers
 - Fridges/freezers
 - Thermometers
 - Temperature records
- **Promotional and display material** may include:
 - Menus
 - Leaflets
 - Posters
- **Drink ingredients** may include:
 - Freshly ground coffee beans
 - Pre-ground coffee beans
 - Syrups
 - Chocolate powder
 - Milk
 - Ice cream
 - Spray cream
 - Tea
 - Ice
- **Drink accompaniments** may include:
 - Sugar
 - Dusting/topping powder
 - Cream

- **Information**
 - Price
 - Relative strength
 - Ingredients
 - Origin of drink
- **Drinks**
 - Coffee
 - Hot chocolate
 - Tea
 - Steamed milk drinks
 - Iced drinks (ie frappé/iced tea)

Unit 4223-065 Provide a counter and takeaway service (1FS4/10)

Level: 1
Credit value: 3
UAN: F/601/5031

Unit aim

This unit is about taking customers orders and serving food and drink on a counter or takeaway basis. It also covers maintaining the counter and service areas, with items such as trays and utensils, and displaying food and drink items in the correct manner.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to serve customers at the counter
2. Know how to serve customers at the counter
3. Be able to maintain counter and service areas
4. Know how to maintain counter and service areas

Guided learning hours

It is recommended that **34** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS 1FS4/10.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-065 Provide a counter and takeaway service (1FS4/10)

Assessment criteria

Outcome 1 Be able to serve customers at the counter

The learner can:

- 1 Give **customers information** that meets their needs, and promotes organisations' products and service
- 2 Find out what customers require, and if necessary tell them about any waiting time
- 3 Process the order promptly
- 4 Serve **food and drink items** at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type
- 5 Make sure there are appropriate **condiments and accompaniments** available for customers

Outcome 2 Know how to serve customers at the counter

The learner can:

1. Describe safe and hygienic working practices for serving customers and why these are important
2. State why it is important to use separate serving equipment for each food item
3. State why portions must be controlled when serving customers
4. State why food and drink items must be served at the correct temperature
5. State why information given to customers must be accurate
6. Outline the types of unexpected situations that may occur when serving customers and how to deal with them

Outcome 3 Be able to maintain counter and service areas

The learner can:

1. Keep work area tidy, hygienic and free from rubbish and food debris during service
2. Maintain enough stock of clean **service items**
3. Restock with **food and drink items** when necessary
4. Display and store food and drink items in line as required
5. Clear work area of used and non- required service items at the appropriate times
6. Dispose of rubbish, used disposable items and food waste as required

Outcome 4 Know how to maintain counter and service areas

The learner can:

- 1 Describe safe and hygienic working practices for clearing and why these are important
- 2 State why food which is prepared first should be served first
- 3 State why counter preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service
- 4 State why waste must be handled and disposed of correctly
- 5 State why a constant stock of service items should be maintained
- 6 State why maintaining food at the correct temperature is important and how this can be ensured
- 7 Outline the types of unexpected situations that may occur when clearing away and how to deal with them

Unit 4223-065 Provide a counter and takeaway service (1FS4/10)

Additional guidance

- **Customers** may include:
 - Customers with routine needs
 - Customers with non-routine needs
- **Information** may include:
 - Items available
 - Ingredients
 - Prices, special offers and promotions
- **Food and drink items** may include:
 - Hot food
 - Cold food
 - Hot drinks
 - Cold drinks
- **Condiments and accompaniments** may include:
 - Seasonings
 - Sugars/sweeteners
 - Prepared sauces/dressings
- **Service items**
 - Service utensils
 - Food containers/dispensers
 - Trays
 - Crockery
 - Cutlery
 - Disposable items

Unit 4223-066 Clean and store crockery and cutlery (1GEN5/10)

Level: 1
Credit value: 3
UAN: A/601/5027

Unit aim

This unit is about cleaning crockery and cutlery either by machine or by hand, disposing of broken or damaged items and waste and dirty water. It also covers storing cutlery and crockery, and polishing it where necessary.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 1 Be able to clean crockery and cutlery
- 2 Know how to clean crockery and cutlery
- 3 Be able to store crockery and cutlery
- 4 Know how to store crockery and cutlery

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS 1GEN5/10.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-066 Clean and store crockery and cutlery (1GEN5/10)

Assessment criteria

Outcome 1 Be able to clean crockery and cutlery

The learner can:

- 1 Prepare crockery and cutlery items ready for cleaning
- 2 Ensure that cleaning equipment and machinery is clean, undamaged and ready for use
- 3 Use cleaning materials according to manufacturers' instructions
- 4 Clean items using the appropriate **cleaning methods** at the recommended temperature
- 5 Ensure that finished items are clean, dry and free from damage
- 6 Dispose of damaged or broken items correctly
- 7 Dispose of waste or dirty water correctly
- 8 Leave cleaning equipment or machinery clean, undamaged and ready for future use

Outcome 2 Know how to clean crockery and cutlery

The learner can:

- 1 Describe the correct methods of preparing crockery and cutlery for cleaning
- 2 Explain how to check cleaning equipment and machinery
- 3 State dilution ratios for cleaning materials
- 4 Describe the correct methods of cleaning crockery and cutlery
- 5 Describe what the procedures are in the event of breakages of crockery
- 6 Explain the importance of leaving cleaning equipment ready for future use
- 7 Describe what types of unexpected situations may occur when cleaning crockery and cutlery and how to deal with these

Outcome 3 Be able to store crockery and cutlery

The learner can:

- 1 Ensure that **items to be stored** are dry and clean
- 2 Keep storage areas clean, tidy and free from rubbish
- 3 Stack crockery carefully and store it in the correct location ready for use
- 4 Polish cutlery, where appropriate, and store it in the correct location ready for use
- 5 Dispose of damaged or broken crockery following recommended procedures

Outcome 4 Know how to store crockery and cutlery

The learner can:

- 1 State why items should be clean and dry before storage
- 2 State why storage areas should be clean, dry and free from rubbish
- 3 State the correct storage locations for crockery and cutlery
- 4 Explain why crockery and cutlery should be stored in the correct place
- 5 Describe what types of unexpected situations may occur when storing crockery and cutlery and how to deal with these

Unit 4223-066 Clean and store crockery and cutlery (1GEN5/10)

Additional guidance

- **Cleaning methods**
 - By machine
 - By hand
- **Items to be stored**
 - Crockery
 - Cutlery

Unit 4223-067 Transporting passengers, materials and equipment within the health sector (HSS/GEN010)

Level: 2
Credit value: 3
UAN: D/602/4027

Unit aim

This unit covers the operation and control of vehicles for the transport of people, material and equipment on public roads. It also covers collecting, transporting and setting down passengers and/or materials and equipment.

The vehicles could include articulated vehicles, coaches, vans, minibuses or cars.

It is for those that hold a valid and appropriate driving licence. It does not cover emergency driving skills ('blue light driving').

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

- 1 Understand own responsibilities and accountability in relation to legislation, local policy and protocol
- 2 Know how to collect, transport and set down passengers and materials and equipment
- 3 Be able to operate and control vehicles
- 4 Be able to support passengers throughout collection, transport and setting down
- 5 Be able to load, unload and carry materials and specialist equipment

Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the GEN10 KSF Dimension: EF3 Transport and logistics

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles

Unit 4223-067 Transporting passengers, materials and equipment within the health sector (HSS/GEN010)

Assessment criteria

Outcome 1 Understand own responsibilities and accountability in relation to legislation, local policy and protocol

The learner can:

- 1 Outline the legislation, policies and protocols affecting work practice
- 2 Identify own responsibilities to others and in relation to legislation, policies and protocols
- 3 Explain why it is important to work within the limits of own competence and seek advice when required

Outcome 2 Know how to collect, transport and set down passengers and materials and equipment

The learner can:

1. Describe the vehicle capability and handling characteristics required for the transport of passengers, materials and equipment.
2. Describe how the capability and handling characteristics affect the way vehicles should be driven in different traffic, weather and light conditions
3. Describe vehicle controls, equipment and their function
4. Explain the importance of providing a positive image of the service when driving a vehicle with employer's logo
5. Explain the reasons for reporting any delays and to whom
6. Describe what is meant by defensive driving techniques
7. Describe the assistance passengers may need if they experience any of the following:
 - a. Limited mobility
 - b. Sensory impairment
 - c. Feeling unwell
 - d. Delays to journey
8. Describe the storage and security requirements for different materials and equipment
9. Explain the action to be taken when there are actual or potential:
 - a. Hazards in the driving environment
 - b. Problems with the vehicle
 - c. Problems with the vehicle loads

Outcome 3 Be able to operate and control vehicles

The learner can:

1. Drive the vehicle safely and legally
2. Park and position the vehicle safely and legally
3. Carry out all vehicle manoeuvres safely and legally
4. Check any passengers are seated and have seatbelts fastened
5. Check that pedestrians and passengers are clear of the vehicle before setting off
6. Check that doors are closed securely before setting off
7. Drive in a way that:
 - a. Optimises fuel consumption
 - b. Minimises wear and tear and risk of accidental damage
 - c. Shows courtesy to other road users

8. Use a route in accordance with local policy and protocol and traffic and road conditions
9. Monitor the condition of the vehicle
10. Secure the vehicle when left unattended

Outcome 4 Be able to support passengers throughout collection, transport and setting down

The learner can:

1. Assist any passengers to board and alight according to their needs and wishes
2. Use moving and handling techniques in accordance with local policy and protocol
3. Support the comfort of any passengers in the vehicle in relation to heating, lighting and ventilation
4. Communicate accurate information to any passengers about progress of journey, arrival times and delays in a way that is sensitive to the requirements and preferences of the individual
5. Respond to any queries raised by any passengers
6. Explain the arrangements to be made for any passengers who need further transport or an escort to complete their journey
7. Communicate any delays or problems to others in accordance with local policy and protocols

Outcome 5 Be able to load, unload and carry materials and specialist equipment

The learner can:

1. Use specialist equipment for loading and unloading and assisting any passengers to board and alight
2. Load and unload any passenger belongings, materials and equipment in line with local policy and protocol
3. Maintain compliance with health and safety guidance at all times
4. Check that any passenger belongings, materials and equipment being carried are secured and stable

Unit 4223-067 Transporting passengers, materials and equipment within the health sector (HSS/GEN010)

Additional Information

- **Policies and protocols** should be in accordance with Clinical/Corporate Governance
- **Clinical Governance** is a framework through which NHS organisations are accountable for continuously improving the quality of their services and safeguarding high standards of care by creating an environment in which excellence in clinical care will flourish
- **Corporate governance** is the set of processes, customs, policies, laws and institutions affecting the way in which a corporation is directed, administered or controlled
- **Responsibilities** include accountability to employer, passengers, colleagues and other road users
- **Vehicle**
 - Any vehicle to be driven in normal work activities, which requires the driver to hold an appropriate and current driving licence
- **Materials and equipment** includes:
 - hazardous
 - non-hazardous
- **Passengers** includes:
 - able bodied
 - temporarily unwell
 - with a physical or sensory disability or impairment
- **Safer moving and handling techniques** In relation to loads which are:
 - heavy or bulky and which require assistance from equipment or another person
 - heavy or bulky which you are able to move and handle yourself using the correct moving and handling techniques
 - light (ie for which no special techniques or equipment are required)
- **Condition of the vehicle** may include:
 - Fuel level
 - Temperature
 - Security of load

Unit 4223-068 Assess and respond to accidents, breakdowns and incidents during the transportation of people, materials and/or equipment (HSS / GEN011)

Level: 2
Credit value: 3
UAN: T/602/3000

Unit aim

This unit covers dealing with accidents, breakdowns and emergencies that may occur during the transportation of people, materials and equipment on public roads. It does not cover emergency driving skills ('blue light driving').

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand how to assess and respond to accidents, breakdowns and incidents
2. Be able to assess risk following an accident, breakdown or incident
3. Be able to respond to accidents, breakdowns and incidents

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the GEN11.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 4223-068 Assess and respond to accidents, breakdowns and incidents during the transportation of people, materials and/or equipment (HSS / GEN011)

Assessment criteria

Outcome 1 Understand how to assess and respond to accidents, breakdowns and incidents

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for assessing and responding to accidents, breakdowns and incidents involving:
 - a. people
 - b. materials and/or equipment
2. Identify own role, responsibilities and accountability in relation to assessing and responding to accidents, breakdowns and incidents
3. Describe how to assess the seriousness of different hazards and prioritise those which should be dealt with first
4. Describe the types of assistance and support that are available in the case of accidents or incidents
5. Describe how and when to report incidents
6. Explain why it is important to collect and communicate key information accurately
7. Describe how to communicate with other parties in incidents to obtain necessary information, and minimising tension and anger.

Outcome 2 Be able to assess risk following an accident, breakdown or incident

The learner can:

1. Assess promptly the actual and potential hazards caused by an accident, breakdown or incident
2. Assess the risk to self, others and the environment
3. Assess whether any additional support or assistance is required

Outcome 3 Be able to respond to accidents, breakdowns and incidents

The learner can:

1. Take immediate action to maximise the safety and security of passengers, other road users or self, within the constraints of the situation
2. Make safe hazardous loads where possible
3. Provide full and accurate information to others on the nature of the accident, breakdown or incident
4. Record and report accident, breakdown and incidents according to local policy and protocol

Unit 4223-069 Collect blood/blood products from storage for transfusion (HSS / GEN057)

Level: 2
Credit value: 2
UAN: H/602/4028

Unit aim

This unit enables the learner to develop competence in collecting blood or blood products from the hospital blood bank or satellite fridge for a patient who needs a transfusion.

It is relevant to learners who are required to collect and deliver blood or blood products to support safe transfusion.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand own role in relation to legislation and guidelines when collecting blood or blood products for transfusion
2. Understand the precautions to be taken when collecting and transporting blood/ blood products for transfusion
3. Be able to collect blood/ blood products for transfusion from the storage fridge
4. Be able to deliver blood or blood products for transfusion to a clinical area

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the GEN57.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles

Unit 4223-069 Collect blood/blood products from storage for transfusion (HSS / GEN057)

Assessment criteria

Outcome 1 Understand own role in relation to legislation and guidelines when collecting blood or blood products for transfusion

The learner can:

1. Outline the legislation, national guidelines and local policy and protocol in accordance with **Clinical/Corporate governance** for collecting blood for transfusion
2. Describe own responsibilities
3. Define the term accountability in relation to own role

Outcome 2 Understand the precautions to be taken when collecting and transporting blood/ blood products for transfusion

The learner can:

1. Explain the precautions to be taken when storing and transporting blood/blood products
2. Explain why blood should not be left unattended
3. Give examples of adverse events and potential incidents that could affect patient safety when collecting blood/blood products from the fridge
4. Describe the **actions to be taken** if there are problems identifying the unit to be collected.

Outcome 3 Be able to collect blood/ blood products for transfusion from the storage fridge

The learner can:

1. Check that **patient documentation** includes the **minimum dataset** for the blood request in line with local policy and protocol
2. Remove the corresponding unit of blood/blood product from the storage fridge
3. Check that the fridge door is closed securely
4. Confirm that the label on the blood/blood product selected matches the details on the patient documentation
5. Describe the action to be taken if there is a discrepancy
6. Record the removal of blood/blood product from the fridge according to local policy and protocol

Outcome 4 Be able to deliver blood or blood products for transfusion to a clinical area

The learner can:

1. Transport the blood/blood product in line with local policy and protocol
2. Deliver the blood/blood product to the relevant staff member
3. Confirm with the **relevant staff member** that the details on the delivered blood/blood product match those on the patient documentation
4. Complete **records** in line with local policy and protocol.

Unit 4223-069 Collect blood/blood products from storage for transfusion (HSS / GEN057)

Additional Information

- **Action to be taken**
 - immediately contact the blood transfusion department
 - inform the person making the request
- **Clinical Governance** is a framework through organisations are accountable for continuously improving the quality of their services and safeguarding high standards of care by creating an environment in which excellence in clinical care will flourish.
- **Corporate governance** is the set of processes, customs, policies, laws and institutions affecting the way in which a corporation is directed, administered or controlled.
- **Minimum dataset** Includes the patient's:
 - full name
 - date of birth
 - gender
 - unique patient identification number (i.e. hospital or NHS number)
- **Patient documentation** - the term used for written patient identification information that is taken to the fridge when the blood / blood product is collected (i.e. a blood collection slip or prescription).
- **Record** may include
 - Date and time of removal
 - Signature
- **Relevant staff member** may include:
 - a registered practitioner

Unit 4223-070 Store and transport medical gas cylinders (HSS / GEN076)

Level: 2
Credit value: 3
UAN: F/602/3002

Unit aim

This unit covers the safe storage and transportation of medical gas cylinders.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand how to store and transport medical gas cylinders safely and securely
2. Be able to store medical gas cylinders safely
3. Be able to transport medical gas cylinders safely

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the GEN76.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 4223-070 Store and transport medical gas cylinders (HSS / GEN076)

Assessment criteria

Outcome 1 Understand how to store and transport medical gas cylinders safely and securely

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for storing and transporting medical **gas cylinders** safely
2. Give examples of the potential dangers involved in storing and transporting cylinders
3. Outline the purpose of different colour coding and symbols used on cylinders
4. Give examples of how to comply with health and safety guidance when storing and transporting cylinders
5. Explain why it is important to comply with reporting and recording procedures

Outcome 2 Be able to store medical gas cylinders safely

The learner can:

1. Check that all cylinders are stored securely in accordance with local policy and protocol
2. Check that all cylinders are securely stored in safe environmental conditions
3. Monitor stock levels and report low numbers in line with local policy and protocol
4. Check the cylinder for leaks or damage and report any problems.

