

# Level 3 Diplomas in Healthcare Support

Unit handbook for centre



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# Level 3 Diplomas in Healthcare Support

## Unit handbook for centre About City & Guilds

Qualification title	Number	QAN
Level 3 Diploma in Clinical Healthcare Support	4223-11	501/2236/8
Level 3 Diploma in Healthcare Support Services	4223-12	501/2235/6
Level 3 Diploma in Pathology Support	4223-13	501/2234/4
Level 3 Diploma in Allied Health Profession Support	4223-14	501/1785/3
Level 3 Diploma in Maternity and Paediatric Support	4223-15	501/2253/8
Level 3 Diploma in Perioperative Support	4223-16	501/2238/1
Level 3 Diploma in Healthcare Support Services (Decontamination)	4223-17	501/2235/6

Version and date	Change detail	Section
1.2 September 2011	Corrected learning outcome titles on unit 4223-382	Units
1.3 April 2012	Added 4223-17 pathway new units 201-206	Units
1.4 December 2012	Correction to unit 205 and 206 GLH. Removed units 399 and 400 ( double units see unit	Units
2.0 June 2013	Unit 268 replaced Unit 030	Structure of units
2.1 July 2013	Added assessment method table	
2.2 (September 2013)	Edited errors in unit 205 and 268 (they now match the Ofqual Register)	Units
3.0 August 2014	Assessment type for units 301 and 386 changed to Portfolio of evidence.	Units
4.0 December 2015	Assessment type for unit 454 amended.	Units
4.1 August 2017	Added GLH and TQT details	Introduction to the units
5.0 September 2017	Removed QCF	Throughout
	Unit 597 added	Units
	Structure of units amended to include unit 597.	Structure of Units
	Amended Assessment Criteria for the new units added	Units

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# 1 Introduction to the units

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

<b>Qualification title and level</b>	<b>Level 3 Diploma in Healthcare Support</b>
<b>GLH</b>	373; 172; 411; 373; 376; 468; 172
<b>TQT</b>	650; 370; 650; 650; 650; 660; 370
<b>City &amp; Guilds qualification number</b>	4223-11; 4223-12; 4223-13; 4223-14; 4223-15; 4223-16, 4223-17
<b>Qualification accreditation number</b>	501/2236/8; 501/2235/6; 501/2234/4; 501/1785/3; 501/2253/8; 501/2238/1; 501/2235/6
<b>Last registration date</b>	see website for details
<b>Last certification date</b>	see website for details

**Please note that this is the Units Handbook. For FULL guidance on the Level 3 Diploma in Healthcare Support 4223-11, 4223-12, 4223-13, 4223-14, 4223-15, 4223-16 and 4223-17, 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.

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>
005	The role of the health and social care worker	Portfolio
007	The principles of infection prevention and control	Assignment
008	Causes and spread of infection	Assignment
010	Principles of safeguarding and protection in health and social care	Assignment
026	Select and wear appropriate personal protective equipment for work in health care settings	Portfolio
027	Prepare individuals for healthcare activities	Portfolio
028	Support individuals undergoing healthcare activities	Portfolio
029	Monitor and maintain the environment and resources during and after clinical/therapeutic activities	Portfolio
031	Cleaning, decontamination and waste management	Assignment
039	Assist in the administration of medication	Portfolio
041	Support individuals who are distressed	Portfolio
044	Assist the practitioner to carry out health care activities	Portfolio
050	Contribute to the effectiveness of teams	Portfolio
051	Manage own performance in a business environment	Portfolio
052	Give customers a positive impression of yourself and your organisation	Portfolio
201	Collection of used equipment	Portfolio
202	Sort used equipment and dispose of waste	Portfolio
203	Prepare, load and operate decontamination equipment	Portfolio
204	Prepare re-useable medical devices for sterilisation	Portfolio
205	Carry out sterilisation and product release of re-useable medical devices	Portfolio
206	Understand how to monitor the decontamination process	Assignment
268	First aid essentials	Portfolio

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>
301	Engage in personal development in health, social care or children's and young people's settings	Portfolio
302	Promote communication in health, social care or children's and young people's settings	Portfolio
303	Promote equality and inclusion in health, social care or children's and young people's settings	Portfolio
304	Promote and implement health and safety in health and social care	Portfolio
305	Promote person centred approaches in health and social care	Portfolio
306	Promote good practice in handling information in health and social care settings	Portfolio
307	Principles for implementing duty of care in health, social care or children's and young people's setting	Assignment
308	Maintaining quality standards in the health sector	Assignment
309	Service improvement in the health sector	Portfolio
310	Introduction to the roles and responsibilities of a Health Trainer	Portfolio
311	Establishing and developing relationships with communities while working as a Health Trainer	Portfolio
312	Communicate with individuals about promoting their health and wellbeing while working as a Health Trainer	Portfolio
313	Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer	Portfolio
314	Understand mental well-being and mental health promotion	Assignment
315	Understand mental health problems	Assignment
316	Understand the process and experience of dementia	Assignment
317	Undertake urethral catheterisation processes	Portfolio
318	Care for individuals with urethral catheters	Portfolio
319	Deliver, monitor and evaluate customer service to external customers	Portfolio
320	Plan and organise meetings	Portfolio
321	Administer medication to individuals, and monitor the effects	Portfolio
322	Undertake tissue viability risk assessments	Portfolio

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>
323	Undertake stoma care	Portfolio
324	Carry out personal hygiene for individuals unable to care for themselves	Portfolio
325	Undertake treatments and dressings of lesions and wounds	Portfolio
326	Carry out wound drainage care	Portfolio
327	Remove wound closure materials	Portfolio
328	Insert and secure nasogastric tubes	Portfolio
329	Care for individuals with naso-gastric tubes	Portfolio
330	Prepare for and carry out extended feeding techniques	Portfolio
331	Undertake physiological measurements	Portfolio
332	Conduct external ear examinations	Portfolio
333	Conduct hearing assessments	Portfolio
334	Perform intravenous cannulation	Portfolio
335	Carry out intravenous infusion	Portfolio
336	Carry out arterial puncture and collect arterial blood	Portfolio
337	Carry out blood collection from fixed or central lines	Portfolio
338	Perform routine Electrocardiograph (ECG) Procedures	Portfolio
339	Obtain and test capillary blood samples	Portfolio
340	Obtain venous blood samples	Portfolio
341	Remove wound drains	Portfolio
342	Carry out vision screening	Portfolio
343	Administer oral nutritional products to individuals	Portfolio
344	Provide agreed support for foot care	Portfolio

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>
345	Support individuals to manage dysphagia	Portfolio
346	Assist others to monitor individuals' progress in managing dysphagia	Portfolio
347	Obtain a client history	Portfolio
348	Manufacture equipment or medical devices for individuals within healthcare	Portfolio
349	Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs	Portfolio
350	Reprocess endoscopy equipment	Portfolio
351	Advise and inform individuals on managing their condition	Portfolio
352	Support individuals in undertaking their chosen activities	Portfolio
353	Inform an individual of discharge arrangements	Portfolio
354	Contribute to the discharge of individuals to carers	Portfolio
355	Give presentations to groups	Portfolio
356	Assist others to plan presentations	Portfolio
357	Support carers to meet the care needs of individuals	Portfolio
358	Interact with and support individuals using telecommunications	Portfolio
359	Monitor own work practices in health, social care or children's and young people's settings	Portfolio
360	Carry out transactions in a health facility	Portfolio
362	Liaise between primary, secondary and community teams	Portfolio
363	Collate and communicate health information to individuals	Portfolio
364	Manage the availability of physical resources to meet service delivery needs in a health setting	Portfolio
365	Make recommendations for the use of physical resources in a health setting	Portfolio
366	Control the use of physical resources in a health setting	Portfolio
367	Prepare and reproduce permanent radiographic images	Portfolio



<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>
368	Assure the effective functioning of radiographic image processing equipment	Portfolio
369	Perform first line calibration on clinical equipment to ensure it is fit for use	Portfolio
370	Conduct routine maintenance on clinical equipment	Portfolio
371	Coordinate the progress of individuals through care pathways	Portfolio
372	Identify information requirements in a health context	Portfolio
373	Analyse and present health related data and information	Portfolio
374	Produce coded clinical data for external audit purposes	Portfolio
375	Prepare, conduct and report the results of a clinical coding audit	Portfolio
376	Examine the feet of individuals with diabetes	Portfolio
377	Provide advice on foot care for individuals with diabetes	Portfolio
378	Support independence in the tasks of daily living	Portfolio
379	Provide support for mobility	Portfolio
380	Support individuals to access and use services and facilities	Portfolio
381	Support individuals to live at home	Portfolio
382	Provide support to maintain and develop skills for everyday life	Portfolio
383	Provide support to continue recommended therapies	Portfolio
384	Support individuals during a period of change	Portfolio
385	Support individuals who are bereaved	Portfolio
386	Support individuals at the end of life	Portfolio
387	Work in partnership with families to support individuals	Portfolio
388	Implement therapeutic group activities	Portfolio
389	Support individuals to develop and run support groups	Portfolio

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>
390	Develop and sustain effective working relationships with staff in other agencies	Portfolio
391	Support the development of community partnerships	Portfolio
392	Monitor and solve customer service problems	Portfolio
393	Deliver training through demonstration and instruction	Portfolio
394	Influencing others at work	Assignment
395	Planning and monitoring work	Assignment
396	Contribute to the prevention of aggressive and abusive behaviour of people	Portfolio
397	Plan, allocate and monitor work of a team	Portfolio
398	Contribute to effective multidisciplinary team working	Portfolio
401	Deal with disorderly and aggressive behaviour	Portfolio
402	Perform biomedical specimen/sample preparation	Portfolio
403	Store biomedical specimens and samples	Portfolio
404	Dispose safely of biomedical specimens and samples	Portfolio
405	Prepare culture media and solutions	Portfolio
406	Perform quality control of culture media and solutions	Portfolio
407	Investigate biomedical specimens/samples at a microscopic level	Portfolio
408	Stain biomedical specimens and samples	Portfolio
409	Perform standard tests on biomedical specimen/samples using an automated analyser	Portfolio
410	Perform standard tests on biomedical specimen/samples using manual methodologies or commercial kits	Portfolio
411	Despatch biomedical samples	Portfolio
412	Perform point of care testing	Portfolio
413	Provide support to those undertaking point of care testing	Portfolio