Outcome 3 Be able to transport medical gas cylinders safely

The learner can:

1. Check that the cylinder label is intact
2. Check that the correct cylinder is being transported
3. Apply health and safety measures relevant to the procedure and environment when securing, lifting, moving and transporting cylinders

Unit 4223-070 Store and transport medical gas cylinders (HSS / GEN076)

Additional Information

- **Gas cylinders** may be filled or empty and may include those for:
 - carbon dioxide (CO₂)
 - nitrous oxide (N₂O)
 - oxygen (O₂)

Unit 4223-071 Moving and transporting individuals within a healthcare environment (HSS / GEN080)

Level: 2
Credit value: 2
UAN: K/602/4029

Unit aim

This unit is about moving and transporting individuals within healthcare work areas. It enables the learner to develop competence to move the individual safely and securely, and maintain their privacy and dignity during the move.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand own responsibilities and accountability in relation to policies and protocols in relation to moving and transporting individuals
2. Know how to move and transport individuals
3. Be able to prepare to move and transport individuals
4. Be able to move and transport individuals
5. Be able to complete the move

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the GEN80 KSF Dimension: EF3 Transport and logistics

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles

Unit 4223-071 Moving and transporting individuals within a healthcare environment (HSS / GEN080)

Assessment criteria

Outcome 1 Understand own responsibilities and accountability in relation to policies and protocols in relation to moving and transporting individuals

The learner can:

1. Identify local policies and protocols affecting work practice
2. Describe own responsibilities
3. Define the term accountability in relation to own role
4. Explain why it is important to work within the limits of own competence and seek advice when required.

Outcome 2 Know how to move and transport individuals

The learner can:

1. Describe safe techniques to be used when moving and handling an individual
2. Explain how take into account the following when moving and transporting an individual:
 - a. The nature of illness and injury
 - b. Types of records or documentation accompanying them
 - c. Types of medical equipment accompanying them
3. Describe the types of transportation equipment available
4. Describe the geography of the work area and how it effects own role in moving and transporting
5. Explain how and when to use personal protective equipment
6. Describe circumstances under which an individual escort may be required

Outcome 3 Be able to prepare to move and transport individuals

The learner can:

1. Confirm the individual's identity and gain valid consent
2. Communicate with relevant staff to confirm:
 - a. the purpose of the move
 - b. needs of the individual in relation to the move
3. Check all **details** and documentation with relevant people prior to the move
4. Communicate with the individual to introduce self, the purpose of the move and agree how this will be done
5. Assess transportation equipment for safety and function
6. Support the individual to move onto transportation equipment in line with local policy and protocol and maintaining their dignity
7. Secure medical equipment and accompanying documentation for transportation

Outcome 4 Be able to move and transport individuals

The learner can:

1. Use the most suitable route in line with the individual's needs and preferences
2. Support the individual throughout the move in accordance with:
 - a. their preferences
 - b. the nature of illness or injury
 - c. their dignity, privacy and comfort
3. Maintain compliance with health and safety guidance at all times
4. Use transportation equipment in line with local policy and protocol
5. Explain the action to be taken in accordance with local policy or protocol if any problems arise
6. Apply standard precautions for infection control.

Outcome 5 Be able to complete the move

The learner can:

1. Hand over the individual to others in line with local policy and protocol
2. Pass on documentation and information in line with local policy and protocol
3. Assist with any further movement of the individual
4. Return any transportation equipment to its location.

Unit 4223-071 Moving and transporting individuals within a healthcare environment (HSS / GEN080)

Additional Information

Details may include:

- individual's identity
- whereabouts of the individual
- location to which the individual must be moved
- mode of transport
- need for escort(s)
- medical equipment to accompany the individual

Problems may include:

- health emergency
- faulty equipment
- no members of staff available to receive the individual
- individual is not ready to be moved
- required members of staff are not available to help
- suitable transportation equipment is not available

Transportation equipment may include:

- beds
- trolleys
- wheel chairs

Unit 4223-072 Collect linen and make beds in a healthcare environment (HSS / GEN081)

Level: 2
Credit value: 2
UAN: J/602/3003

Unit aim

This unit is about stripping and making beds, handling linen and bed coverings, as well as collecting bed coverings and moving them to the rooms.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand the processes involved in collecting linen and making beds
2. Be able to collect linen needed to complete the work schedule
3. Be able to make beds following all local policy and protocol

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the GEN81.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles

Unit 4223-072 Collect linen and make beds in a healthcare environment (HSS / GEN081)

Assessment criteria

Outcome 1 Understand the processes involved in collecting linen and making beds

The learner can:

1. Outline why it is important to check linen to make sure it is clean and fit for use
2. Explain why it is important to use the right type and size of linen
3. Explain why it is important to handle soiled safely and keep it separate from clean linen
4. Give examples of the problems that might be faced when choosing and collecting linen
5. Give examples of the problems that might be faced when stripping and making beds
6. Outline how problems choosing and collecting linen and stripping and making beds could be addressed

Outcome 2 Be able to collect linen needed to complete the work schedule

The learner can:

1. Choose and collect linen
2. Maintain compliance with health and safety guidance at all times when collecting linen

Outcome 3 Be able to make beds following all local policy and protocol

The learner can:

1. Make the bed following local policy and protocol to include:
2. stripping all linen from the bed
3. making sure the mattress is clean and undamaged
4. choosing the correct linen to meet the individual's needs
5. leaving the bed smooth, neat and ready for use
6. Apply standard precautions for infection control including the use of any personal protective equipment required when making beds

Unit 4223-073 Checking, connecting and disconnecting medical gas cylinders in a healthcare setting (HSS / GEN082)

Level: 2
Credit value: 3
UAN: D/602/4030

Unit aim

This unit covers the safe connection and disconnection of medical gas cylinders to other medical devices within a healthcare setting.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand health and safety guidelines for handling medical gas cylinders and associated equipment
2. Know the safety requirements for storing and handling medical gas cylinders
3. Be able to carry out routine checks on medical gas cylinders in use
4. Be able to exchange cylinders
5. Be able to record and report on the procedure carried out

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the GEN82 KSF Dimension: HWB5 Provision of care to meet health and wellbeing needs

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-073 Checking, connecting and disconnecting medical gas cylinders in a healthcare setting (HSS / GEN082)

Assessment criteria

Outcome 1 Understand health and safety guidelines for handling medical gas cylinders and associated equipment

The learner can:

1. Outline health and safety legislation and local policy and protocol in relation to:
 - a. Medical gas safety and storage
 - b. Manual handling
 - c. Reporting leaking or damaged cylinders or associated equipment

Outcome 2 Know the safety requirements for storing and handling medical gas cylinders

The learner can:

1. Explain why it is important to store **medical gas cylinders** in line with local policy and protocol
2. Identify how and where medical gas cylinders should be stored
3. Describe the purpose of the following in relation to medical gas cylinders:
 - a. Colour coding
 - b. Symbols
 - c. **Flowmeter/regulator** gauge readings
4. Give examples of different types of valve assemblies and seals and how they are connected
5. Identify a range of potential **dangers** when handling medical gas cylinders
6. Explain the procedure for reporting any leaking or damaged medical gas cylinders and associated equipment.

Outcome 3 Be able to carry out routine checks on medical gas cylinders in use

The learner can:

1. Carry out a check on cylinders for:
2. Fill status
3. Leakage
4. Date of currency
5. Correct positioning and temperature
6. Recognise when a cylinder needs to be exchanged in line with local policy and protocol

Outcome 4 Be able to exchange cylinders

The learner can:

1. Apply health and safety measures relevant to the procedure and the environment
2. Disconnect flowmeter/regulators while checking there is no gas escaping
3. Check that the cylinder to be connected contains the same medical gas
4. Reconnect cylinder to flowmeters/regulators using valve assemblies and seals in line with local policy and protocol
5. Check pressure gauges are in working order and recording the level of content within cylinder.

Outcome 5 Be able to record and report on the procedure carried out

The learner can:

1. Complete records in line with local policy and protocol
2. Report any faulty cylinders, pipe work or gauges
3. Label any faulty cylinders, pipe work or gauges

Unit 4223-073 Checking, connecting and disconnecting medical gas cylinders in a healthcare setting (HSS / GEN082)

Additional Information

- **Medical gas cylinders are** cylinders that contain medical gas for use by carers and individuals. These may be stand-alone cylinders or those connected to piped medical gas systems in a hospital. These cylinders may contain:
 - Air
 - Oxygen
 - Nitrous oxide
 - Carbon dioxide
- **Flowmeter/regulators** A device used to reduce and regulate the contents of a medical gas cylinder to allow safe release of the gas during use by patients.
- **Dangers** of explosion if in contact with oil, grease and creams.

Unit 4223-074 Deliver a trolley service in a healthcare environment (HSS / GEN083)

Level: 2
Credit value: 3
UAN: L/602/3004

Unit aim

This unit is about preparing service equipment and products in order to deliver a trolley service. It also covers serving products from the trolley and cleaning the trolley after service.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to apply infection control measures during all aspects of the trolley service
2. Be able to prepare the trolley for service
3. Be able to provide the trolley service for individuals
4. Be able to maintain and store the trolley for next use

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the GEN83.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 4223-074 Deliver a trolley service in a healthcare environment (HSS / GEN083)

Assessment criteria

Outcome 1 Be able to apply infection control measures during all aspects of the trolley service

The learner can:

1. Apply standard precautions for infection control for the trolley service in relation to:
 - a. personal hygiene
 - b. handling **products**
 - c. preparation and use of the trolley
 - d. cleaning the trolley

Outcome 2 Be able to prepare the trolley for service

The learner can:

1. Check that the trolley is clean, undamaged and can be wheeled safely
2. Check that **equipment** is clean, undamaged and prepared ready for use
3. Display and stack trolley products safely in line with local procedure

Outcome 3 Be able to provide the trolley service for individuals

The learner can:

1. Maintain compliance with health and safety guidance at all times when providing the trolley service
2. Give an individual accurate information about the products available from the trolley service to meet their needs
3. Respond to an individual's requests about the trolley service and products available
4. Collect, sort and stack used items onto the trolley safely in line with local procedure

Outcome 4 Be able to maintain and store the trolley for next use

The learner can:

1. Describe how and when to report any damage or operational issues that may occur
2. Clean the trolley in accordance with local policies and guidelines
3. Outline how to store the trolley safely and securely when not in use

Unit 4223-074 Deliver a trolley service in a healthcare environment (HSS / GEN083) (HSS / GEN087)

Additional Information

- **Equipment** may include:
 - crockery
 - beverage dispensers
 - utensils
- **Products** may include:
 - confectionary
 - food/drink
 - reading/writing materials

Unit 4223-075 Provide a table/tray service in a healthcare environment (HSS/GEN087)

Level: 2
Credit value: 3
UAN: R/602/3005

Unit aim

This unit is about greeting individuals, answering any questions they may have, and taking their orders for food/beverages. It also covers serving individuals and maintaining the area by clearing away crockery and cutlery and maintaining the levels of condiments.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to provide a table/tray service
2. Be able to greet individuals and take orders
3. Be able to serve orders to individuals
4. Be able to maintain dining and food service areas

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the GEN87.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 4223-075 Provide a table/tray service in a healthcare environment (HSS/GEN087)

Assessment criteria

Outcome 1 Understand how to provide a table/tray service

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for providing customer care and service
2. Explain why it is important to determine the individual's food requirements when providing the service
3. Give examples of situations that may occur when taking orders and serving food and how these could be dealt with

Outcome 2 Be able to greet individuals and take orders

The learner can:

1. Confirm that the individual has access to the correct menu
2. Describe how to ensure that the individual's dining requirements are met
3. Communicate information about the products available in a way that is sensitive to an individual's preferences
4. Respond to any enquiries or requests from the individual about the service and products available.

Outcome 3 Be able to serve orders to individuals

The learner can:

1. Record and process an individual's order
2. Provide the individual with the service items appropriate to their needs
3. Ensure food and drink items are served using hygienic and undamaged equipment
4. Apply health and safety measures relevant to the procedure and environment when serving orders to individuals
5. Apply standard precautions for infection control in all aspects of the service

Outcome 4 Be able to maintain dining and food service areas

The learner can:

1. Keep dining and service areas tidy, hygienic and rubbish free
2. Maintain stock levels of **service items** throughout the service

Unit 4223-075 Provide a table/tray service in a healthcare environment (HSS/GEN087)

Additional Information

- **Service items** may include:
 - utensils
 - food containers/dispensers
 - trays
 - crockery
 - cutlery
 - disposable items
 - condiments and accompaniments

Unit 4223-076 Prepare vehicles for the transport of people, materials and/or equipment within the health sector (HSS / GEN009)

Level: 2
Credit value: 3
UAN: R/602/2999

Unit aim

This unit covers the checking and preparation of vehicles for the transport of people, material and equipment on public roads.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand current legislation, national guidelines, policies, protocols and good practice related to transporting people, materials and equipment
2. Be able to prepare the vehicle prior to use
3. Be able to record and report faults and problems with the vehicle
4. Be able to safely load materials and equipment prior to transport

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the GEN 9.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 4223-076 Prepare vehicles for the transport of people, materials and/or equipment within the health sector (HSS / GEN009)

Assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to transporting people, materials and equipment

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for preparing vehicles for the transport of:
 - a. people
 - b. **materials and/or equipment**
2. Identify materials that may be considered to be hazardous and/or require special transportation needs
3. Describe the precautions that need to be taken when transporting materials that are hazardous or require special storage conditions or transport
4. Identify own role, responsibilities and accountability when preparing vehicles.

Outcome 2 Be able to prepare the vehicle prior to use

The learner can:

1. Confirm the suitability of the vehicle for the transportation of people, materials and equipment
2. Check the following aspects of the vehicle to confirm that they are safe for use:
 - a. vehicle systems
 - b. vehicle appearance and cleanliness
 - c. vehicle fixtures
3. Describe the basic maintenance and repair tasks required to correct any defects or faults in the vehicle or specialist equipment, tools and equipment
4. Top up and replace all **vehicle consumables** as and when required
5. Check and confirm the suitability and condition of any **specialist equipment**, tools and materials required
6. Apply health and safety measures relevant to the procedure and environment.

Outcome 3 Be able to record and report faults and problems with the vehicle

The learner can:

1. Keep a log of information on vehicle faults and problems in line with local policy and protocol
2. Explain how to report faults and problems with the vehicle in order to ensure safety

Outcome 4 Be able to safely load materials and equipment prior to transport

The learner can:

1. Check that all materials and equipment to be transported in line with local protocol
2. Explain how to report any shortfalls in, or damage to materials and equipment to be transported
3. Demonstrate safe moving and handling techniques at all times when loading materials and equipment
4. Check that the materials and equipment are stable and securely loaded for transport

Unit 4223-076 Prepare vehicles for the transport of people, materials and/or equipment within the health sector (HSS / GEN009)

Additional Information

- **Vehicle consumables** includes:
 - fuel
 - oil
 - water
 - air
 - bulbs
 - tyres
- **Specialist equipment** is that which aids loading or access to the vehicle including:
 - cages
 - tail-lifts
 - hoists
 - ramps
 - stairs
- **Materials and equipment** can be both hazardous and non-hazardous

Unit 4223-077 Clean and store care equipment to minimise the risks of spreading infection (HSS / IPC 004)

Level: 2
Credit value: 2
UAN: K/602/4032

Unit aim

This unit enables the learner to develop competence in cleaning, but not disinfecting or sterilising, care equipment to minimise the risks of spreading infection. It covers activity in all health settings, including community and domiciliary settings and ambulance vehicles. It does not include specialised settings, such as laboratories, pharmacies or operating theatres, where more specialised methods may be required.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the guidelines to follow to reduce the risk of spreading infection
2. Know the cleaning and storage requirements for different types of care equipment
3. Be able to carry out preparations for cleaning care equipment
4. Be able to carry out cleaning of care equipment to minimise the risks of spreading infection
5. Be able to maintain the cleaning equipment storage area

Guided learning hours

It is recommended that **17** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the IPC4 KSF Dimension: Core 3 Health, safety and security

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles

Unit 4223-077 Clean and store care equipment to minimise the risks of spreading infection (HSS / IPC 004)

Assessment criteria

Outcome 1 Understand the guidelines to follow to reduce the risk of spreading infection

The learner can:

1. Outline own role and responsibilities in relation to the following:
 - a. Standard Infection control precautions
 - b. Health and safety regulations
 - c. Regulations covering hazardous substances
2. Explain how infection control procedures can help to break the chain of infection

Outcome 2 Know the cleaning and storage requirements for different types of care equipment

The learner can:

1. Identify a range of different types of care equipment relevant to own role
2. Identify when cleaning of care equipment should be carried out
3. Describe the requirements for safe storage, cleaning and disposal of the following types of equipment:
 - a. Single-use
 - b. Single-patient use
 - c. Reusable

Outcome 3 Be able to carry out preparations for cleaning care equipment

The learner can:

1. Apply health and safety measures relevant to the procedure and environment including:
 - a. Hand hygiene
2. Select the correct cleaning agent in relation to the:
 - a. Type of equipment
 - b. Cleaning required
 - c. Manufacturer's instructions

Outcome 4 Be able to carry out cleaning of care equipment to minimise the risks of spreading infection

The learner can:

1. Carry out cleaning of the care equipment according to:
 - a. Type of equipment
 - b. Cleaning required
 - c. Manufacturer's instructions
2. Assess equipment during cleaning for repair or damage
3. Describe the action to be taken to report and replace damaged equipment
4. Demonstrate how to dispose the following safely:
 - a. Single-use equipment
 - b. Single-patient use equipment
 - c. Personal protective equipment
 - d. Spent or unused cleaning solutions.
5. Store cleaning solutions in line with local policy and protocol

Outcome 5 Be able to maintain the cleaning equipment storage area

The learner can:

1. Maintain the storage environment in line with local policy and protocol
2. Assess equipment before it is stored or re-used to ensure it is:
 - a. Clean
 - b. Fit for use
3. Describe how to report problems with facilities and supplies for cleaning or storing care equipment

Unit 4223-077 Clean and store care equipment to minimise the risks of spreading infection (HSS / IPC 004)

Additional Information

- **Care equipment** - Reusable items that are non-invasive and used to support care delivery, such as stethoscopes, thermometers, X-ray machines, drip stands, beds, trolleys, occupational therapy equipment, toys used in children's therapy etc
- **Standard Infection control precautions**
 - Infection control measures that should be applied to the care of every patient
- **Single-use** - a piece of equipment that is intended to be used on an individual patient during a single procedure and then discarded. It is not intended to be used on another patient.
- **Single patient use** - a piece of equipment that is intended to be used on an individual patient and then discarded. It is not intended to be used on another patient.
- **Cleaning agent** – General purpose detergent and water, or other cleaning agents as specified by local policy.
- **Personal protective equipment** includes gloves, aprons, gowns, overalls (single-use, fluid-repellent, disposable), masks, eye protection.
- **Hand hygiene**
 - Hand washing, or using alcohol-based hand rub products to remove or destroy transient micro organisms.
- **Problems with facilities and supplies** could include absence of, cleanliness of, or difficulty in accessing, any of the following:
 - sinks, running water, and hand cleansing products to enable hand hygiene
 - appropriate personal protective equipment
 - cleaning equipment, cleaning agents and facilities for storing them
 - waste containers

Unit 4223-078 Minimise the risk of infection when transporting and storing healthcare waste (HSS / IPC008)

Level: 2
Credit value: 3
UAN: A/602/4035

Unit aim

This unit is about the transporting healthcare waste, including sharps to a place of final destruction. It applies to all health settings, including community and domiciliary settings and ambulance vehicles.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand national and local policy and protocol relating to minimising the risk of spreading infection
2. Know how to transport and store waste containers in line with national and local policy and protocol
3. Be able to handle and transport waste containers safely
4. Be able to store healthcare waste in line with local policy and protocol
5. Be able to minimise the risk of infection after transporting and storing healthcare waste

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the IPC8 KSF Dimension: Core 3 Health, safety and security

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles

Unit 4223-078 Minimise the risk of infection when transporting and storing healthcare waste (HSS / IPC008)

Assessment criteria

Outcome 1 Understand national and local policy and protocol relating to minimising the risk of spreading infection

The learner can:

1. Describe own role and responsibilities in relation to:
 - a. Standard infection control precautions
 - b. Health and safety regulations
 - c. Regulations covering hazardous waste
2. Identify how following infection control procedures can help break the chain of infection

Outcome 2 Know how to transport and store waste containers in line with national and local policy and protocol

The learner can:

1. Describe different types of waste
2. Explain why waste containers or colour-coded bags should be used in relation to each type of waste
3. Describe the uses for the waste containers or colour-coded bags
4. Describe the action to take in the following circumstances:
 - a. Exposure of self or others to potentially infectious waste
 - b. Problems with the facilities and supplies for hand hygiene.

Outcome 3 Be able to handle and transport waste containers safely

The learner can:

1. Use personal protective clothing in line with local policy and protocol
2. Assess containers prior to removal to ensure they are:
 - a. Securely sealed
 - b. Sufficiently full
 - c. Correctly documented
 - d. Colour-coded
 - e. Tagged using recognised codes
3. Handle and transport different types of waste containers in a way that
 - a. Avoids contamination or injury to self
 - b. Minimises risks of breakage or tearing
 - c. Complies with approved moving and handling guidelines
4. Transport waste containers to a designated storage area
5. Demonstrate how to use equipment specifically designed for transporting waste if required

Outcome 4 Be able to store healthcare waste in line with local policy and protocol

The learner can:

1. Segregate waste according to local policy and protocol
2. Place waste containers in position for storage within a segregated, lockable area and in line with local policy and protocol

Outcome 5 Be able to minimise the risk of infection after transporting and storing healthcare waste

The learner can:

1. Explain how and when any spillages should be safely cleaned and removed
2. Clean equipment after use
3. Remove and dispose of any personal protective equipment used
4. Carry out hand hygiene following handling of waste
5. Describe how to report adverse events, incidents or accidents

Unit 4223-078 Minimise the risk of infection when transporting and storing healthcare waste (HSS / IPC008)

Additional Information

Hand hygiene: Hand washing, or using alcohol-based hand rub products to remove or destroy transient microorganisms

Healthcare waste: Healthcare waste refers to any waste produced by, and as a consequence of, healthcare activities, including infectious waste - substances containing viable microorganisms or their toxins, which are known, or reliably believed, to cause disease, including

- contaminated sharps
- human tissue
- soiled dressings, swabs and other single use material
- pharmaceutical products
- items used to dispose of bodily secretions or excretions where there is an infection risk
- single use personal protective equipment that has been used
- **Personal protective equipment** Personal protective equipment includes:
 - gloves
 - aprons, gowns, overalls (single-use, fluid-repellent, disposable)
 - masks
 - eye protection
- **Recognised codes for identifying waste**
 - European Waste Catalogue codes, as implemented in England, Northern Ireland, Scotland and Wales
- **Problems with the facilities and supplies** Problems with facilities and supplies for handling, transporting and storing waste could include absence of, cleanliness of, or difficulty in accessing, any of the following:
 - bags and other receptacles for disposing of waste
 - sharps containers
 - tags or labels for identifying the contents of a receptacle
 - trolleys or vehicles used to transport waste
 - spillage kits
 - secure areas for storing waste
 - sinks, running water, and hand-hygiene products
 - appropriate personal protective equipment
- **Waste containers** Waste containers may be
 - bags/rigid containers
 - sharps containers

Containers should be colour-coded to indicate the type of waste they contain

Unit 4223-079 Minimise the risk of infection during the removal of used linen (HSS / IPC009)

Level: 2
Credit value: 2
UAN: J/602/4040

Unit aim

This unit enables learners to develop competence in minimising the risk of infection when removing linen. It applies in all health settings, including community and domiciliary settings, and ambulance vehicles. This unit does not cover the removal of radioactive linen or linen from patients with known infectious diseases.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand the guidelines to be followed in relation to infection prevention and control
2. Know how to remove linen for collection and disposal whilst minimising the risk of infection
3. Be able to prepare to remove used linen in a way that minimises the risk of spreading infection
4. Be able to remove used linen while reducing the risk of infection
5. Be able to minimise the risk of infection after removing used linen

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the IPC9 KSF Dimension: Core 3 Health, safety and security

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles

Unit 4223-079 Minimise the risk of infection during the removal of used linen (HSS / IPC009)

Assessment criteria

Outcome 1 Understand the guidelines to be followed in relation to infection prevention and control

The learner can:

1. Outline own role and responsibilities in relation to:
 - a. Standard infection control precautions.
 - b. Health and safety regulations
 - c. Regulations covering hazardous waste
2. Explain how following infection control procedures can help break the chain of infection
3. Identify the responsibilities of others in minimising the risks of spreading infection

Outcome 2 Know how to remove linen for collection and disposal whilst minimising the risk of infection

The learner can:

1. Identify how to separate and bag different types of soiled linen
2. Outline the requirements for safe disposal of the following types of linen:
 - a. Single-use
 - b. Single-patient use
 - c. Reusable

Outcome 3 Be able to prepare to remove used linen in a way that minimises the risk of spreading infection

The learner can:

1. Apply standard precautions for infection control including hand hygiene
2. Use personal protective clothing in line with local policy and protocol
3. Assemble and position the equipment and supplies needed for removal of used linen, as close as possible to the point of use
4. Communicate with patient, if present, to explain what you are planning to do

Outcome 4 Be able to remove used linen while reducing the risk of infection

The learner can:

1. Remove linen in a way that:
 - a. Maintains the patient's dignity and safety
 - b. Avoids shaking the linen
 - c. Avoids contact with clothing, the floor or other surfaces
2. Check that patient belongings, used sharps or other clinical equipment are not discarded with the linen
3. Place linen in the designated receptacle
4. Explain how linen contaminated with body fluids should be handled, bagged and prepared for collection
5. Place filled bags in the designated area for collection

Outcome 5 Be able to minimise the risk of infection after removing used linen

The learner can:

1. Check that the individual is comfortable before leaving
2. Remove and dispose of personal protective equipment
3. Carry out hand hygiene following procedure
4. Check used linen is collected in line with local policy and protocol.

Unit 4223-079 Minimise the risk of infection during the removal of used linen (HSS / IPC009)

Additional Information

- **Linen** Any items made of cloth, including bed-linen, towels, patient/client clothing, curtains, fabric screens etc
- **Used linen** Any items made of cloth, including bed-linen, towels, patient/client clothing, curtains, fabric screens etc
- **Designated area for collection** The area designated for used linen before collection and transportation to the laundry, which should be inaccessible to the public
- **Designated receptacle** is a linen bag/buggy and colour-coded bags as specified in the local infection prevention and control policy
- **Hand hygiene** is hand washing, or using alcohol-based hand rub products to remove or destroy transient microorganisms, and ensuring any abrasions or cuts are covered.
- **Personal protective equipment** may include:
 - gloves
 - aprons, gowns, overalls (single-use, fluid-repellent, disposable)
- **Used sharps** may include:
 - needles
 - sharp-edged instruments
 - broken glass or glassware
 - razors
 - sharp pieces of bone or teeth
 - any other item that may cause laceration or puncture wounds
- **Standard infection control precautions** are infection control measures that should be applied to the care of every patient.
- **Single-use** is a piece of equipment that is intended to be used on an individual patient during a single procedure and then discarded. It is not intended to be used on another patient.
- **Single patient use** is a piece of equipment that is intended to be used on an individual patient and then discarded. It is not intended to be used on another patient.

Unit 4223-080 Minimise the risks of spreading infection when transporting linen (HSS / IPC010)

Level: 2
Credit value: 2
UAN: J/602/4765

Unit aim

This unit is about the transportation of both used and clean linen and how to minimise the risk of transmitting infection during the transportation process. It does not cover the transportation of radioactive linen or linen from patients with known infectious diseases.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand current legislation, national guidelines, policies, protocols and good practice related to the transportation of linen
2. Understand the precautions to be taken to reduce the spread of infection when transporting linen
3. Be able to take steps to minimise the spread of infection when transporting used and clean linen
4. Be able to transport used linen
5. Be able to transport clean linen

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the IPC10.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles

Unit 4223-080 Minimise the risks of spreading infection when transporting linen (HSS / IPC010)

Assessment criteria

Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to the transportation of linen

The learner can:

1. Describe current legislation, national guidelines, local policies and protocols which relate to the transportation of **linen**

Outcome 2 Understand the precautions to be taken to reduce the spread of infection when transporting linen

The learner can:

1. Explain why hand hygiene must be maintained when transporting linen
2. Describe how to maintain hand hygiene
3. List the personal protective equipment which may be used when transporting linen
4. Describe how to safely put on, remove and dispose of personal protective equipment
5. Describe the difference between single use, single patient use and reusable equipment and how each should be laundered/cleaned, stored or disposed of
6. Describe how linen should be segregated into different bags and waste containers and the procedures to follow at points of collection and delivery
7. Describe how to report any adverse events which may occur during the transportation of used or clean linen in accordance with local policy

Outcome 3 Be able to take steps to minimise the spread of infection when transporting used and clean linen

The learner can:

1. Perform hand hygiene before and after each operation or task
2. Cover cuts and abrasions and use personal protective equipment in line with local policies

Outcome 4 Be able to transport used linen

The learner can:

1. Collect bagged used linen from designated areas in accordance with local policies and protocols
2. Securely transport and deliver bags of used linen to the laundry, using a trolley or vehicle designated for used linen and avoiding areas where clean linen is handled
3. Clean any equipment used to transport used linen after use, ensuring it is fit for re-use and isolating and reporting any that is not
4. Dispose of personal protective equipment following the correct procedure immediately after use.

Outcome 5 Be able to transport clean linen

The learner can:

1. Collect and transport clean linen from the laundry to specified clinical areas using a designated trolley or vehicle in accordance with local policies and protocols

Unit 4223-080 Minimise the risks of spreading infection when transporting linen (HSS / IPC010)

Additional Information

- **Linen** includes any items made from cloth such as:
 - Bed linen
 - Towels
 - Patient/client clothing
 - Curtains
 - Fabric screens

Unit 4223-081 Minimise the risks of spreading infection when storing and using clean linen (IPC12)

Level: 2
Credit value: 2
UAN: R/602/4767

Unit aim

This unit is about the storage and use of clean linen to minimise the risk of contamination and cross infection.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know current legislation, national guidelines, policies, protocols and good practice related to the storage and use of clean linen
2. Understand the precautions to be taken to reduce the spread of infection when storing and using clean linen
3. Be able to take steps to minimise the spread of infection when storing and using clean linen
4. Be able to provide clean linen for individuals
5. Be able to maintain stock levels of clean linen

Guided learning hours

It is recommended that **11** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the IPC12.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles

Unit 4223-081 Minimise the risks of spreading infection when storing and using clean linen (IPC12)

Assessment criteria

Outcome 1 Know current legislation, national guidelines, policies, protocols and good practice related to the storage and use of clean linen

The learner can:

1. Identify current legislation, national guidelines, local policies and protocols which relate to the storage and use of clean **linen**

Outcome 2 Understand the precautions to be taken to reduce the spread of infection when storing and using clean linen

The learner can:

1. Explain why hand hygiene must be maintained when transporting clean linen
2. Outline how to maintain hand hygiene
3. State why linen should be stored in designated areas

Outcome 3 Be able to take steps to minimise the spread of infection when storing and using clean linen

The learner can:

1. Perform hand hygiene and cover any cuts and abrasions before handling clean linen
2. Sort and store clean linen in a designated area on shelving to prevent contamination
3. Check clean linen to ensure it is clean and free of stains, removing and reporting any items that are not fit for use
4. Outline why it is important to minimise the number of times a linen trolley is decanted when being used to transport clean linen to the location of use
5. Use clean linen immediately or directly from the trolley taking steps to reduce the risk of infection

Outcome 4 Be able to provide clean linen for individuals

The learner can:

1. Collect the clean linen required for the task
2. State the procedure to be undertaken clearly to the individual
3. Check that the individual's privacy and dignity is maintained at all times
4. Use the clean linen to perform the required task taking **steps to reduce the spread of infection**
5. Ensure the individual is made comfortable at the end of the procedure

Outcome 5 Be able to maintain stock levels of clean linen

The learner can:

1. Maintain an adequate stock of clean linen and report unanticipated high usage to ensure stock is replenished

Unit 4223-081 Minimise the risks of spreading infection when storing and using clean linen (IPC12)

Additional guidance

- **Linen** includes any items made from cloth such as:
 - Bed linen
 - Towels
 - Patient/client clothing
 - Curtains
 - Fabric screens
- **Steps to reduce the risk of infection** include avoiding:
 - Holding clean linen against the body
 - Shaking clean linen
 - Dropping clean linen the floor
 - Placing clean linen on surfaces which are frequently touched

Unit 4223-082 Clean and maintain internal surfaces and areas (QC2 05)

Level: 2
Credit value: 4
UAN: K/600/6324

Unit aim

This unit is about working efficiently in a routine, low risk environment and following relevant processes and procedures. It covers assessing the area to see what work has to be done, selecting the most appropriate equipment for the task and dealing with spillages and accidents.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Understand how to prepare to clean and maintain internal surfaces and areas
2. Understand how to clean and maintain internal surfaces
3. Know how to complete the cleaning activity
4. Be able to prepare to clean and maintain internal surfaces and areas
5. Be able to clean and maintain internal surfaces
6. Be able to complete the cleaning process

Guided learning hours

It is recommended that **33** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to C2 05.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 4223-082 Clean and maintain internal surfaces and areas (QC2 05)

Assessment criteria

Outcome 1 Understand how to prepare to clean and maintain internal surfaces and areas

The learner can:

1. describe the sequence for cleaning to avoid re-soiling
2. list the permits and checks that may be required to work on the premises
3. state the procedures for entering and leaving the workplace
4. state the standards of appearance and behaviour required in the workplace
5. state the importance of personal hygiene when cleaning
6. describe how the following factors can influence the cleaning method used:
 - a. manufacturer's instructions
 - b. risk
 - c. efficiency
 - d. access
 - e. time
 - f. surface
 - g. type of soiling
7. state how to inspect a work area to decide what cleaning needs to be carried out
8. state the importance of wearing the required personal protective equipment and for others to see it being worn
9. state the importance of following a work schedule
10. describe the best methods and materials for carrying out a specific task identifying possible alternatives
11. state why different equipment should be used for different tasks
12. state the importance of using the correct colour coded equipment.