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>
414	Assist in implementing treatment programmes for individuals with severely reduced movement/mobility	Portfolio
415	Assist in the implementation of programmes to increase mobility, movement and functional independence	Portfolio
416	Implement hydrotherapy programmes for individuals and groups	Portfolio
417	Assist in testing individuals' abilities prior to planning physical activities	Portfolio
418	Deliver exercise sessions to improve individuals' health and wellbeing	Portfolio
419	Collaborate in the assessment of environmental and social support in the community	Portfolio
420	Facilitate learning and development activities to meet individual needs and preferences	Portfolio
421	Support individuals to manage their finances	Portfolio
422	Support individuals to access housing and accommodation services	Portfolio
423	Facilitate and monitor housing and accommodation services to support individuals with mental health needs	Portfolio
424	Monitor individuals' progress in relation to managing their body weight and nutrition	Portfolio
425	Provide information and advice to individuals on eating to maintain optimal nutritional status	Portfolio
426	Monitor and review individuals' progress in relation to maintaining optimum nutritional status	Portfolio
427	Develop and prepare speech and language therapy resources for alternative and augmentative communication (AAC) use	Portfolio
428	Assist and support individuals to use alternative and augmentative communication systems (AAC)	Portfolio
429	Develop activities and material to enable individuals to reach specific communication goals	Portfolio
430	Support individuals with speech and language disorders to develop their communication skills	Portfolio
431	Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services	Portfolio
432	Assist in planning and evaluating learning activities	Portfolio
433	Provide support for individuals with communication and interaction difficulties	Portfolio
434	Support individuals with cognition and learning difficulties	Portfolio
435	Understand how to safeguard the wellbeing of children and young people	Portfolio

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>
436	Develop positive relationships with children and young people	Portfolio
437	Enable children and young people to understand their health and wellbeing	Portfolio
438	Understand child and young person development	Portfolio
439	Promote child and young person development	Portfolio
440	Support disabled children and young people and those with specific requirements	Portfolio
441	Support children and young people experiencing transitions	Assignment
442	Support parents/carers and those in a parental role to care for babies during their first year	Portfolio
443	Develop and agree individualised care plans for babies and families	Portfolio
444	Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies	Portfolio
445	Work with babies and young children to promote their development and learning	Portfolio
446	Care for the physical and nutritional needs of babies and young children	Portfolio
447	Care for a newly born baby when the mother is unable to do so	Portfolio
448	Support parents/carers to interact with and care for their newborn baby	Portfolio
449	Anatomy and physiology for maternity support workers	Assignment
450	Paediatric emergency first aid	Portfolio
451	Support individuals during emergency situations	Portfolio
452	Transport, transfer and position individuals and equipment within the perioperative environment	Portfolio
453	Contribute to the safe use of medical devices in the perioperative environment	Portfolio
454	Assist in the delivery of perioperative care and support to individuals	Portfolio
455	Measure and record individuals' body fluid balance in a perioperative environment	Portfolio
456	Assist in receiving, handling and dispatching clinical specimens	Portfolio
457	Provide support to the surgical team when preparing individuals for operative and invasive procedures	Portfolio

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>
458	Perform the non scrubbed circulating role for perioperative procedures	Portfolio
459	Prepare anaesthetic environment and provide support for pre and post-operative anaesthesia and recovery	Portfolio
460	Prepare and dress for scrubbed clinical roles	Portfolio
461	Prepare and provide surgical instrumentation and supplementary items for the surgical team	Portfolio
462	Receive and handle clinical specimens within the sterile field	Portfolio
463	Prepare and apply dressings and drains to individuals in the perioperative environment	Portfolio
464	Prepare equipment for intraoperative cell salvage blood collection	Portfolio
465	Operate equipment for intraoperative cell salvage blood collection	Portfolio
466	Prepare equipment for intraoperative cell salvage blood processing	Portfolio
467	Operate equipment for intraoperative cell salvage blood processing and complete intraoperative cell salvage blood process	Portfolio
597**	Plan, allocate and monitor work of a team	Portfolio

\* Learners registered before 1<sup>st</sup> July 2017 should use this unit.

\*\* Learners registered after 1<sup>st</sup> July 2017 should use this unit.

# Unit 4223-005 The role of the health and social care worker (HSC 025)

**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 025)

## 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 025)

### 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 4223-007 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 4223-010 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 4223-026 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 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 must be assessed in line 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

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

Additional guidance

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

## 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 4223-039 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 it 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 4223-041 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 4223-044 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.

### 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 4223-050 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.

## 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

**Team:** could include work team, a multidisciplinary team, broader multi agency team.

Range/Scope/Unit content

**Feedback:** could include written, or verbal, appraisals, review meeting, personal development plans, team meetings etc

Range/Scope/Unit content

**Commitments:** could include daily work schedules, specific work tasks, rota, rest breaks, urgent work, 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

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.

**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 4223-051 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. Be able to 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 Be able to 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

<b>Learning outcomes</b>	<b>Assessment criteria</b>	<b>Assessment guidance</b>
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 4223-201 Collection of used equipment

**Level:** 2  
**Credit value:** 2  
**UAN:** Y/503/8840

### Unit aim

The aim of this unit is to assess the competence and knowledge of the learner when collecting used equipment in line with Health and Safety, organisational policies, legislation and guidance.