Outcome 2 Understand how to clean and maintain internal surfaces

The learner can:

1. describe how to avoid causing injury or damage when cleaning
2. state the amount of time allowed for completing the activity
3. state what results are expected from each cleaning activity
4. state the techniques to use with chosen equipment and materials
5. describe the consequences of:
 - a. using wrong equipment
 - b. using wrong materials
 - c. not following manufacturer's instructions
6. state how to change between cleaning methods to cope with different types of soiling and surface
7. describe methods that can be used for different types of soiling and surface
8. state how to identify pest infestation and the action needed to deal with it
9. state which cleaning methods and techniques may cause nuisance to the public/client and steps that can be taken to avoid this
10. state the importance of checking the quality of work as it is being done
11. state tasks that are outside of own responsibility
12. describe the organisational requirements for dealing with and reporting accidental damage.

Outcome 3 Know how to complete the cleaning activity

The learner can:

1. state why tools and equipment should be cleaned after use
2. state the location of the storage areas for equipment and materials
3. state why storage areas should be kept clean, safe and secure
4. describe the organisational requirements for organising replacement and extra resources.

Outcome 4 Be able to prepare to clean and maintain internal surfaces and areas

The learner can:

1. follow the correct procedure for entering and leaving the workplace
2. identify the area to be cleaned, taking into account different types of surfaces and areas
3. inform appropriate people when cleaning is taking place and when it will be completed
4. select the appropriate equipment and materials for each cleaning task, taking into account surface and type of soiling
5. select and wear appropriate personal protective equipment for the task
6. ensure that all surfaces are accessible and can be reached to carry out adequate cleaning
7. deal with unattended items following organisational requirements
8. ventilate the area.

Outcome 5 Be able to clean and maintain internal surfaces

The learner can:

1. remove loose dirt, debris and detritus prior to cleaning
2. use the correct cleaning method for the work area, type of soiling and surface
3. follow the sequence for cleaning in order to avoid re-soiling
4. assess the actions required to prevent disturbance to others when cleaning
5. avoid obstructions to access when using cleaning equipment and power leads
6. select and display appropriate warning signs
7. adapt the cleaning method according to the available equipment, materials and problems identified
8. report any difficulties in carrying out the work in line with organisational requirements
9. deal with spillages, using the equipment, materials and method appropriate to the surface and type of spillage
10. report any additional cleaning required that is outside own responsibility or skill.

Outcome 6 Be able to complete the cleaning process

The learner can:

1. replenish supplies or consumables
2. leave the area clean and dry
3. secure cleaning equipment, materials and personal protective equipment in the correct storage area
4. organise replacement resources as required.

Unit 4223-082 Clean and maintain internal surfaces and areas (QC2 05)

Evidence Requirements

082 - Outcome 1			
PC ref.	O	Q	S
1		✓	
2		✓	
3		✓	
4		✓	
5		✓	
6		✓	
7		✓	
8		✓	
9		✓	
10		✓	
11		✓	
12		✓	

082 - Outcome 2			
PC ref.	O	Q	S
1		✓	
2		✓	
3		✓	
4		✓	
5		✓	
6		✓	
7		✓	
8		✓	
9		✓	
10		✓	
11		✓	
12		✓	

082 - Outcome 3			
PC ref.	O	Q	S
1		✓	
2		✓	
3		✓	
4		✓	

082 - Outcome 4			
PC ref.	O	Q	S
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓	✓	
8	✓		

082 - Outcome 5			
PC ref.	O	Q	S
1	✓		
2	✓		
3	✓		
4	✓	✓	
5	✓		
6	✓		
7	✓	✓	
8	✓	✓	
9	✓	✓	
10	✓	✓	

082 - Outcome 6			
PC ref.	O	Q	S
1	✓		
2	✓		
3	✓		
4	✓	✓	

O = Observation Q = Question & answer S = Simulation/RWE
(see page 16 for more details)

Unit 4223-083 Assist with maintaining structures and surfaces (CU16)

Level: 1
Credit value: 2
UAN: K/502/4098

Unit aim

The candidate will be able to describe how to maintain structures and surfaces by cleaning, rubbing down and applying surface protection, using hand tools and comply with all health and safety requirements

Learning outcomes

There is **one** learning outcome to this unit. The learner will:

1. Be able to assist with maintaining structures and surfaces

Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Relationship to National Occupation Standard: Practical Outcomes of CU16

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-083 Assist with maintaining structures and surfaces (CU16)

Assessment criteria

Outcome 1 Be able to assist with maintaining structures and surfaces

The learner can:

1. Correctly prepare the necessary tools and materials for the maintenance operation
2. Prepare the area for the work in a manner appropriate for the maintenance operation
3. Maintain structures and surfaces effectively and completely in accordance with the instructions to include:
 - a. Cleaning
 - b. Rubbing down
 - c. Surface protection
4. Use tools safely and correctly
5. Report any problems that might arise without delay
6. Maintain the health and safety of self and others at all times
7. Handle and dispose of waste safely and correctly
8. Leave the site in a safe condition
9. Clean tools after use in an appropriate manner
10. Store tools and materials after use in an agreed and safe location

Unit 4223-084 Clean food areas (QC2 11)

Level: 2
Credit value: 4
UAN: J/600/6332

Unit aim

This unit is about conducting routine cleaning in food areas, including kitchens, food service areas, food manufacturing premises, food production and food retailing. This unit also covers identifying signs of pest control.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Understand how to prepare to clean food areas
2. Understand how to identify signs of pest infestation
3. Understand how to clean food areas
4. Understand how to clean food production equipment
5. Understand how to complete cleaning of food areas
6. Be able to clean food areas
7. Be able to clean food production equipment
8. Be able to complete cleaning of food areas

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS C2 11.

Assessment

This unit will be assessed by:

- a portfolio of evidence

Unit 4223-084 Clean food areas (QC2 11)

Assessment criteria

Outcome 1 Understand how to prepare to clean food areas

The learner can:

1. explain the importance of having an up to date cleaning specification and where it can be found
2. state the importance of maintaining levels of personal hygiene when working in food areas
3. state types of health conditions that must be reported
4. describe why it is important to report health conditions to the relevant person
5. state the importance of wearing the required personal protective equipment and for others to see it being worn
6. explain why food items must be moved or protected during cleaning operations
7. describe the consequences of not moving or protecting food items during cleaning
8. explain the importance of ventilating food production areas during cleaning.

Outcome 2 Understand how to identify signs of pest infestation

The learner can:

1. state the main types of pest infestations common to food areas
2. describe how to identify signs of pest infestation
3. state the organisational procedures for dealing with any incidences of infestation
4. explain the importance of reporting pest infestations.

Outcome 3 Understand how to clean food areas

The learner can:

1. state the types of cleaning equipment available for use
2. describe how to check that the cleaning equipment is safe to use
3. state the types of cleaning agents that are suitable for the surfaces in the food area
4. describe the consequences of using the wrong cleaning agents on surfaces
5. state methods of checking for chemical residues when they have been used.

Outcome 4 Understand how to clean food production equipment

The learner can:

1. describe how to recognise faulty or damaged food production equipment
2. explain the importance of labelling and reporting faulty and damaged equipment
3. explain the importance of safely isolating powered equipment before cleaning
4. explain the importance of following manufacturer's and workplace instructions for the:
 - a. disassembling
 - b. cleaning
 - c. re-assemblingof food production equipment
5. state the location of the holding area for food production equipment parts
6. describe methods for de-scaling and cleaning food production equipment.

Outcome 5 Understand how to complete cleaning of food areas

The learner can:

1. describe the importance of assessing how the work is progressing
2. explain why it is important to leave food areas free of deposits, residue and foreign objects
3. describe the consequences of food areas not being left free of deposits, residue and foreign objects
4. describe the importance of returning all food and equipment to the correct place once cleaning is completed
5. explain why surfaces and vents should be left dry on completion of cleaning
6. describe the organisational requirements for disposing of waste and slurry
7. explain the importance of cleaning the cleaning equipment
8. state where cleaning equipment should be stored.

Outcome 6 Be able to clean food areas

The learner can:

1. remove and store personal items safely
2. select and wear appropriate personal protective equipment for the task
3. select and protect relevant items, including food, before cleaning begins
4. identify suitable cleaning equipment and check it is safe to use
5. label faulty or damaged cleaning equipment and report according to organisational requirements
6. prepare food production plant, equipment and materials for cleaning
7. isolate food equipment from power supplies
8. clean the area without damaging in-place plant and equipment.

Outcome 7 Be able to clean food production equipment

The learner can:

1. follow manufacturer's instructions when taking apart, handling and re-assembling food production equipment
2. dismantle food production equipment and place in the right holding area before cleaning
3. ventilate the working area and check that there are no chemicals on the area before de-scaling equipment
4. de-scale and clean equipment parts following manufacturer's instructions whilst avoiding contamination
5. check that individual parts of food production equipment are clean before re-assembly
6. reassemble food production equipment after cleaning
7. check equipment is in correct working order once reassembled
8. record and report faults with food production equipment according to organisational requirements.

Outcome 8 Be able to complete cleaning of food areas

The learner can:

1. assess cleaning performance against the business' food safety management procedures
2. leave equipment and working areas free of deposits, cleaning residues and foreign objects
3. check that ventilation systems and surfaces are clean and dry when cleaning has been completed
4. dispose of waste and slurry following organisational requirements
5. clean, store and secure equipment, machinery and personal protective equipment when cleaning is complete.

Unit 4223-084 Clean food areas (QC2 11)

Evidence requirement

084 – Outcome 1				084 - Outcome 2				084 - Outcome 3			
PC ref.	O	Q	S	PC ref.	O	Q	S	PC ref.	O	Q	S
1		✓		1		✓		1		✓	
2		✓		2		✓		2		✓	
3		✓		3		✓		3		✓	
4		✓		4		✓		4		✓	
5		✓						5		✓	
6		✓									
7		✓									
8		✓									
084 - Outcome 4				084 - Outcome 5				084 – Outcome 6			
PC ref.	O	Q	S	PC ref.	O	Q	S	PC ref.	O	Q	S
1		✓		1		✓		1	✓	✓	
2		✓		2		✓		2	✓		
3		✓		3		✓		3	✓		
4		✓		4		✓		4	✓		
5		✓		5		✓		5	✓	✓	
6		✓		6		✓		6	✓		
				7		✓		7	✓	✓	
				8		✓		8	✓		
084 – Outcome 7				084 - Outcome 8				O = Observation Q = Question & answer S = Simulation/RWE (see page 16 for more details)			
PC ref.	O	Q	S	PC ref.	O	Q	S				
1	✓			1	✓	✓					
2	✓			2	✓						
3	✓			3	✓						
4	✓			4	✓						
5	✓			5	✓						
6	✓										
7	✓										
8	✓	✓									

Unit 4223-085 Clean glazed surfaces and façades (QC2 15)

Level: 2
Credit value: 3
UAN: M/600/6342

Unit aim

This unit is about cleaning surfaces, which must be carried out carefully in order to prevent causing accidental damage such as chips, scratches and other marks. Many exterior surfaces have a shiny finish, therefore it is important that upon completion of cleaning surfaces are left dry and glass, in particular, is left free of smears and cleaning residue. The term glazed can refer to other highly polished exterior surfaces eg marble or cladding.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand how to clean glazed surfaces and façades
2. Understand how to finish cleaning glazed surfaces and façades, and reinstate the work area
3. Be able to clean glazed surfaces and façades
4. Be able to finish cleaning glazed surfaces and façades, and reinstate the work area

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS C2 15.

Assessment

This unit will be assessed by:

- a portfolio of evidence.

Unit 4223-085 Clean glazed surfaces and façades (QC2 15)

Assessment criteria

Outcome 1 Understand how to clean glazed surfaces and façades

The learner can:

1. describe the procedures for entering and leaving the workplace
2. describe how to inspect surfaces
3. describe the importance of reporting defects on surfaces
4. state why the equipment should be clean before use
5. describe procedures for closing windows and openings before cleaning
6. describe the importance of windows and openings being closed before cleaning
7. describe advantages of treating surfaces before applying cleaning agents
8. state organisational requirements for:
9. cleaning glazed surfaces and façades
10. equipment that should be used for cleaning glazed surfaces and façades
11. describe the techniques that should be used to avoid personal injury or strain
12. state where to find the manufacturer's instructions for operating equipment or machinery
13. state organisational requirements for reporting faults and emergencies.

Outcome 2 Understand how to finish cleaning glazed surfaces and façades, and reinstate the work area

The learner can:

1. state the techniques and equipment for removing excess water
2. describe different treatments that can be applied to surfaces upon completion of cleaning
3. describe the importance of ensuring that accessories, fittings and furniture are free of chemical residue upon completion of cleaning
4. state the importance of reinstating the area
5. state the organisational requirements for disposing of waste
6. state the importance of cleaning equipment and machinery after use
7. state the organisational requirements for cleaning equipment and machinery after use
8. state where cleaning equipment and machinery should be stored.

Outcome 3 Be able to clean glazed surfaces and façades

The learner can:

1. follow procedures for entering the work area
2. inspect the surface to identify any defects prior to cleaning
3. report defects on surfaces according to organisational requirements
4. check that all cleaning equipment is clean and free of residue
5. check that all windows and openings are closed before cleaning
6. select and display appropriate warning signs clearly
7. treat surfaces to soften ground-in dirt and remove dust before applying cleaning agents
8. use approved methods and equipment to carry out cleaning
9. use techniques that reduce risks of personal strain and injury
10. use cleaning equipment according to manufacturer's instructions and organisational requirements
11. report any previously unidentified damage
12. check that the work area is not over-wetted
13. follow organisational requirements in the event of a fault or emergency.

Outcome 4 Be able to finish cleaning glazed surfaces and façades, and reinstate the work area

The learner can:

1. remove excess water from the surface and leave it streak free
2. check that all surfaces are dry upon completion of cleaning
3. apply treatments or protective coatings to surfaces following cleaning
4. check that accessories, fittings, frames and furniture are free of cleaning residue
5. reinstate the work area
6. dispose of waste in accordance with organisational requirements
7. check that all cleaning equipment and machinery is clean and dry upon the completion of cleaning
8. return tools and equipment to the correct storage area.

Unit 4223-085 Clean glazed surfaces and façades (QC2 15)

Evidence Requirements

085 - Outcome 1			
PC ref.	O	Q	S
1		✓	
2		✓	
3		✓	
4		✓	
5		✓	
6		✓	
7		✓	
8		✓	
9		✓	
10		✓	
11		✓	

085 - Outcome 2			
PC ref.	O	Q	S
1		✓	
2		✓	
3		✓	
4		✓	
5		✓	
6		✓	
7		✓	
8		✓	

085 - Outcome 3			
PC ref.	O	Q	S
1	✓		
2	✓		
3	✓	✓	
4	✓		
5	✓		
6	✓		
7	✓	✓	
8	✓		
9	✓		
10	✓		
11	✓	✓	
12	✓		
13	✓	✓	✓

085 - Outcome 4			
PC ref.	O	Q	S
1	✓		
2	✓		
3	✓	✓	
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		

O = Observation Q = Question & answer S = Simulation/RWE (see page 16 for more details)

Unit 4223-086 Periodic cleaning of soft floors and furnishings (216)

Level: 2
Credit value: 3
UAN: L/502/2294

Unit aim

This unit is about cleaning of soft floors and furnishings including the removal of stains and applying treatments. The unit covers specialist cleaning methods such as hot water extraction, shampooing, dry powder and granule treatments

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to prepare for cleaning of soft floors and furnishings
2. Be able to carry out cleaning of soft floors and furnishings
3. Be able to check cleaning and resources, dispose of waste and return equipment and items.

Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS CSS 014.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-086 Periodic cleaning of soft floors and furnishings (216)

Assessment criteria

Outcome 1 Be able to prepare for cleaning of soft floors and furnishings

The learner can:

1. assess the **area** and **items** to be cleaned
2. select **correct cleaning method, equipment and materials** to use for periodic cleaning
3. correctly prepare cleaning chemicals for use.
4. explain the purpose of a work schedule
5. explain the **importance of thorough preparation** before cleaning
6. describe **how to prepare work areas**
7. explain the process for reporting damaged or deteriorating surfaces
8. describe the correct cleaning method, equipment and materials to use for different **soil types and surfaces**
9. explain the **importance of following manufacturers' recommendations and instructions**
10. list **personal protective equipment for periodic cleaning of soft floors and furnishings**
11. state **procedures for pre-testing areas** to be cleaned
12. explain **importance of pre-testing areas** to be cleaned.

Outcome 2 Be able to carry out cleaning of soft floors and furnishings

The learner can:

1. use correct **cleaning methods** for soft floors and furnishings.
2. state **reasons for removing dust and debris** before periodic cleaning
3. explain **how and when to pre-treat an area for heavy soiling or stains**
4. state which **materials which are colourfast and shrink-resistant**
5. describe **cleaning methods** for soft floors and furnishings
6. explain the **importance of cleaning to prescribed standards**
7. explain the **consequences of using incorrect materials, equipment and cleaning methods**
8. explain the importance of completing work in a timely manner
9. explain the **importance of minimizing the inconvenience** to colleagues, customers and the general public
10. describe **procedures that can be taken to minimize inconvenience.**

Outcome 3 Be able to check cleaning and resources, dispose of waste and return equipment and items.