### Learning outcomes

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

- 1 Be able to collect used equipment
- 2 Be able to implement standard precautions for infection prevention
- 3 Be able to complete records according to organisational requirements

### Guided learning hours

It is recommended that **17** 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 4223-201 Collection of used equipment

## Assessment criteria

### **Outcome 1 Be able to collect used equipment**

The learner can:

1. select the personal protective equipment (PPE) to be worn in the area
2. wear the correct PPE for this area
3. identify collection equipment
4. explain the colour coding for different bags and containers
5. explain the responsibilities when collecting used equipment and the consequences of not meeting those responsibilities
6. collect dirty items from designated areas using the correct equipment
7. explain the importance of ensuring the containers and bags are sealed and labelled correctly
8. identify where used items are received
9. unload the items in the correct place for sorting.

### **Outcome 3 Be able to complete records according to organisational requirements**

The learner can:

1. maintain collection equipment in a clean and serviceable condition
2. explain the process and purpose of the segregated decontamination
3. explain the importance of following the housekeeping schedule and the potential consequences of non-compliance
4. identify the consequences of poor practice if used items are not received and dealt with in the appropriate way
5. outline the relevant legislation and organisational procedures in relation to infection prevention and health and safety
6. explain the process for the removal and disposal of PPE.

### **Outcome 3 Be able to complete records according to organisational requirements to organisational requirements**

The learner can:

1. record the receipt of collection equipment into the department
2. maintain accurate records in accordance with the relevant legislation, organisational policies and procedures
3. report accidents and incidents in accordance with organisational requirements
4. report any issues which are outside their own sphere of competence to the relevant member of staff

# Unit 4223-202 Sort used equipment and dispose of waste

**Level:** 2  
**Credit value:** 2  
**UAN:** D/503/8841

## Unit aim

The aim of this unit is to assess the competence and knowledge of the learner when sorting used equipment and disposing of waste in line with Health and Safety, organisational policies, legislation and guidance.

## Learning outcomes

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

- 1 Be able to handle returned re-useable medical devices
- 2 Be able to dispose of waste, applying standard precautions and health and safety measures
- 3 Be able to complete records according to organisational requirements to include tracking and traceability

## Guided learning hours

It is recommended that **17** 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 4223-202 Sort used equipment and dispose of waste

## Assessment criteria

### **Outcome 1 Be able to handle returned re-useable medical devices**

The learner can:

1. select the personal protective equipment (PPE) to be worn in the area
2. wear the correct PPE for this area
3. unload trolleys/containers/boxes safely
4. unwrap and scan items into the computer
5. sort and place items in the appropriate place according to the cleaning and disinfection process
6. describe the procedures to be followed when hazardous and non-confirming objects are found in the returned items
7. explain the importance of checking returns against tray checklists in accordance with organisational requirements.

### **Outcome 3 Be able to complete records according to organisational requirements to include tracking and traceability**

The learner can:

1. state the precautions to be followed when handling contaminated waste in returned items
2. dispose of any waste in line with legislation and organisational requirements
3. explain the consequences of not complying with organisational and legislation requirements when disposing of waste
4. explain the process for removal and disposal of PPE

### **Outcome 3 Be able to complete records according to organisational requirements to include tracking and traceability**

The learner can:

1. explain the reasons why DIN trays/containers must be matched to sets
2. maintain accurate and complete electronic records
3. follow relevant legislation, policies and procedures for sorting returned items
4. report accidents and incidents in accordance with legislation and organisational requirements
5. report any issues which are outside their own sphere of competence to the relevant member of staff

# Unit 4223-203 Prepare, load and operate decontamination equipment

**Level:** 3  
**Credit value:** 3  
**UAN:** H/503/8842

## Unit aim

The aim of this unit is to assess the competence and knowledge of learners in how to prepare, load and operate the decontamination equipment in line with Health and Safety, organisational policies, legislation and guidance.

## Learning outcomes

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

1. Be able to apply the standard procedures for preparing, loading and operating decontamination equipment
2. Be able to apply the correct process to be used for the items to be decontaminated
3. Be able to follow the manufacturers' and organisational guidelines when cleaning equipment and instruments

## Guided learning hours

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

## Assessment

This unit will be assessed by:

- portfolio of evidence.

# Unit 4223-203 Prepare, load and operate decontamination equipment

## Assessment criteria

### **Outcome 1 Be able to apply the standard procedures for preparing, loading and operating decontamination equipment**

The learner can:

1. select the appropriate PPE
2. explain the choice of PPE selected
3. explain the function of each piece of decontamination equipment
4. list the checks that are carried out on the decontamination equipment in line with relevant legislation and guidance requirements
5. complete housekeeping responsibilities in relation to the decontamination area equipment
6. describe the operating instructions for washer/disinfectors
7. explain the process followed when discovering abnormal performance of decontamination equipment
8. state the concentration of detergents, other chemicals and quality of water used in the decontamination process.

### **Outcome 2 Be able to apply the correct process to be used for the items to be decontaminated**

The learner can:

1. disassemble a tray for use in a washer disinfectant
2. check off instruments against checklist, taking notice of any comments made by the user
3. explain the importance of keeping sets of items being processed together
4. scan items for tracking and traceability purposes in accordance with organisational procedures
5. identify items requiring special attention and handle in accordance with manufacturer's instructions
6. explain the importance of ensuring, when manually cleaning, that the correct amount of water to chemicals is used and at what temperature the water should not exceed.

### **Outcome 3 Be able to follow the manufacturers' and organisational guidelines when cleaning equipment and instruments**

The learner can:

1. dismantle items to be processed and where appropriate, use brush and jet spray ensuring instrument is fully submerged if items are to be manually cleaned
2. maintain permissible weight and reach limits in accordance with manual handling regulations
3. load items in the correct position with maximum exposure to the process
4. state the time and temperature requirements to achieve decontamination and disinfection of all items processed in the washer/disinfectant
5. explain the procedure to follow with inadequately cleaned items
6. carry out the process for removal and disposal of PPE.



# Unit 4223-204 Prepare re-useable medical devices for sterilisation

**Level:** 3  
**Credit value:** 3  
**UAN:** K/503/8843

## Unit aim

This unit is about the process of unloading the washer/disinfector, preparing and packing medical devices for sterilisation in line with Health and Safety, organisational policies, legislation and guidance.

## Learning outcomes

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

1. Be able to prepare the decontaminated equipment in the clean room
2. Be able to identify standard precautions for infection prevention
3. Be able to pack medical devices for sterilisation

## Guided learning hours

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

## Assessment

This unit will be assessed by:

- portfolio of evidence.

# Unit 4223-204 Prepare re-useable medical devices for sterilisation

## Assessment criteria

### **Outcome 1 Be able to prepare the decontaminated equipment in the clean room**

The learner can:

1. unload the washer/disinfectors
2. check that the parameters of the wash cycle have been met
3. check visually that all devices are clean and dry; inspecting delicate devices in a way that will avoid damage
4. state the process and purpose of inspecting and assembling equipment
5. explain the importance of being able to recognise instruments processed by the department
6. test instrumentation to ensure correct operation
7. follow the process when medical devices are missing or in need of repair.

### **Outcome 2 Be able to identify standard precautions for infection prevention**

The learner can:

1. select the personal protective equipment (PPE) to be work in the clean change area
2. wear the correct PPE for the clean area
3. list the requirements of the health, hygiene and dress code policy
4. describe the difference between a “dirty room” (wash area) and a clean room
5. explain the checks that are routinely carried out in the clean room to ensure that it remains a clean environment and meets the relevant legislation and organisational procedures
6. explain the importance of rejecting damaged or dirty devices.

### **Outcome 3 Be able to pack medical devices for sterilisation**

The learner can:

1. scan items into the computer for tracking and traceability purposes
2. place the instruments into the tray in the correct position using the tray sheets, establishing that all items are present
3. confirm devices are suitable for function and serviceability
4. identify when rigid containers must be used
5. identify the types of packaging materials used for items to be sterilised
6. state the reason for packaging “disinfected only” differently
7. apply the different methods of wrapping and sealing ensuring theatres can open aseptically
8. secure packaging, using the correct labels and tape
9. state the consequences of not following the correct processes on packaging and labelling.

# Unit 4223-205 Carry out sterilisation and product release of re-useable medical devices

**Level:** 3  
**Credit value:** 2  
**UAN:** M/503/8844

## Unit aim

This unit describes the process of undertaking sterilisation of re-useable medical devices in line with Health and Safety, organisational policies, legislation and guidance.

## Learning outcomes

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

1. Be able to handle medical devices in accordance with organisational policies
2. Be able to demonstrate loading and unloading into the steriliser
3. Understand the importance of following produce release protocols

## Guided learning hours

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

## Assessment

This unit will be assessed by:

- portfolio of evidence.

# **Unit 4223-205 Carry out sterilisation and product release of re-useable medical devices**

## Assessment criteria

### **Outcome 1 Be able to handle medical devices in accordance with organisational policies**

The learner can:

1. select the correct PPE to be worn in the area
2. wear the correct PPE for this area
3. store raw materials in the correct manner
4. describe the procedures for transferring raw materials into the working areas
5. use batch codes to identify raw materials
6. store sterilised devices in accordance with policies and procedures
7. state the checks that are carried out on the sterilising equipment in line with relevant legislation and guidance requirements.

### **Outcome 2 Be able to demonstrate loading and unloading into the steriliser**

The learner can:

1. name the daily, weekly, quarterly and annual process of sterilised tests and the importance of these taking place
2. scan for tracking and traceability
3. load items into the steriliser using the correct procedure
4. monitor the printout to ensure the parameters have been met on completion of cycle
5. unload and cool items from the steriliser
6. explain what records and logs are kept in this area and their importance.

### **Outcome 3 Understand the importance of following produce release protocols**

The learner can:

1. explain the methods used to ensure that tracking and traceability is achieved
2. list the checks that are needed prior to product release
3. explain the circumstances which may result in a sterilised pack being rejected
4. explain in what situations a decontamination certificate is required.

## Unit 4223-206 Understand how to monitor the decontamination process

**Level:** 3  
**Credit value:** 1  
**UAN:** T/503/8845

### Unit aim

This unit explores the monitoring and record keeping of the process which includes tracking, traceability, and the Quality Manager System. This is in line with the organisational policies, legislation and guidance relating to medical devices.

### Learning outcomes

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

1. Understand how to monitor the decontamination process
2. Understand the requirements and responsibilities for the decontamination process of medical devices

### Guided learning hours

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

### Assessment

This unit will be assessed by:

- An assignment.