The learner can:

1. check periodic cleaning and take any necessary actions
2. return **items** to original positions
3. return **equipment** in good order to storage areas
4. dispose of waste correctly
5. explain the **importance of checking area and items after cleaning**
6. describe the procedures for reporting damaged or deteriorating surfaces
7. explain the importance of returning all items after cleaning to their original position in a timely manner
8. state **procedures for reinstating rooms**
9. explain **why equipment and materials should be returned** in good order to a secure storage area
10. describe **how to dispose of waste correctly**
11. describe the **procedures for ordering and replacing resources.**

Unit 4223-086 Periodic cleaning of soft floors and furnishings (216)

Additional Information

- **Key Skills** This unit may help candidates to gain confidence in, and possibly generate portfolio evidence for, the following Key Skills:
 - Level 1 Application of Number
 - Level 1 Communication

The following are not part of the Apprenticeship framework for Cleaning, but candidates may be able to generate evidence for them as part of this qualification:

- Improving Own Learning and Performance
- Problem Solving
- Working with Others

Range

Area Soft floors and associated furnishings

Items Natural carpets, synthetic carpets, natural furnishings/upholstery (including curtains), synthetic furnishings/upholstery (including curtains), leather furnishings/upholstery

Correct cleaning method, equipment and materials

Cleaning method – Suction cleaning, pile agitation, pile realignment, water extraction, dry foam shampooing, dry powder/granule extraction, dry solvent application, carpet skimming/bonnet mopping, stain removal

Equipment – suction cleaners, carpet shampooing machine, rotary machines (including carpet cleaning pads), buckets, cloths, scrubbing brushes, bonnet mop, stepladders

Materials – carpet cleaner, upholstery cleaner, dry powder, solvent, specialist stain removal materials, leather feeds

Importance of thorough preparation To minimize the inconvenience to users, for health and safety, personal security, accessibility, to plan appropriate time for cleaning in order to minimize disruption, to ensure resources are available (eg staff, materials, equipment)

How to prepare work areas Removal of items and furniture, appropriate use of signage, litter picking/removal of debris, vacuuming of area prior to cleaning, inform users that area will be inaccessible

Soil types and surfaces

Soil types – general dust and dirt, food debris (including chewing gum and resin), liquid stains (including drinks, oils and grease, inks), bodily fluids

Surfaces – natural carpets, synthetic carpets, natural furnishings/upholstery (including curtains) synthetic furnishings/upholstery (including curtains), leather furnishings/upholstery

Importance of following manufacturers' recommendations and instructions

To avoid accidents or near misses in the workplace, to avoid damage to equipment/materials, to ensure cost effective use of materials/chemicals, to prolong the life of soft floors/furnishings, to comply with equipment warranty, to ensure warranty/maintenance of soft floors/furnishings

Personal protective equipment for periodic cleaning of soft floors and furnishings

Suitable footwear, uniform, specialist equipment (eg goggles, kneeling pad)

Procedures for pre-testing areas Apply cleaning material to inconspicuous area, use white tissue or cloth (so as to be able to check running of colour), check result

Importance of pre-testing areas To ensure suitability of cleaning chemicals for surfaces

Cleaning methods Suction cleaning, pile agitation, pile realignment, water extraction, dry foam shampooing, dry powder/granule extraction, dry solvent application, carpet skimming/bonnet mopping, stain removal

Reasons for removing dust and debris To ensure cleaning activity doesn't 'bed in' existing dust and debris and to achieve satisfactory cleaning results, to be able to assess the area for cleaning, to prevent damage to equipment

How and when to pre-treat an area for heavy soiling or stains

How – identify soiling/stain, check with supervisor that pre-treatment and associated cleaning can be carried out, pre-treat 'heavy traffic' areas, choose correct cleaning material (progressive use from mild to strong as necessary), use according to manufacturer's recommendations/instructions (eg for right amount of time), using correct PPE as necessary, ventilating area as necessary

When – as soon as possible, and before the main cleaning

Materials which are colourfast and shrink-resistant Identified by manufacturer's labels/instructions, usually man-made materials are more colourfast/shrink-resistant, natural materials are less likely to be so

Consequences of using incorrect materials, equipment and cleaning methods

Consequences – damage to soft floors and furnishings (eg shrinkage, loss of colour), cost of equipment, training, replacement surfaces/fixtures and fittings, labour costs, liability for damage, Health and safety issues, to preserve manufacturer's warranty on soft floors and furnishings and cleaning equipment

Materials – carpet cleaner, upholstery cleaner, dry powder, solvent, specialist stain removal materials, leather feeds

Equipment – suction cleaners, carpet shampooing machine, rotary machines (including carpet cleaning pads), buckets, cloths, scrubbing brushes, bonnet mop, stepladders

Cleaning method – Suction cleaning, pile agitation, pile realignment, water extraction, dry foam shampooing, dry powder/granule extraction, dry solvent application, carpet skimming/bonnet mopping, stain removal

Importance of cleaning to prescribed standards To maintain customer satisfaction, to meet SLAs, to meet organisational standards, to ensure safe working methods, to prevent damage and prolong the life of soft floors and furnishings, liability for accidents or near misses caused by incorrect treatments, health and safety, appearance

Importance of minimizing the inconvenience Health and safety, to maintain good service, to maintain service level agreements (SLAs)

Procedures that can be taken to minimize inconvenience Preparation for cleaning to ensure sufficient appropriate equipment/materials are available, cleaning is carried out in a logical, methodical manner, carrying out cleaning at the appropriate time and place, and within agreed timescales, appropriate use of signage

Items Natural carpets, synthetic carpets, natural furnishings/upholstery (including curtains), synthetic furnishings/upholstery (including curtains), leather furnishings/upholstery

Equipment Suction cleaners, carpet shampooing machine, rotary machines (including carpet cleaning pads), buckets, cloths, scrubbing brushes, bonnet mop, stepladders

Importance of checking area and items after cleaning To ensure cleaning has been carried out correctly, to maintain health and safety (due to public access)

Procedures for reinstating rooms To ensure the area is reinstated to its previous state, and all furniture fixtures and fittings are returned, and the area is ready for use

Why cleaning equipment and materials should be returned To ensure they are available for use, secure and are not misused

How to dispose of waste correctly Waste slurry and used chemicals are disposed of following manufacturer's instructions, environmental concerns and legislation; by use of correct colour-coded bag or appropriate waste container, labelled appropriately, correct and secure storage/collection point

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form

Resources – cleaning chemicals and equipment

Unit 4223-087 Repair, alter and maintain fabrics and materials (LDC 16c)

Level: 2
Credit value: 2
UAN: D/600/8877

Unit aim

This unit enables learners to repair, alter and maintain fabrics and materials, identify and correctly use the relevant equipment, and effectively keep records, communicate with others and identify any problems that might arise.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

1. Be able to make equipment ready for use
2. Be able to select the work required
3. Be able to repair and alter items to the required standard safely
4. Be able to identify any problems which may occur
5. Be able to keep accurate records, complete forms and other documentation
6. Be able to communicate effectively with colleagues and customers

Guided learning hours

It is recommended that **7** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS LDC16.

Assessment

This unit should be assessed in a work environment and is subject to the requirements set out in the Assessment Strategy for the sector in which it is being assessed.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Unit 4223-087 Repair, alter and maintain fabrics and materials (LDC 16c)

Assessment criteria

Outcome 1 Be able to make equipment ready for use

The learner can:

1. prepare and check that equipment is safe and ready to use
2. conduct routine maintenance of machinery

Outcome 2 Be able to select the work required

The learner can:

1. select and classify work for repair or alteration
2. count and record items for repair
3. sort items so that the best use is made of time
4. identify and redirect items which are unsuitable for repair or alteration
5. remove any extraneous objects and dispose of them or forward them for return to the customer
6. identify items that have priority for repair
7. store items prior to repair

Outcome 3 Be able to repair and alter items to the required standard safely

The learner can:

1. operate repair equipment
2. make any necessary adjustments to the sewing machine
3. repair items using an appropriate method
4. alter items according to requirements
5. repair items using a method appropriate to the damage sustained and the type of fabric
6. return items to the correct place after inspection

Outcome 4 Be able to identify any problems which may occur

The learner can:

1. identify any problems/faults which may arise in carrying out the work
2. follow the appropriate procedures to report and rectify any problems which may arise

Outcome 5 Be able to keep accurate records, complete forms and other documentation

The learner can:

1. keep up to date accurate records
2. complete forms, reports and other documentation in line with the organisation's rules, guidelines and standards

Outcome 6 Be able to communicate effectively with colleagues and customers

The learner can:

1. communicate effectively with colleagues and customers using the most effective form of communication

Unit 4223-088 Classify items and make up loads for cleaning (LDC 3c)

Level: 2
Credit value: 2
UAN: H/600/8847

Unit aim

This unit addresses the skills required to classify items and make up loads for cleaning.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1. Be able to handle items with care and remove those which are unsuitable for the cleaning process
2. Be able to check for foreign objects and deal with them according to the organisation's procedures
3. Be able to sort items according to the appropriate classifications
4. Be able to make up loads of the correct weight and label loads clearly
5. Be able to prioritise loads and store them carefully
6. Be able to keep accurate records, complete forms, reports and other documentation
7. Be able to communicate effectively with colleagues and customers

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS LDC3.

Assessment

This unit should be assessed in a work environment and is subject to the requirements set out in the Assessment Strategy for the sector in which it is being assessed.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Unit 4223-088 Classify items and make up loads for cleaning (LDC 3c)

Assessment criteria

Outcome 1 Be able to handle items with care and remove those which are unsuitable for the cleaning process

The learner can:

1. handle items carefully
2. redirect items which are unsuitable for the cleaning process

Outcome 2 Be able to check for foreign objects and deal with them according to the organisation's procedures

The learner can:

1. check for foreign objects
2. deal with foreign objects according to the organisation's procedures

Outcome 3 Be able to sort items according to the appropriate classifications

The learner can:

1. sort items according to appropriate classifications
2. identify items requiring stain removal
3. deal with foul and infected items
4. identify delicate/sensitive items

Outcome 4 Be able to make up loads of the correct weight and label loads clearly

The learner can:

1. make up correct weight loads for the weight capacity of machines and types of items
2. label loads clearly

Outcome 5 Be able to prioritise loads and store them carefully

The learner can:

1. prioritise loads
2. store loads carefully

Outcome 6 Be able to keep accurate records, complete forms, reports and other documentation

The learner can:

1. keep up to date accurate records
2. complete forms, reports and other documentation as required in line with the organisation's rules, guidelines and standards

Outcome 7 Be able to communicate effectively with colleagues and customers

The learner can:

1. communicate effectively with colleagues and customers using the most appropriate form of communication

Unit 4223-089 Carry out the washing process (Unit LDC 4c)

Level: 2
Credit value: 3
UAN number: M/600/8849

Unit aim

This unit addresses the skills required to carry out the washing process.

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Be able to make services and machinery ready for use
2. Be able to select work required for washing processes
3. Be able to load machines
4. Be able to control the washing process
5. Be able to unload machines
6. Be able to check that work has been carried out as planned
7. Be able to keep accurate records, complete forms, reports and other documentation
8. Be able to communicate effectively with colleagues and customers

Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by PAA/VQSET

Assessment

This unit should be assessed in a work environment and is subject to the requirements set out in the Assessment Strategy for the sector in which it is being assessed.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

Unit 4223-089 Carry out the washing process (Unit LDC 4c)

Assessment Criteria

Outcome 1 Be able to make services and machinery ready for use

The learner can:

1. make services and machines ready for safe use

Outcome 2 Be able to select work required for washing processes

The learner can:

1. plan how to carry out instructions making best use of resources
2. identify any problems which may arise in carrying out the work

Outcome 3 Be able to load machines

The learner can:

1. check loads for classification and process requirements
2. identify and redirect unsuitable items
3. use appropriate detergents, chemicals and additives as required
4. select correct programme for classification
5. load machines in accordance with operating procedures

Outcome 4 Be able to control the washing process

The learner can:

1. control the washing process
2. operate machinery in accordance with supervisor's instructions
3. check the progress of selected work

Outcome 5 Be able to unload machines

The learner can:

1. unload machines and handle items with care in accordance with operating procedures

Outcome 6 Be able to check that work has been carried out as planned

The learner can:

1. remove any items that are not washed satisfactorily or have been damaged
2. identify and report any machine faults

Outcome 7 Be able to keep accurate records, complete forms, reports and other documentation

The learner can:

1. keep up to date accurate records
2. complete forms, reports and other documentation as required in line with the organisation's rules, guidelines and standards

Outcome 8 Be able to communicate effectively with colleagues and customers

The learner can:

1. communicate effectively with colleagues and customers using the most appropriate form of communication

Unit 4223-090 Press and finish garments following laundry (LDC 8c)

Level: 2
Credit value: 2
UAN: L/600/8857

Unit aim

This unit addresses the skills required to press and finish garments following laundry.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

- 1 Be able to make machinery and equipment ready for use
- 2 Be able to select the work for pressing
- 3 Be able to correctly and safely operate presses
- 4 Be able to identify any problems which may arise
- 5 Be able to check that work has been carried out as planned
- 6 Be able to keep accurate records, complete forms and other documentation
- 7 Be able to communicate effectively with colleagues and customers

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS LDC8.

Assessment

This unit should be assessed in a work environment and is subject to the requirements set out in the Assessment Strategy for the sector in which it is being assessed.

The assumed pre-requisite is that the learner undertaking this unit will be an experienced operator in a laundry or dry cleaning environment.

This unit should not be taken prior to taking 'How to press and finish garments following laundry.'

Unit 4223-090 Press and finish garments following laundry (LDC 8c)

Assessment criteria

Outcome 1 Be able to make machinery and equipment ready for use

The learner can:

1. decide which machines will be used i.e. rotary presses, scissor presses, iron and/or rotary iron
2. make machines and equipment safe and ready for use
3. check and adjust the locking pressure on scissor presses as appropriate
4. evaluate the efficiency of the vacuum as appropriate
5. check thermostat settings.

Outcome 2 Be able to select the work for pressing

The learner can:

1. select the work for pressing
2. plan the work to make the best use of resources available
3. check that garments are ready for pressing

Outcome 3 Be able to correctly and safely operate presses

The learner can:

1. follow procedures to set up and close down machine
2. press items to the required standard of finish
3. inspect items for stains, repairs, creasing, shrinkage, etc.

Outcome 4 Be able to identify any problems which may arise

The learner can:

1. identify and deal with any problems/faults which may occur
2. take the appropriate action if safety mechanisms malfunction

Outcome 5 Be able to check that work has been carried out as planned

The learner can:

1. identify unsatisfactorily pressed garments and direct to the appropriate locations as required by company procedures
2. pass items for packing and dispatch.

Outcome 6 Be able to keep accurate records, complete forms and other documentation

The learner can:

1. keep up to date accurate records
2. complete forms, reports and other documentation in line with the organisation's rules, guidelines and standards

Outcome 7 Be able to communicate effectively with colleagues and customers

The learner can:

1. communicate effectively with colleagues and customers using the most effective form of communication

Unit 4223-091 Administer the current records system (HSS / RM006)

Level: 2
Credit value: 3
UAN: J/602/4913

Unit aim

This unit is about administering records in a records centre, including procedures for recall and withdrawal from use

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know current legislation national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to administering records systems
2. Understand how to administer the records system
3. Be able to maintain access to records
4. Be able to withdraw records from current use

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the RM/6.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles

Unit 4223-091 Administer the current records system (HSS / RM006)

Assessment criteria

Outcome 1 Know current legislation national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to administering records systems

The learner can:

1. Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to administering records systems
2. Outline own responsibilities and accountability in relation to administering records systems

Outcome 2 Understand how to administer the records system

The learner can:

1. Explain what to do when a record is required by a customer
2. Identify when a record is due for return
3. Explain when a record will be available to a customer
4. Explain how to withdraw records from current use according to local policy and protocol

Outcome 3 Be able to maintain access to records

The learner can:

1. Recall a record when required by a customer
2. Inform customers when a record will become available
3. Record the return and re-issue of records in line with local policy and protocol

Outcome 4 Be able to withdraw records from current use

The learner can:

1. Confirm the criteria for the withdrawal of a record according to local policy and protocol
2. Identify records which match the criteria for withdrawal in line with local policy and protocol
3. Carry out the withdrawal of the records in line with local policy and protocol
4. Determine whether to store or dispose of withdrawn records in line with local policy and protocol
5. Determine the format used to record the withdrawal
6. Record the action taken with regards to withdrawal in line with local policy and protocol

Unit 4223-092 Provide authorised access to records (HSS / SS34)

Level: 2
Credit value: 3
UAN: L/602/4914

Unit aim

This unit is aimed at those who authorise and supply access to records.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know current legislation, national guidelines, policies, protocols and good practice related to providing authorised access to records
2. Know how to provide authorised access to records
3. Be able to prepare to provide individuals with authorised access to records
4. Be able to select records
5. Be able to issue and record authorised access to records

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the SS34.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles

Unit 4223-092 Provide authorised access to records (HSS / SS34)

Assessment criteria

Outcome 1 Know current legislation, national guidelines, policies, protocols and good practice related to providing authorised access to records

The learner can:

1. Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to providing authorised access to records
2. Outline own responsibilities and accountability in relation to providing authorised access to records
3. Outline how data protection issues affect own role

Outcome 2 Know how to provide authorised access to records

The learner can:

1. Describe how to establish a user's status
2. Outline how and when to refer a lack of authorisation or identification
3. Describe actions to be taken if records are damaged and/or not fit for issue
4. Describe the system requirements for details to issue a record
5. Describe how to implement security procedures

Outcome 3 Be able to prepare to provide individuals with authorised access to records

The learner can:

1. Confirm the individual's identity
2. Establish authorisation in line with local policy and protocol
3. Explain security procedures to an individual
4. Check that the access requested and the access authorised match

Outcome 4 Be able to select records

The learner can:

1. Select search and finding aids to use to identify a record
2. Identify a record and establish its location
3. Inspect the condition of a record