## **Unit 4223-206 Understand how to monitor the decontamination process**

Assessment criteria

### **Outcome 1 Understand how to monitor the decontamination process**

The learner can:

1. explain the importance of monitoring all aspects of the decontamination cycle in accordance with legislation guidance, Quality Management System, organisational policies and procedures
2. explain the process and purpose of tracking and traceability
3. explain the importance of testing all decontamination equipment in line with legislation guidance, quality management system, organisational policies and procedures

### **Outcome 2 Understand the requirements and responsibilities for the decontamination process of medical devices**

The learner can:

1. explain the purpose of a quality management system and the standards that are required
2. explain the importance of analysing records to monitor and measure performance and maintain quality
3. explain how to ensure tracking and traceability is safe and reliable
4. explain the process and purpose of internal and external audits

## Unit 4222-268 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 4222-268 First Aid Essentials (L2EFAW)

## Assessment Criteria

### **Outcome 1 Understand the role and responsibilities of a first aider**

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 2 Be able to assess an incident**

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 3 Be able to manage an unresponsive casualty who is breathing normally**

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 4 Be able to manage an unresponsive casualty who is not breathing normally**

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 5 Be able to recognise and assist a casualty who is choking**

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 6 Be able to manage a casualty with external bleeding**

The learner can:

1. identify the types of external bleeding
2. control external bleeding.

## **Outcome 7 Be able to manage a casualty who is in shock**

The learner can:

1. recognise shock
2. administer first aid to a casualty who is in shock.

## **Outcome 8 Be able to manage a casualty with a minor injury**

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 4223-301 Engage in personal development in health, social care or children's and young people's settings (SHC 32)**

**Level:** 3  
**Credit value:** 3  
**UAN:** A/601/1429

### **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 **five** 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 practice
3. Be able to evaluate own performance
4. Be able to agree a personal development plan
5. Be able to use learning opportunities and reflective practice to contribute to personal development

### **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 CCLD 304, GCU 6, GEN 12, GEN 13 and HSC 33. Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS.

### **Assessment**

This unit will be assessed by:

- Portfolio of Evidence.

# Unit 4223-301 Engage in personal development in health, social care or children's and young people's settings (SHC 32)

## 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 work role
2. explain expectations about own work role as expressed in relevant **standards**.

### **Outcome 2 Be able to reflect on practice**

The learner can:

1. explain the importance of reflective practice in continuously improving the quality of service provided
2. demonstrate the ability to reflect on practice
3. describe how own values, belief systems and experiences may affect working practice.

### **Outcome 3 Be able to evaluate own performance**

The learner can:

1. evaluate own knowledge, performance and understanding against relevant standards
2. demonstrate use of feedback to evaluate own performance and inform development.

### **Outcome 4 Be able to agree a personal development plan**

The learner can:

1. identify **sources of support** for planning and reviewing own development
2. demonstrate how to work with **others** to review and prioritise own learning needs, professional interests and development opportunities
3. demonstrate how to work with others to agree own personal development plan.

### **Outcome 5 Be able to use learning opportunities and reflective practice to contribute to personal development**

The learner can:

1. evaluate how learning activities have affected practice
2. demonstrate how reflective practice has led to improved ways of working
3. show how to record progress in relation to personal development.

## **Unit 4223-301 Engage in personal development in health, social care or children’s and young people’s settings (SHC 32)**

### Additional guidance

#### **Standards** may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

#### **Sources of support** may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation
- 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.

#### **Others** may include:

- The individual
- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals

## Unit 4223-302 Promote communication in health, social care or children's and young people's settings (SHC 31)

**Level:** 3  
**Credit value:** 3  
**UAN:** J/601/1434

### 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 in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.

### Learning outcomes

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

1. Understand why effective 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 overcome barriers to communication
4. Be able to apply principles and practices relating to confidentiality

### 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 CCLD 301, GCU 1, GEN 22 and HSC 31 Themes recur as knowledge requirements and core values throughout HSC NOS.

### Assessment

This unit will be assessed by:

- Portfolio of Evidence.

# **Unit 4223-302 Promote communication in health, social care or children's and young people's settings (SHC 31)**

## Assessment Criteria

### **Outcome 1 Understand why effective communication is important in the work setting**

The learner can:

1. identify the different reasons people communicate
2. explain how communication affects relationships in the work setting.

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

The learner can:

1. demonstrate how to establish the communication and language needs, wishes and preferences of individuals
2. describe the factors to consider when promoting effective communication
3. demonstrate a range of communication methods and styles to meet individual needs
4. demonstrate how to respond to an individual's reactions when communicating.

### **Outcome 3 Be able to overcome barriers to communication**

The learner can:

1. explain how people from different backgrounds may use and/or interpret communication methods in different ways
2. identify barriers to effective communication
3. demonstrate ways to overcome barriers to communication
4. demonstrate strategies that can be used to clarify misunderstandings
5. explain how to access extra support or services to enable individuals to communicate effectively.

### **Outcome 4 Be able to apply principles and practices relating to confidentiality**

The learner can:

1. explain the meaning of the term confidentiality
2. demonstrate ways to maintain confidentiality in day to day communication
3. describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.

## **Unit 4223-302 Promote communication in health, social care or children's and young people's settings (SHC 31)**

### Additional guidance

#### **Communication methods** include:

- non-verbal communication
- eye contact
- touch
- physical gestures
- body language
- behaviour
- verbal communication
- vocabulary
- linguistic tone
- pitch

#### **Services** may include:

- translation services
- interpreting services
- speech and language services
- advocacy services

## Unit 4223-303 Promote equality and inclusion in health, social care or children's and young people's settings (SHC 33)

**Level:** 3  
**Credit value:** 2  
**UAN:** Y/601/1437

### 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 diversity, equality and inclusion
2. Be able to work in an inclusive way
3. Be able to promote diversity, equality and inclusion

### 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

This unit is linked to the CCLD 305, GCU 5, HSC 34, HSC 35 and HSC 3116. Themes recur as knowledge requirements and core values throughout HSC and CCLD NOS.

### Assessment

This unit will be assessed by:

- Portfolio of Evidence.



# Unit 4223-303 Promote equality and inclusion in health, social care or children's and young people's settings (SHC 33)

## Assessment Criteria

### **Outcome 1 Understand the importance of diversity, equality and inclusion**

The learner can:

1. Explain what is meant by
  - Diversity
  - Equality
  - Inclusion
2. Describe the potential **effects** of discrimination
3. Explain how inclusive practice promotes equality and supports diversity.

### **Outcome 2 Be able to work in an inclusive way**

The learner can:

1. explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role
2. show interaction with individuals that respects their beliefs, culture, values and preferences.

### **Outcome 3 Be able to promote diversity, equality and inclusion**

The learner can:

1. demonstrate actions that model inclusive practice
2. demonstrate how to support others to promote equality and rights
3. describe how to challenge discrimination in a way that promotes change.

## **Unit 4223-303 Promote equality and inclusion in health, social care or children's and young people's settings (SHC 33)**

Additional guidance

**Effects** may include effects on:

- The individual
- Families or friends of the individual
- Those who inflict discrimination
- Wider society

## Unit 4223-304 Promote and implement health and safety in health and social care (HSC 037)

**Level:** 3  
**Credit value:** 6  
**UAN:** F/601/8138

### 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 promote and implement health and safety in their work setting.

### 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
2. Be able to carry out own responsibilities for 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. Be able to handle hazardous substances and materials
7. Be able to promote fire safety in the work setting
8. Be able to implement security measures in the work setting
9. Know how to manage stress.

### Guided learning hours

It is recommended that **43** 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 HSC 32.

### Assessment

Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.

# Unit 4223-304 Promote and implement health and safety in health and social care (HSC 037)

## Assessment Criteria

### Outcome 1 Understand own responsibilities, and the responsibilities of others, relating to health and safety

The learner can:

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

### Outcome 2 Be able to carry out own responsibilities for health and safety

The learner can:

1. use **policies and procedures** or other agreed ways of working that relate to health and safety
2. support **others** to understand and follow safe practices
3. monitor and report potential health and safety risks
4. use risk assessment in relation to health and safety
5. demonstrate ways to minimise potential risks and hazards
6. access additional support or information relating to health and safety.

### 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. explain 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. explain own role in supporting **others** to follow practices that reduce the spread of infection
2. demonstrate the recommended method for hand washing
3. demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to **others** at work.

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

The learner can:

1. explain the main points of legislation that relates to moving and handling
2. explain principles for safe moving and handling
3. move and handle equipment and other objects safely.

## **Outcome 6 Be able to handle hazardous substances and materials**

The learner can:

1. describe types of hazardous substances that may be found in the work setting
2. demonstrate safe practices for:
3. storing hazardous substances
4. using hazardous substances
5. disposing of hazardous substances and materials.

## **Outcome 7 Be able to promote fire safety in the work setting**

The learner can:

1. describe practices that prevent fires from:
  - starting
  - spreading
2. demonstrate measures that prevent fires from starting
3. explain emergency procedures to be followed in the event of a fire in the **work setting**
4. ensure that clear evacuation routes are maintained at all time.

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

The learner can:

1. demonstrate use of agreed procedures for checking the identity of anyone requesting access to:
  - premises
  - information
2. demonstrate use of 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 stress.**

The learner can:

1. describe common signs and indicators of **stress**
2. describe signs that indicate own **stress**
3. analyse factors that tend to trigger own **stress**
4. compare strategies for managing **stress**.

## Unit 4223-304 Promote and implement health and safety in health and social care (HSC 037)

### Additional guidance

**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

**Others** may include:

- Team members
- Other colleagues
- Those who use or commission their own health or social care services
- Families, carers and advocates

**Tasks** for which special training is required may include:

- 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 4223-305 Promote person centred approaches in health and social care (HSC 036)

**Level:** 3  
**Credit value:** 6  
**UAN:** Y/601/8145

## 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 and promote person centred approaches.

## Learning outcomes

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

1. Understand the application of person centred approaches in health and social care
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 implement and promote active participation
5. Be able to support the individual's right to make choices
6. Be able to promote individuals well-being
7. Understand the role of risk assessment in enabling a person centred approach

## Guided learning hours

It is recommended that **41** 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 35, HSC 332 and HSC 350.