Outcome 5 Be able to issue and record authorised access to records

The learner can:

1. Bring a record to the dispatch point
2. Issue the record in line with local policy and protocol, explaining any requirements and security procedures to the user
3. Record the issue in line with local policy and protocol
4. Store the record of issue in line with local policy and protocol

Unit 4223-093 Protect records (HSS/SS035)

Level: 2
Credit value: 3
UAN: Y/602/4916

Unit aim

This unit is aimed at individuals that protect records in the workplace. It includes minimising risks to the safety of stored records and the storage area.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know current legislation national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to protecting records
2. Be able to protect records
3. Be able to handle records according to local policy and protocol

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the SS35.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles

Unit 4223-093 Protect records (HSS/SS035)

Assessment criteria

Outcome 1 Know current legislation national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to protecting records

The learner can:

1. Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to protecting records
2. Outline own responsibilities and accountability in relation to protecting records

Outcome 2 Be able to protect records

The learner can:

1. Explain why it is important to handle records safely
2. Protect records from damage and incorrect handling in line with local policy and protocol
3. Check that the records are protected by covers that are fit for purpose
4. Keep records tidy and in order according to local policy and protocol

Outcome 3 Be able to handle records according to local policy and protocol

The learner can:

1. Undertake safe handling of records in line with local policy, protocol and good lifting practice
2. Describe the safety procedures relevant to own work area
3. Describe working practices and aspects of the workplace which could damage records
4. Take action to minimise risks to the safety of records
5. Report risks to the safety of records and the storage area in line with local policy and protocol

Unit 4223-094 Maintain the arrangements of records (HSS/SS036)

Level: 2
Credit value: 3
UAN: H/602/4918

Unit aim

This unit is about maintaining the arrangement of files. The learner is expected to:

- identify returned records and check their condition
- recover the record of issue
- record the return on the system
- sort and replace records

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Know current legislation national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to maintaining the arrangement of records
2. Know how to maintain and store returned records
3. Be able to maintain and store records

Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the SS36.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles

Unit 4223-094 Maintain the arrangements of records (HSS/SS036)

Assessment criteria

Outcome 1 Know current legislation national guidelines, policies, protocols, standard operating procedures and good practice guidelines related to maintaining the arrangement of records

The learner can:

1. Identify key legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines that relate to maintaining the arrangement of records
2. Outline own responsibilities and accountability in relation to maintaining the arrangement of records

Outcome 2 Know how to maintain and store returned records

The learner can:

1. Describe the basic procedures for the inspection of returned records
2. Outline the action to take when records are not returned
3. Outline how to deal with the return of damage or disordered records
4. Outline the types of problems which may occur during the maintenance of records and how these should be resolved
5. Describe how to obtain assistance to resolve difficulties in replacing records

Outcome 3 Be able to maintain and store records

The learner can:

1. Identify a returned record and note the details in line with local policy and protocol
2. Follow procedures for the return of an overdue record
3. Record the return of records on the system in line with local policy and protocol
4. Inspect the condition of a record for signs of damage and loss, taking action in line with local policy and protocol
5. Sort and replace records in the correct place, noting and correcting sequencing errors

Unit 4223-095 Sort mail (211)

Level: 2
Credit value: 5
UAN: D/600/6773

Unit aim

The learner will need to sort mail ready for further distribution or processing for delivery. This involves recognising the type of mail being sorted, reading the information on the mail, and then allocating the mail to the correct bundles or containers. The learner will also need to identify any problems with mail items and take the appropriate action

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand how to sort mail manually
2. Be able to sort mail manually

Guided learning hours

It is recommended that **26** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the MS11.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Simulation may not be used for this unit.

Unit 4223-095 Sort mail (211)

Assessment criteria

Outcome 1 Understand how to sort mail manually

The learner can:

1. describe the health and safety risks in relation to sorting mail manually
2. describe methods to deal with suspicious or hazardous mail items
3. describe the relevant organisational procedures for the activities to be undertaken
4. identify types of mail that need to be sorted
5. describe methods for removing mail from different types of container
6. identify the information displayed on the mail
7. identify the priority to give to different types of information
8. describe actions to be taken if information cannot be read
9. identify organisational requirements for speed and accuracy for sorting mail
10. describe different special handling and sorting requirements
11. identify containers that should be used for different types of mail
12. identify capacities of the containers being used.

Outcome 2 Be able to sort mail manually

The learner can:

1. follow **health and safety requirements** and organisational procedures at all times
2. confirm the **types of mail** being sorted
3. remove the mail from the appropriate **containers** ready for sorting
4. read information on the mail correctly, taking appropriate action when the information is not available
5. sort the mail accurately at the appropriate rate
6. process mail requiring special handling or sorting
7. respond appropriately to any mail that appears to present a safety or security risk
8. allocate the mail into its correct containers for distribution
9. communicate problems as they occur and follow reporting procedures so that the problem can be solved
10. use **information systems** to record the sorting of mail.

Unit 4223-095 Sort mail (211)

Additional guidance

- **Containers** may include:
 - Bags, boxes, racks, trays, wheeled containers
 - **Health and safety requirements** may include:
 - Identification of hazards, use of personal protective equipment, use of safety equipment
 - **Information systems** may include:
 - Electronic, manual, meetings
 - **Types of mail** may include:
 - Bulk items, letters, packets, parcels, special items
1. The learner must practically demonstrate, in their everyday work, that they have met the standard for sorting mail.
 2. The assessor will plan the assessment with the learner to cover the whole of this unit in the workplace.
 3. Performance evidence must cover at least one item in each group of the Scope section. The assessor will ask the learner questions to confirm the learner's knowledge and understanding for the remaining items.
 4. If the learner has no relevant prior experience, evidence of sorting mail should be demonstrated over a minimum three-month period.
 5. Where the assessor cannot observe the learner in the workplace, witness testimonies may be used to cover Outcomes 2.4, 2.6, 2.7 and 2.9.
 6. Supplementary evidence for this unit could include records of mail processing documentation, fault logs and associated maintenance documentation.
 7. The assessor will question the learner to prove that the learner has a thorough knowledge and understanding of accurately sorting mail in line with the workplace guidelines.

Unit 4223-096 Deliver mail (212)

Level: 2
Credit value: 6
UAN: H/600/6774

Unit aim

The learner will need to deliver the mail to customers within the organisation or external to the organisation. They will need to confirm the delivery schedule and then sort and bundle the mail so that it can be delivered in the most suitable order. The learner will also need to take action to protect the mail during delivery and also identify any problems with the delivery and take the appropriate action

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

- 1 Understand how to deliver mail
- 2 Be able to deliver mail.

Guided learning hours

It is recommended that **28** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Simulation may not be used for this unit.

Unit 4223-096 Deliver mail (212)

Assessment criteria

Outcome 1 Understand how to deliver mail

The learner can:

1. describe the health and safety risks in relation to the delivery of mail
2. describe handling risks involved in delivering different types of mail
3. describe the relevant organisational procedures for the activities to be undertaken
4. describe delivery schedules, including routes and timings
5. identify types of mail that need to be delivered
6. identify locations of containers with mail, which is ready for delivery
7. identify types of special treatment for different types of mail
8. describe relevant organisational guidelines for protecting mail
9. describe methods and procedures for delivering mail to different types of addresses
10. identify types of equipment and processes at delivery points
11. identify delivery services that are available.

Outcome 2 Be able to deliver mail.

The learner can:

1. follow health and safety requirements and relevant organisational procedures at all times
2. check operational details of the delivery route, schedule and types of mail being delivered
3. obtain mail from the correct locations
4. read information on the mail correctly, taking appropriate action when the information is not available
5. sort and bundle the mail into a suitable order for the delivery route
6. deliver mail items requiring special treatment
7. protect the mail during delivery at all times
8. deliver the mail according to the types of mail and the agreed delivery schedule
9. operate equipment and processes at the delivery points correctly
10. ensure that all communications with people are conducted appropriately, and provide them with any relevant information on the delivery service
11. communicate problems as they occur and follow reporting procedures so that the problem can be solved
12. use information systems to record the delivery of mail.

Unit 4223-096 Deliver mail (212)

Additional guidance

- **Containers** may include:
 - Bags, boxes, racks, trays, wheeled containers.
 - **Distribution problems** may include:
 - Dangerous animals, inaccessible addresses, non-existent addresses, physical or verbal abuse, unavailable recipients.
 - **Health and safety requirements** may include:
 - Identification of hazards, use of personal protective equipment, use of safety equipment.
 - **Types of mail** may include:
 - Bulk items, letters, packets, parcels, special items.
1. The learner must practically demonstrate, in their everyday work, that they have met the standard for delivering mail.
 2. The assessor will plan the assessment with the learner to cover the whole of this unit in the workplace. Evidence from this unit may also contribute to units 201, 202, 203, 205, 208, 209 and 211.
 3. Performance evidence must cover at least one item in each group of the Scope section. The assessor will ask the learner questions to confirm the learner's knowledge and understanding for the remaining items.
 4. If the learner has no relevant prior experience, evidence of delivering mail should be demonstrated over a minimum three-month period.
 5. Where the assessor cannot observe the learner in the workplace, witness testimonies may be used to cover Outcomes 2.6, 2.7, 2.9, 2.10 and 2.11.
 6. Supplementary evidence for this unit could include records of delivery schedules and problem logs.
 7. The assessor will question the learner to prove that the learner has a thorough knowledge and understanding of the workplace guidelines for delivering mail to customers.

Unit 4223-097 Collect mail (207)

Level: 2
Credit value: 5
UAN: F/600/6765

Unit aim

The learner will need to be able to collect the mail from different collection points. They will need to confirm collection schedules, collect the mail, and secure it in containers. The learner will need to identify any problems with mail items, and take the appropriate action

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Understand how to collect mail
2. Be able to collect mail.

Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the MS7.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-097 Collect mail (207)

Assessment criteria

Outcome 1 Understand how to collect mail

The learner can:

1. describe the health and safety risks in relation to the collection of mail
2. describe methods to deal with suspicious or hazardous mail items
3. describe the relevant organisational procedures for the activities to be undertaken
4. identify types of mail that need to be collected
5. identify collection points for the mail
6. describe types of equipment and processes at collection points
7. identify containers to be used for different types of mail
8. describe collection services that are available.

Outcome 2 Be able to collect mail.

The learner can:

- 1 follow health and safety requirements and relevant organisational procedures at all times
- 2 confirm details of collection schedules and types of mail being collected
- 3 operate equipment and follow processes at the collection points correctly
- 4 collect the mail from the collection points according to the agreed schedule
- 5 communicate problems as they occur and follow reporting procedures so that the problem can be solved
- 6 use information systems to record the collection of mail.

Unit 4223-097 Collect mail (207)

Additional guidance

- **Containers** may include:
 - Bags, boxes, racks, trays, wheeled containers.
 - **Health and safety requirements** may include:
 - Identification of hazards, use of personal protective equipment, use of safety equipment.
 - **Information systems** may include:
 - Electronic, manual, meetings.
 - **Types of mail** may include:
 - Bulk items, letters, packets, parcels, special items.
1. The learner must practically demonstrate, in their everyday work, that they have met the standard for collecting mail.
 2. Simulation may not be used for this unit.
 3. The assessor will plan the assessment with the learner to cover the whole of this unit in the workplace. Evidence from this unit may also contribute to units 201, 202, 203, 206, 208, 209 and 211.
 4. Performance evidence must cover at least one item in each group of the Scope section. The assessor will ask the learner questions to confirm the learner's knowledge and understanding for the remaining items.
 5. If the learner has no relevant prior experience, evidence of collecting mail should be demonstrated over a minimum three-month period.
 6. Witness testimonies may be used to cover Outcome 2.5.
 7. Supplementary evidence for this unit could include collection schedules and mail tracking records.
 8. The assessor will question the learner to prove that the learner has a thorough knowledge and understanding of collecting mail.

Unit 4223-098 Provide professional customer service to passengers with additional needs on a bus or coach (PCVD 5)

Level: 2
Credit value: 4
UAN: R/601/9469

Unit aim

The purpose of this unit is for learners to demonstrate occupational competence in helping passengers who have additional needs, for example passengers who have a disability, passengers carrying heavy loads, passengers with pushchairs. This unit is suitable for learners who drive buses and coaches.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 1 Be able to recognise the access needs of passengers with additional needs
- 2 Know how to recognise the access needs of passengers with additional needs
- 3 Be able to meet the access needs of passengers with additional needs
- 4 Know how to meet the access needs of passengers with additional needs

Guided learning hours

It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to Go Skills National Occupational Standard Unit 5 – help passengers who have special needs from the Passenger Carrying Vehicle Driving (Bus and Coach) suite.

Assessment

This unit should be assessed predominantly in the workplace through observation, along with other sources of evidence including, witness testimony and questioning.

Realistic workplace simulation may be used to assess areas that cover non routine situations.

All simulations using specially constructed environments need to be approved by the Awarding Organisation prior to use. The setting up or devising of assessment situations do not need to be approved by the Awarding Organisation if they take place in the normal workplace environment.

Unit 4223-098 Provide professional customer service to passengers with additional needs on a bus or coach (PCVD 5)

Assessment criteria

Outcome 1 Be able to recognise the access needs of passengers with additional needs

The learner can:

1. recognise when someone needs help
2. offer help promptly and in a manner that is in line with legal guidelines
3. treat passengers who need help in a manner that promotes good customer service in line with organisational guidelines
4. decide on the type and amount of help that will be given
5. take action when the help needed can not be provided
6. keep to relevant legislation and codes of practice when deciding on the help to be given.

Outcome 2 Know how to recognise the access needs of passengers with additional needs

The learner can:

1. describe the importance of providing help to passengers to ensure comfort and safety
2. identify the access needs of passengers
3. identify the requirements of relevant legislation and codes of practice when providing help
4. identify the limits of own personal ability and responsibility when providing help to passengers
5. describe how to communicate with passengers who need additional help
6. describe the importance of equal opportunities and the rights of all passengers to travel in safety and comfort.

Outcome 3 Be able to meet the access needs of passengers with additional needs

The learner can:

1. give help to passengers in line with relevant legislation and codes of practice
2. give help promptly and in a way that promotes good customer service in line with organisational guidelines
3. give help to passengers, keeping within the limits of own personal ability and responsibility
4. use special equipment or systems as needed in line with approved methods
5. confirm that passengers' needs are met after giving help
6. get advice or help when passengers' needs cannot be met.

Outcome 4 Know how to meet the access needs of passengers with additional needs

The learner can:

1. describe how to use special equipment and systems for giving help to passengers.

Unit 4223-099 Move and transport individuals with special requirements who use community transport vehicles (HSS / GoSkills011)

Level: 3
Credit value: 4
UAN: L/602/4881

Unit aim

This unit is about the transportation of passengers with special requirements including passengers that cannot be moved without additional support.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Understand legislation, policy and good practice related to the rights of individuals with special requirements
2. Understand how to move and transport individuals with special requirements and their equipment
3. Be able to use equipment when moving and transporting individuals with special requirements
4. Be able to prepare for the movement of individuals with special requirements
5. Be able to move and transport individuals with special requirements

Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health.

Assessment

This unit should be assessed in line with Skills for Health assessment principles

Unit 4223-099 Move and transport individuals with special requirements who use community transport vehicles (HSS / GoSkills011)

Assessment Criteria

Outcome 1 Understand legislation, policy and good practice related to the rights of individuals with special requirements

The learner can:

1. describe the equal opportunities and rights of individuals with special requirements to travel safely, comfortably and with dignity
2. outline the requirements of legislation and codes of practice relating to providing help to individuals with special requirements

Outcome 2 Understand how to move and transport individuals with special requirements and their equipment

The learner can:

1. describe how to recognise the differences in individuals' special requirements
2. explain the importance of providing help to individuals with special requirements and, where relevant their carer
3. describe the limits of own responsibility when providing help to individuals with special requirements
4. describe how to transport individuals with special requirements safely
5. give examples of the types of problems likely to arise when moving and transporting individuals and ways that these can be overcome
6. describe the effect certain road conditions can have on severely disabled individuals
7. describe how to check that an individual's support equipment can be moved safely
8. describe how to transport the special equipment and systems needed by individuals with special requirements

Outcome 3 Be able to use equipment when moving and transporting individuals with special requirements

The learner can:

1. confirm that the correct type and amount of equipment for moving, seating and securing individuals and/or wheelchairs, stretchers or trolleys is available before starting the journey
2. carry out approved safety checks on the equipment available to seat and secure and move individuals
3. demonstrate how to use different types of equipment for safely seating and securing individuals and wheelchairs, stretchers or trolleys

Outcome 4 Be able to prepare for the movement of individuals with special requirements

The learner can:

1. explain clearly to the individual, and where relevant their carer(s), the procedures for moving them
2. check, where relevant, that any necessary accompanying documents are available
3. maintain an individual's privacy and dignity at all times
4. Describe the problems that may arise and how these may affect the way that passengers are transported

Outcome 5 Be able to move and transport individuals with special requirements

The learner can:

1. assist individuals and their carers when entering the vehicle, during transportation and when leaving the vehicle, in line with their needs
2. check that individuals are safe and secure throughout the move
3. cooperate with other carers to move individuals as safely and as comfortably as possible
4. select the most appropriate route for the individuals being transported
5. confirm that individuals receive the appropriate level of support at the end of the journey

Unit 4223-100 Drive community transport safely and efficiently (HSS/GoSkills002)

Level: 3
Credit value: 4
UAN: L/602/4878

Unit aim

This unit is about driving community transport safely and efficiently and the safe pick up, transport and set down of passengers.

Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

- 1 Understand legislation, policy and good practice related to driving community transport safely and efficiently
- 2 Understand the effects of personal driving style
- 3 Understand the importance of maintaining physical and mental fitness when driving community transport
- 4 Be able to prepare to drive the vehicle
- 5 Be able to drive the vehicle safely and efficiently
- 6 Be able to pick up and set down passengers
- 7 Be able to complete driving duty

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is directly related to GoSkills National Occupational Standard Unit 2 – Drive Community Transport, Chauffeured, Taxi or Private Hire Vehicles Safely and Efficiently from the Road Passenger Vehicle Driving suite.

Assessment

This unit must be assessed in line with Skills for Health Assessment Principles.

Unit 4223-100 Drive community transport safely and efficiently (HSS/GoSkills002)

Assessment criteria

Outcome 1 Understand legislation, policy and good practice related to driving community transport safely and efficiently

The learner can:

- 1 Summarise current legislation, national guidelines, licensing requirements and good practice guidelines related to driving community transport
- 2 Describe local policy and protocols impacting on own role in relation to driving community transport

Outcome 2 Understand the effects of personal driving style

The learner can:

- 1 Describe how personal driving style affects other road users
- 2 Describe how to adapt personal driving style to different road and traffic conditions
- 3 Describe how personal driving style affects how efficiently the vehicle runs and how it contributes to protecting the environment

Outcome 3 Understand the importance of maintaining physical and mental fitness when driving community transport

The learner can:

- 1 Explain the importance of being physically and mentally fit
- 2 Describe how alcohol, drugs or any other substances are likely to affect behaviour
- 3 Describe the effects of tiredness and stress and the importance of rest periods

Outcome 4 Be able to prepare to drive the vehicle

The learner can:

- 1 Collate the information needed relating to starting duty and confirm that it is complete
- 2 List the requirements of pre-drive checks to the vehicle and carry them out in line with organisational procedures
- 3 Report any faults or problems with the vehicle in line with organisational procedures
- 4 Describe the technical characteristics and operation of the safety controls and how to use them to control the vehicle, minimise wear and tear and prevent them from failing to work
- 5 Make visual checks around the vehicle to decide on the safety of the immediate environment
- 6 Ensure passengers can be carried safely in line with relevant regulations

Outcome 5 Be able to drive the vehicle safely and efficiently

The learner can:

- 1 Describe why it is important to consider the passengers while driving
- 2 Use the driver's seatbelt correctly
- 3 Move off while considering other road users and ensuring passengers are comfortable and safe at all times
- 4 Drive the vehicle in a way that does not put other road users at risk
- 5 Respond to the anticipated actions of other road users in a safe way
- 6 Give timely and clear signals if a change in direction or the position of the vehicle is planned

- 7 Maintain the speed and position of the vehicle in a way that is appropriate to the current road and traffic conditions
- 8 Avoid possible dangerous situations caused by other vehicles and obstacles.

Outcome 6 Be able to pick up and set down passengers

The learner can:

- 1 Pick up and set down passengers in a friendly and helpful way in line with organisational procedures
- 2 Describe how to deal with possible problems in situations where passengers cannot be accepted
- 3 Recognise when it is not appropriate to pick up passengers and communicate this information in a friendly and helpful way in line with organisational procedures
- 4 Check passengers use seatbelts correctly
- 5 Take account of the safety and comfort of passengers, pedestrians and other road users
- 6 Make stops where practical and possible
- 7 Keep to regulations, signs and directions relating to stopping and waiting
- 8 Describe how to recognise and adapt to possibly dangerous situations related to moving off or stopping.

Outcome 7 Be able to complete driving duty

The learner can:

- 1 Describe how to respond to lost property queries and the identification of any suspect packages.
- 2 Park or hand over the vehicle in line with organisational procedures
- 3 Leave the drivers area/seat in a clean condition and free from personal property
- 4 Inspect for, and report, damage or defects to the vehicle in line with organisational procedures
- 5 Arrange for the vehicle to be cleaned, refuelled or serviced in line with organisational procedures
- 6 Fill in all documents relating to the duty (including tachograph charts where fitted) and file or hand them in according to local policy and protocol

Unit 4223-101 Deep cleaning of internal equipment, surfaces and areas (211)

Level: 2
Credit value: 4
UAN: T/502/2287

Unit aim

Deep clean is the removal of all soil and protective finishes from surfaces, which could be walls, windows, furniture, floors and items of equipment

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 1 Be able to prepare for deep cleaning of internal equipment, surfaces and areas
- 2 Be able to carry out deep cleaning of internal equipment, surfaces and areas
- 3 Be able to check cleaning and resources, dispose of waste and return equipment and items.

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS Cleaning and Support Services unit 012.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-101 Deep cleaning of internal equipment, surfaces and areas (211)

Assessment criteria

Outcome 1 Be able to prepare for deep cleaning of internal equipment, surfaces and areas

The learner can:

1. assess the **area** and **items** to be cleaned
2. select the **cleaning method, equipment and materials** to use
3. correctly prepare cleaning chemicals for use.
4. describe what is meant by **deep cleaning**
5. explain the purpose of a work schedule
6. explain the **importance of thorough preparation** before cleaning
7. describe **how to prepare work areas**
8. explain the process for reporting damaged or deteriorating surfaces
9. describe correct cleaning methods, equipment and materials to use for different **soil types and surfaces**
10. explain the **importance of pre-testing areas to be cleaned**
11. list the **factors that might affect the cleaning method**
12. explain the **importance of isolating appropriate powered equipment before cleaning**
13. explain the **importance of ventilating the work area**
14. list **personal protective equipment for deep cleaning.**

Outcome 2 Be able to carry out deep cleaning of internal equipment, surfaces and areas

The learner can:

1. use correct **cleaning methods** for deep cleaning internal equipment, surfaces and areas
2. use **correct procedures for pre-treating an area for heavy soiling or stains.**
3. explain the **importance of cleaning procedures**
4. describe correct **cleaning methods** for deep cleaning internal equipment, surfaces and areas
5. explain the **importance of removing dust and debris before deep cleaning**
6. explain the importance of cleaning to prescribed standards
7. explain the **consequences of using incorrect materials, equipment and cleaning methods**
8. explain the importance of completing work in a timely manner
9. explain the **importance of minimizing the inconvenience** to customers, colleagues and the general public
10. describe **procedures that can be taken to minimize inconvenience.**

Outcome 3 Be able to check cleaning and resources, dispose of waste and return equipment and items.

The learner can:

1. check deep cleaning and take any necessary actions
2. return **items** to their original position
3. reinstate the area after cleaning
4. clean, check and return **equipment** in good order to secure storage areas

5. dispose of waste correctly.
6. explain the **importance of checking area and items after deep cleaning**
7. describe the procedures for reporting damage to equipment, surfaces and premises
8. explain **why equipment and materials should be returned** in good order to a secure storage area
9. state procedures for re-instating rooms
10. describe **how to dispose of waste correctly**
11. describe the **procedures for ordering and replacing resources.**

Unit 4223-101 Deep cleaning of internal equipment, surfaces and areas (211)

Additional guidance

Range

Area Equipment or internal area that has been identified for deep cleaning, ie over and above routine or cosmetic cleaning, including furniture, fixtures, fittings, floors, walls

Items Internal equipment (eg in food environments, clinical environments, offices)

Cleaning method, equipment and materials

Cleaning method – fogging, agitate cleaning, scrubbing, suction cleaning, damp cleaning, application of special treatments (stain removers, de-greasers, de-scalers), pressure washing, steam cleaning, scraping, brushing, mop sweeping, barrier cleaning, carpet/upholstery shampooing, stripping and sealing, sanding, vitrification, high level cleaning (eg wall washing)

Equipment – cloths, buckets, mopping equipment, suction cleaners, shampooers, rotary machines and pads/brushes, pressure/steam cleaners with attachments, wet pickup, microfibre cloths, scrapers, stepladders, warning signs, dust sheets/floor protection sheets

Materials – chemicals, special treatments, hard surface cleaners, disinfectants, sanitizers, carpet shampoo, stain removal chemicals, acid cleaner, detergent, polishes, caustic soda

Deep cleaning Specialised, non-routine cleaning of equipment and surfaces

Importance of thorough preparation Ensuring there are means to prevent cross-contamination, health and safety (eg for risk assessment), personal security, being able to carry out cleaning efficiently, time management, accessibility, minimizing time out of service, maintaining Food Safety legislation in food areas

How to prepare work areas Appropriate use of signage (eg cordons, warning tape), isolation of equipment, use of permits/checks/documentation/authorisation in preparation to enter areas, follow manufacturer's/organisation procedures for equipment, follow health and safety legislation/guidance, informing designated persons of work taking place

Soil types and surfaces

Surfaces – furniture, fixtures and fittings, equipment, walls and floors (porous and non-porous), soft floors and furnishings, stainless steel surfaces, tiled surfaces, windows and glazed surfaces

Soil types – dust and dirt, food debris, liquid stains (including drinks, oils, inks), food pest debris, bodily fluids, human waste/soiling, body fats, heavy duty stains and grease deposits, organic, non-organic, limescale, other excessive or impacted soiling

Importance of pre-testing areas to be cleaned To ensure suitability of cleaning chemicals for surfaces

Factors that might affect the cleaning method Surface, condition of surface, type of soiling, degree of soiling, location of soiling, equipment/time/trained staff available

Importance of isolating appropriate powered equipment before cleaning Health and safety legislation, prevention of accident/injury or 'near misses', to follow organisational procedures, liability

Importance of ventilating the work area To prevent build up of fumes, to speed up drying process, to freshen area

Personal protective equipment for deep cleaning Disposable gloves, gauntlets, suitable footwear, uniform, high visibility work wear, goggles/visors, ear defenders, specialist PPE (eg breathing equipment, hard hats, hairnets/beard covers, aprons)

Cleaning methods Fogging, agitate, scrub/suction and clean, damp cleaning, barrier cleaning, application of special treatments (eg de-greaser, de-scaler), pressure washing, steam cleaning, scraping, brushing, mop sweeping

Correct procedures for pre-treating an area for heavy soiling or stains Identify soiling/stain, check with supervisor that pre-treatment and associated cleaning can be carried out, choose correct cleaning material (progressive use from mild to strong as necessary), use according to

manufacturer's recommendations/instructions (eg for right amount of time), using correct PPE as necessary, ventilating area as necessary

Importance of cleaning procedures To ensure a systematic approach to cleaning, so that cleaning is consistently successful, to maintain expected standards

Importance of removing dust and debris before deep cleaning To achieve satisfactory cleaning results, to be able to assess the area for cleaning, to prevent damage to equipment and surfaces

Consequences of using incorrect materials, equipment and cleaning methods

Consequences – accident or near miss or injury, breaches of health and safety (eg near misses), damage to surfaces, cost of equipment, downtime of equipment (affect on production, affect on business), training, replacement of surfaces/equipment, labour costs, liability for damage, to preserve manufacturer's warranty on equipment and surfaces (including cleaning equipment)

Cleaning method – fogging, agitate, scrub/suction and clean, damp cleaning, barrier cleaning, application of special treatments (eg de-greaser, de-scaler), pressure washing, steam cleaning, scraping, brushing, mop sweeping

Equipment – cloths, buckets, mopping equipment, suction cleaners, shampooers, rotary machines and pads/brushes, pressure/steam cleaners with attachments, wet pickup, microfibre cloths, scrapers, stepladders, warning signs

Materials – chemicals, special treatments, hard surface cleaners, disinfectants, sanitizers, carpet shampoo, stain removal chemicals, acid cleaner, detergent, polishes, caustic soda

Importance of minimizing the inconvenience Health and safety, to maintain good service, to maintain service level agreements (SLAs)

Procedures that can be taken to minimize inconvenience Preparation for cleaning to ensure all appropriate equipment/materials are available, cleaning is carried out in a logical, methodical manner, carrying out cleaning at the appropriate time and place, and within agreed timescales, appropriate use of signage, appropriate size of equipment

Items Internal equipment (eg in food environments, clinical environments, offices)

Equipment Cloths, buckets, mopping equipment, suction cleaners, shampooers, rotary machines and pads/brushes, pressure/steam cleaners with attachments, wet pickup, microfibre cloths, scrapers, stepladders, warning signs

Importance of checking area and items after deep cleaning To ensure cleaning has been carried out correctly, to maintain health and safety (due to access), to ensure area and equipment are ready to be used safely and hygienically

Why cleaning equipment and materials should be returned To ensure they are available for use, secure and are not misused

How to dispose of waste correctly Waste slurry and used chemicals are disposed of following manufacturer's instructions, environmental concerns and legislation; by use of correct colour-coded bag or appropriate waste container, labelled appropriately, correct and secure storage/collection point

Procedures for ordering and replacing resources

Procedures – informing supervisor verbally, use of requisition form

Resources – consumables, cleaning chemicals and equipment

Unit 4223-102 Receive goods in logistics operations (2SfL25)

Level: 2
Credit value: 3
UAN: K/601/7923

Unit aim

This unit is about receiving goods into logistics facilities. It deals with ensuring the correct goods are received and are handled safely ensuring any risks are identified, and that records are kept up-to-date.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

- 1 Know how to receive goods in logistics operations
- 2 Be able to receive goods in logistics operations

Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS Skills for Logistics unit SfL25.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-102 Receive goods in logistics operations (2SfL25)

Assessment criteria

Outcome 1 Know how to receive goods in logistics operations

The learner can:

1. explain the relevant organisational policies and procedures on the goods being received in logistics operations, that relate to:
 - health, safety and security
 - environmental factors
 - special requirements
 - operational requirements
 - stock control
2. describe the different sources and types of information required for receiving the goods
3. describe the equipment and facilities required in the area receiving goods
4. explain the correct handling methods for different types of goods
5. explain the correct procedures for unloading vehicles
6. identify problems that can occur when receiving goods
7. explain appropriate action when dealing with identified problems.

Outcome 2 Be able to receive goods in logistics operations

The learner can:

1. check the goods received match the specifications provided in the information
2. check that any equipment to be used has been prepared correctly in accordance with manufacturers instructions, work requirements, operational and organisational procedures and practises
3. check that the area to be used for receiving the goods is clean and free from obstructions and hazards
4. demonstrate the correct method for handling, moving and setting down the goods
5. use the correct handling equipment for lifting, moving and setting down the goods in accordance with organisational procedures and practices
6. check the goods have been unloaded safely in accordance with storage requirements complete all required documentation accurately.

Unit 4223-103 Assemble orders for dispatch in logistics operations (2SfL30)

Level: 2
Credit value: 3
UAN: J/601/7931

Unit aim

This unit is about assembling goods and making them ready for dispatch to customers. It deals with identifying the goods, any problems with the goods and special instructions affecting delivery.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

- 1 Know how to assemble orders for dispatch in logistics operations
- 2 Be able to assemble the orders for dispatch in logistics operations

Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS Skills for Logistics unit SfL30.

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Unit 4223-103 Assemble orders for dispatch in logistics operations (2SfL30)

Assessment criteria

Outcome 1 Know how to assemble orders for dispatch in logistics operations

The learner can:

1. explain the relevant organisational policies and procedures for assembling orders for dispatch in logistics operations, that relate to:
 - a. health, safety and security
 - b. personal protective equipment
 - c. environmental factors
 - d. special requirements
 - e. stock recording systems
 - f. scheduling
2. describe the characteristics of the order to be assembled
3. explain the handling methods and equipment to be used when assembling the orders
4. identify problems that can occur when assembling orders for dispatch
5. explain appropriate action when dealing with identified problems.

Outcome 2 Be able to assemble the orders for dispatch in logistics operations

The learner can:

1. obtain information to assemble the orders for dispatch
2. check that the area used to dispatch to goods is clean and clear of obstructions and hazards
3. check that the goods are in stock and accessible for assembly
4. assemble the order with the correct type and quantity of goods ready for dispatch, in accordance with the information obtained
5. demonstrate how to maintain the condition of the goods whilst the order is being assembled

Unit 4223-268 First Aid Essentials (L2EFAW)

Level: 2
Credit value: 1
UAN: D/504/6101

Unit aim

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

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

Learning outcomes

There are **eight** learning outcomes to this unit. The learner will:

1. Understand the role and responsibilities of a first aider
2. Be able to assess an incident
3. Be able to manage an unresponsive casualty who is breathing normally
4. Be able to manage an unresponsive casualty who is not breathing normally
5. Be able to recognise and assist a casualty who is choking
6. Be able to manage a casualty with external bleeding
7. Be able to manage a casualty who is in shock
8. Be able to manage a casualty with a minor injury

Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to. L2EFAW

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

Assessment

This unit must be assessed in line with the Skills for Health document Skills for Health First Aid Assessment Principles.

Unit 4223-268 First Aid Essentials (L2EFAW)

Assessment Criteria

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. identify the role and responsibilities of a first aider
2. identify how to minimise the risk of infection to self and others
3. identify the need for establishing consent to provide first aid
4. identify the first aid equipment that should be available
5. describe the safe use of first aid equipment.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. conduct a scene survey
2. conduct a primary survey of a casualty
3. give examples of when to call for help.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. assess a casualty's level of consciousness
2. open a casualty's airway and check breathing
3. identify when to place an unconscious casualty into the recovery position
4. place an unresponsive casualty in the recovery position
5. manage a casualty who is in seizure.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. recognise the need to commence Cardio Pulmonary Resuscitation
2. demonstrate Cardio Pulmonary Resuscitation using a manikin
3. identify the accepted modifications to Cardio Pulmonary Resuscitation for children.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. describe how to identify a casualty with a
 - partially blocked airway
 - completely Blocked airway
2. administer first aid to a casualty who is choking.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. identify the types of external bleeding
2. control external bleeding.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. recognise shock
2. administer first aid to a casualty who is in shock.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. administer first aid to a casualty with small cuts, grazes and bruises
2. administer first aid to a casualty with minor burns and scalds
3. administer first aid to a casualty with small splinters.

Unit 4223-314 Understand mental well-being and mental health promotion (CMH 301)

Level: 3
Credit value: 3
UAN: F/602/0097

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

- 1 Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span
- 2 Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups

Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 3112, HSC 3119 and MH25.

Unit 4223-314 Understand mental well-being and mental health promotion (CMH 301)

Assessment Criteria

Outcome 1 Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span

The learner can:

1. evaluate two different views on the nature of mental well-being and mental health.
2. explain the range of factors that may influence mental well-being and mental health problems across the life span, including:
 - a. biological factors
 - b. social factors
 - c. psychological factors.
3. explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health.
4. risk factors including inequalities, poor quality social relationships
5. protective factors including socially valued roles, social support and contact.

Outcome 2 Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups

The learner can:

1. explain the steps that an individual may take to promote their mental well-being and mental health
2. explain how to support an individual in promoting their mental well-being and mental health
3. evaluate a strategy for supporting an individual in promoting their mental well-being and mental health
4. describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community
5. evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community.

Unit 4223-314 Understand mental well-being and mental health promotion (CMH 301)

Additional guidance

Learning outcome 1, assessment criteria 1 requires learners to 'explain the range of factors that may influence mental well-being and mental health problems across the life span'. The qualification is aimed at those working with people aged 18 to 65 years but learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their well-being as adults and the potential impact of levels of well-being in adulthood their well-being in later life. This is in order to promote a holistic and whole person approach to understanding well-being and mental health. Learners are not expected to have a detailed understanding of mental health issues for children and young people or older people.

Unit 4223-315 Understand mental health problems (CMH 302)

Level: 3
Credit value: 3
UAN: J/602/0103

Unit aim

This unit aims to provide the learner with knowledge of the main forms of mental health problems according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental health problems impact on the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.

Learning outcomes

There are two learning outcomes to this unit. The learner will:

- 1 Know the main forms of mental ill health
- 2 Know the impact of mental ill health on individuals and others in their social network

Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 3111 and MH14.

Unit 4223-315 Understand mental health problems (CMH 302)

Assessment Criteria

Outcome 1 Know the main forms of mental ill health

The learner can:

1. describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders
2. explain the key strengths and limitations of the psychiatric classification system
3. explain two alternative frameworks for understanding mental distress.
4. explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour.

Outcome 2 Know the impact of mental ill health on individuals and others in their social network

The learner can:

1. explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health.
2. explain how mental ill health may have an impact on the individual including:
 - a. psychological and emotional
 - b. practical and financial
 - c. the impact of using services
 - d. social exclusion
 - e. positive impacts
3. explain how mental ill health may have an impact on those in the individual's familial, social or work network including:
 - a. psychological and emotional
 - b. practical and financial
 - c. the impact of using services
 - d. social exclusion
 - e. positive impacts
4. explain the benefits of early intervention in promoting an individual's mental health and well-being.

Unit 4223-315 Understand mental health problems (CMH 302)

Additional guidance

In learning outcome 1, assessment criterion 1, learners are asked to describe 'the main types of mental ill health according to the psychiatric (DSM/ICD) classification system'. Learners should demonstrate knowledge of how types of mental health are categorised by their main signs and symptoms and how the system attempts to draw a line between mental health and mental disorder. Learners do not need to demonstrate detailed knowledge of each form of disorder within each category.

Unit 4223-320 Plan and organise meetings (2010_BA_3)

Level: 3
Credit value: 5
UAN: D/601/2542

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

- 1 Understand the arrangements and actions required for planning and organising meetings
- 2 Be able to prepare for a meeting
- 3 Be able to support running a meeting
- 4 Know how to follow up a meeting

Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit directly relates to the Business and Administration NOS BAA412.

Assessment

This unit will be assessed by:

- portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

Unit 4223-320 Plan and organise meetings (2010_BA_3)

Assessment criteria

Outcome 1 Understand the arrangements and actions required for planning and organising meetings

The learner can:

1. Explain the role of the person planning and organising a meeting
2. Describe the different types of meetings and their main features
3. Explain how to plan meetings that meet agreed aims and objectives
4. Explain the purpose of agreeing a brief for the meeting
5. Explain how to identify suitable venues for different types of meetings
6. Describe the types of resources needed for different types of meetings
7. Outline the main points that should be covered by an agenda and meeting papers
8. Explain the purpose of meeting attendees' needs and special requirements, and providing them with information required for meetings
9. Describe the health, safety and security requirements that need to be considered when organising meetings
10. Explain the purpose and benefits of briefing the chair before a meeting
11. Explain the purpose of welcoming and providing suitable refreshments to attendees, if required
12. Describe the types of information, advice and support that may be need to be provided during a meeting
13. Describe the types of problems that may occur during a meeting and how to solve them
14. Explain what should be included in a record of a meeting, and the purpose of ensuring the record is accurate and approved
15. Explain how to record actions and follow up, if required
16. Explain the purpose of collecting and evaluating participant feedback from the meeting
17. Describe how to agree learning points to improve the organisation of future meetings

Outcome 2 Be able to prepare for a meeting

The learner can:

1. Agree and prepare the meeting brief, checking with others, if required
2. Agree a budget for the meeting, if required
3. Prepare and agree an agenda and meeting papers
4. Organise and confirm venue, equipment and catering requirements, when necessary
5. Invite attendees, confirm attendance and identify any special requirements
6. Arrange catering, if required
7. Arrange the equipment and layout of the room, if required
8. Make sure the chair receives appropriate briefing

Outcome 3 Be able to support running a meeting

The learner can:

1. Welcome attendees and offer suitable refreshments (if required)
2. Make sure attendees have full set of papers
3. Make sure a person has been nominated to take minutes, if required
4. Provide information, advice and support when required

Outcome 4 Know how to follow up a meeting

The learner can:

1. Produce a record of the meeting
2. Seek approval for the meeting record, amend as required
3. Respond to requests for amendments and arrange recirculation of a revised meeting record
4. Follow up action points, if required
5. Evaluate meeting arrangements, and external services where used
6. Evaluate participant feedback from the meeting and share results with relevant people, where used
7. Summarise learning points and use these to identify improvements that can be made to future meeting arrangements and support

Unit 4223-320 Plan and organise meetings (2010_BA_3)

Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1 – 1.17	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1 2.4 – 2.6 2.8	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos
	2.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • budget
	2.3	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • agenda • meeting papers
	2.7	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
3.	3.1	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
	3.2 – 3.4	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • meeting papers

4.	4.1 – 4.2	<p>Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources:</p> <ul style="list-style-type: none"> • records
	4.3 – 4.4	<p>Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources:</p> <ul style="list-style-type: none"> • letters • emails • memos
	4.5 – 4.7	<p>Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner’s job role from the following sources:</p> <ul style="list-style-type: none"> • evaluations

Unit 4223-339 Obtain and test capillary blood samples (HSC 2026)

Level: 3
Credit value: 4
UAN: T/601/8850

Unit aim

This unit is aimed at health & social care workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will:

- 1 Understand how legislation, policy and good practice guidelines relate to obtaining and testing blood samples
- 2 Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples
- 3 Be able to prepare to obtain capillary blood samples
- 4 Be able to obtain capillary blood samples
- 5 Be able to test and record the results of blood samples
- 6 Be able to pass on the results of blood samples

Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to CHS131.

Assessment

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

Unit 4223-339 Obtain and test capillary blood samples (HSC 2026)

Assessment criteria

Outcome 1 Understand how legislation, policy and good practice guidelines relate to obtaining and testing blood samples

The learner can:

- 1 describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples.

Outcome 2 Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples

The learner can:

- 1 describe the structure and purpose of capillary blood vessels
- 2 explain blood clotting processes and the factors that influence blood clotting.

Outcome 3 Be able to prepare to obtain capillary blood samples

The learner can:

- 1 confirm the individual's identity and obtain **valid consent**
- 2 select and prepare an appropriate site for obtaining the sample taking into account the individual's preferences
- 3 provide support and reassurance to address the individual's needs and concerns
- 4 communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences.

Outcome 4 Be able to obtain capillary blood samples

The learner can:

- 1 apply health and safety measures relevant to the procedure and environment
- 2 apply standard precautions for infection prevention and control
- 3 describe the different reasons for obtaining capillary blood samples
- 4 obtain blood samples of the required volume and quantity causing minimal discomfort to the individual
- 5 use the selected materials, equipment and containers/slides in accordance with agreed procedures
- 6 obtain blood samples in the correct sequence when obtaining multiple samples
- 7 ensure stimulation of blood flow
- 8 select alternative sites where necessary
- 9 carry out the correct procedure for encouraging closure and blood clotting at the site
- 10 respond to any indication of an adverse reaction, complication or problem during the procedure
- 11 demonstrate correct labelling, packaging, transportation, storage and use of appropriate attached documentation in relation to blood samples to include:
 - a) Legibility of labelling and documentation
 - b) Temperature control of storage
 - c) Immediacy of transportation
- 12 explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications.

Outcome 5 Be able to test and record the results of blood samples

The learner can:

- 1 test the sample, using the approved method in line with organisational procedure
- 2 describe normal or expected results for particular tests
- 3 recognise and interpret normal, expected and abnormal results
- 4 ensure that results are passed on to an appropriate staff member for interpretation as required
- 5 record results fully and accurately and forward according to local requirements.

Outcome 6 Be able to pass on the results of blood samples

The learner can:

- 1 communicate the results of the tests and any further action required to the individual
- 2 respond to questions and concerns from individuals, providing accurate information
- 3 refer issues outside own responsibility to an appropriate staff member.

Unit 4223-339 Obtain and test capillary blood samples (HSC 2026)

Additional guidance

- **Valid consent** must be in line with agreed UK country definition.

Unit 4223-386 Support individuals at the end of life (HSC 3048)

Level: 3
Credit value: 7
UAN number: T/601/9495

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support end of life care.

Learning outcomes

There are **ten** learning outcomes to this unit.

The learner will:

1. Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life
2. Understand factors affecting end of life care
3. Understand advance care planning in relation to end of life care
4. Be able to provide support to individuals and key people during end of life care
5. Understand how to address sensitive issues in relation to end of life care
6. Understand the role of organisations and support services available to individuals and key people in relation to end of life care
7. Be able to access support for the individual or key people from the wider team
8. Be able to support individuals through the process of dying
9. Be able to take action following the death of individuals
10. Be able to manage own feelings in relation to the dying or death of individuals

Guided learning hours

It is recommended that **53** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 385.

Assessment

Learning outcomes 4, 7, 8, 9 and 10 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.

Unit 4223-386 Support individuals at the end of life (HSC 3048)

Assessment Criteria

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. outline legal requirements and **agreed ways of working** designed to protect the rights of individuals in end of life care
2. explain how **legislation** designed to protect the rights of individuals in end of life care applies to own job role.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. outline key points of theories about the emotional and psychological processes that **individuals** and **key people** may experience with the approach of death
2. explain how the beliefs, religion and culture of individuals and key people influence end of life care
3. explain why key people may have a distinctive role in an individual's end of life care
4. explain why support for an individual's health and well-being may not always relate to their terminal condition.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. describe the benefits to an individual of having as much control as possible over their end of life care
2. explain the purpose of **advance care planning** in relation to end of life care
3. describe own role in supporting and recording decisions about advance care planning
4. outline ethical and legal issues that may arise in relation to advance care planning.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. support the individual and key people to explore their thoughts and feelings about death and dying
2. provide support for the individual and key people that respects their beliefs, religion and culture
3. demonstrate ways to help the individual feel respected and valued throughout the end of life period
4. provide information to the individual and/or key people about the individual's illness and the support available
5. give examples of how an individual's well-being can be enhanced by:
 - environmental factors
 - non-medical interventions
 - use of equipment and aids
 - alternative therapies
6. contribute to partnership working with key people to support the individual's well-being.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. explain the importance of recording significant conversations during end of life care
2. explain factors that influence who should give significant news to an individual or key people
3. describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
4. analyse ways to address such conflicts.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. describe the role of **support organisations and specialist services** that may contribute to end of life care
2. analyse the role and value of an advocate in relation to end of life care
3. explain how to establish when an advocate may be beneficial
4. explain why support for spiritual needs may be especially important at the end of life
5. describe a range of sources of support to address spiritual needs.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. identify when support would best be offered by **other members of the team**
2. liaise with other members of the team to provide identified support for the individual or key people.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. carry out own role in an individual's care
2. contribute to addressing any distress experienced by the individual promptly and in agreed ways
3. adapt support to reflect the individual's changing needs or responses
4. assess when an individual and key people need to be alone.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. explain why it is important to know about an individual's wishes for their after-death care
2. carry out **actions** immediately following a death that respect the individual's wishes and follow agreed ways of working
3. describe ways to support key people immediately following an individual's death.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. identify ways to manage own feelings in relation to an individual's dying or death
2. utilise support systems to deal with own feelings in relation to an individual's dying or death.

Unit 4223-386 Support individuals at the end of life (HSC 3048)

Additional guidance

- **Legislation and agreed ways of working** will include policies and procedures where these apply, and may relate to:
 - equality, diversity and discrimination
 - data protection, recording, reporting, confidentiality and sharing information
 - the making of wills and living wills
 - dealing with personal property of deceased people
 - removal of medical equipment from deceased people
 - visitors
 - safeguarding of vulnerable adults
- **Systems for advance care planning** may include:
 - Gold Standard Framework
 - Preferred Priorities for Care
- An **individual** is the person requiring end of life care
- **Key people** may include:
 - Family members
 - Friends
 - Others who are important to the well-being of the individual
- **Support organisations and specialist services** may include:
 - nursing and care homes
 - specialist palliative care services
 - domiciliary, respite and day services
 - funeral directors
- **Other members of the team** may include:
 - line manager
 - religious representatives
 - specialist nurse
 - occupational or other therapist
 - social worker
 - key people
- **Actions** may include:
 - Attending to the body of the deceased
 - Reporting the death through agreed channels
 - Informing key people
- **Agreed ways of working** will include policies and procedures where these exist.

Unit 4223-452 Transport, transfer and position individuals and equipment within the perioperative environment (HSS/PCS001_23)

Level: 3
Credit value: 5
UAN: L/602/4489

Unit aim

This unit is aimed at those who work in a perioperative environment to transfer, transport and position individuals. Learners will have the opportunity to develop knowledge, understanding and skills needed to avoid musculo-skeletal injury to staff and tissue damage to the individual.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of health and safety measures when transporting, transferring and positioning individuals and equipment in the perioperative care environment
2. Understand the requirements for pressure area care in the perioperative environment
3. Be able to prepare to transport individuals within the perioperative care environment
4. Be able to assist in the transfer and positioning of individuals within the perioperative environment

Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the NOS PCS1 and PCS23

Assessment

This unit will be assessed by:

- in line with Skills for Health Assessment Principles

Unit 4223-452 Transport, transfer and position individuals and equipment within the perioperative environment (HSS/PCS001_23)

Assessment criteria

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

- 1 Explain the standard health and safety precautions used when moving, handling and transporting individuals and equipment and the potential consequences if these are not applied
- 2 Explain the safe techniques and procedures used for moving and positioning individuals and equipment in the perioperative environment, according to local and organisational policies and procedures
- 3 Explain the importance of using personal protective equipment
- 4 Identify situations when additional protective equipment may be required.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. Explain how to contribute to the maintenance of individuals' skin integrity in the perioperative environment
2. Explain how to use risk assessment documents for pressure area care during transfers and positioning
3. Explain the importance of using appropriate equipment to minimise the risk of tissue damage
4. Explain the importance of recording and reporting using the appropriate documents in line with local policies and protocols.

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. Identify the nature of the task required in discussion with the appropriate person/registered practitioner
2. Apply standard precautions for infection control
3. Implement health and safety measures relevant to transporting individuals within the perioperative care environment
4. Check that the transport equipment is clean, safe and functioning in line with local policies and protocols
5. Report any potential hazards to the appropriate team member
6. Identify the individual who needs to be moved
7. Inform the individual of the nature and purpose of the transfer and the role of people involved
8. Confirm that any required documents are available to accompany the individual

Outcome 0 Error! Not a valid bookmark self-reference.

The learner can:

1. Use safe moving and handling techniques which minimise risk to all involved, including pain, friction and discomfort for those being moved
2. Transfer and position individuals according to instructions, confirming they are positioned safely, comfortably and in accordance with guidelines
3. Maintain the privacy, dignity, safety, security and comfort of individuals while using equipment for transfer and positioning
4. Identify the effects of premedication and anaesthesia on the ability of individuals to move independently
5. Use verbal and non-verbal skills to support individuals, closely observing and reporting any changes in condition to the appropriate team member
6. Transfer the individual and their associated documentation over to the appropriate member of staff in the perioperative environment
7. Return equipment to the correct location in good working order.

Unit 4223-452 Transport, transfer and position individuals and equipment within the perioperative environment (HSS/PCS001_23)

Additional guidance

- **Appropriate person** may include registered practitioners or other colleagues.
- **Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.

Appendix 1 Sources of general information

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

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

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

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

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

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

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Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business_unit@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

**Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com**

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