## Assessment

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

# Unit 4223-305 Promote person centred approaches in health and social care (HSC 036)

## Assessment Criteria

### Outcome 1 Understand the application of person centred approaches in health and social care

The learner can:

1. explain how and why **person-centred values** must influence all aspects of health and social care work
2. evaluate the use of care plans in applying **person-centred values**.

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

The learner can:

1. work with an individual and **others** to find out the individual's history, preferences, wishes and needs
2. demonstrate ways to put person centred values into practice in a **complex or sensitive situation**
3. adapt actions and approaches in response to an individual's changing needs or preferences.

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

The learner can:

1. analyse factors that influence the capacity of an individual to express consent
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 implement and promote active participation

The learner can:

1. describe different ways of applying active participation to meet individual needs
2. work with an individual and others to agree how active participation will be implemented
3. demonstrate how active participation can address the holistic needs of an individual
4. demonstrate ways to promote understanding and use of 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 own role and authority to support the individual's right to make choices
3. manage risk in a way that maintains the individual's right to make 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 the links between identity, self image and self esteem
2. analyse factors that contribute to the **well-being** of individuals
3. support an individual in a way that promotes their sense of identity, self image and self esteem
4. demonstrate ways to contribute to an environment that promotes **well-being**.

## **Outcome 7 Understand the role of risk assessment in enabling a person centred approach**

The learner can:

1. compare different uses of risk assessment in health and social care
2. explain how risk-taking and risk assessment relate to rights and responsibilities
3. explain why risk assessments need to be regularly revised.

# Unit 4223-305 Promote person centred approaches in health and social care (HSC 036)

## 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

**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

**Complex or sensitive situations** may include those that are:

- Distressing or traumatic
- Threatening or frightening
- Likely to have serious implications or consequences
- Of a personal nature
- Involving complex communication or cognitive needs

**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 4223-306 Promote good practice in handling information in health and social care settings (HSC 038)**

**Level:** 3  
**Credit value:** 2  
**UAN:** J/601/9470

### **Unit aim**

This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

### **Learning outcomes**

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

1. Understand requirements for handling information in health and social care settings
2. Be able to implement good practice in handling information
3. Be able to support others to handle information

### **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 31.

### **Assessment**

This unit will be assessed by:

- Portfolio of Evidence.

# **Unit 4223-306 Promote good practice in handling information in health and social care settings (HSC 038)**

## Assessment Criteria

### **Outcome 1 Understand requirements for handling information in health and social care settings**

The learner can:

1. identify legislation and codes of practice that relate to handling information in health and social care
2. summarise the main points of legal requirements and codes of practice for handling information in health and social care.

### **Outcome 2 Be able to implement good practice in handling information**

The learner can:

1. describe features of manual and electronic information storage systems that help ensure security
2. demonstrate practices that ensure security when storing and accessing information
3. maintain records that are up to date, complete, accurate and legible.

### **Outcome 3 Be able to support others to handle information**

The learner can:

1. support **others** to understand the need for secure handling of information
2. support **others** to understand and contribute to records.

## **Unit 4223-306 Promote good practice in handling information in health and social care settings (HSC 038)**

Additional guidance

**Others** may include:

- Colleagues
- Individuals accessing care or support.

# Unit 4223-307 Principles for implementing duty of care in health, social care or children's and young people's setting (SHC 34)

**Level:** 3  
**Credit value:** 1  
**UAN:** R/601/1436

## Unit aim

This unit is aimed at those who are newly commencing or plan to work in health or social care settings with adults or children. It introduces ways to address the dilemmas, conflicts 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 how duty of care contributes to safe practice
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care
3. Know how to respond to complaints

## 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 the HSC 24, 34, 35, CCLD, LDSS and GEN.

## Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# **Unit 4223-307 Principles for implementing duty of care in health, social care or children's and young people's setting (SHC 34)**

## Assessment Criteria

### **Outcome 1 Understand how duty of care contributes to safe practice**

The learner can:

1. explain what it means to have a duty of care in own work role
2. explain how duty of care contributes to the safeguarding or protection of individuals.

### **Outcome 2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care**

The learner can:

1. describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
2. describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
3. explain where to get additional support and advice about conflicts and dilemmas.

### **Outcome 3 Know how to respond to complaints**

The learner can:

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

# Unit 4223-308 Maintaining quality standards in the health sector

**Level:** 3  
**Credit value:** 2  
**UAN:** F/502/3412

## Unit aim

The unit aim is to develop an understanding of the importance of maintaining the quality of own work and that of others through monitoring competences to meet quality standards. Learners will learn the importance of prioritising workload, using and maintaining resources and the benefits of working with others. The unit will help the learner understand how legislation, policies and procedures determine quality standards.

## Learning outcomes

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

1. Understand how to provide a quality service within legislation, policies and procedures
2. Understand the importance of working with others to provide a quality service
3. Know how to monitor quality standards
4. Understand the importance of prioritising own workload to reduce risks to quality

## 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

The unit covers the requirements of the quality dimension of the NHS Knowledge and Skills Framework at level 2.

## Key Skills

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

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

## Assessment

This unit will be assessed by:

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



# **Unit 4223-308 Maintaining quality standards in the health sector**

## Assessment criteria

### **Outcome 1 Understand how to provide a quality service within legislation, policies and procedures**

The learner can:

- 1 Explain the importance of meeting quality standards as determined by legislation, policies and procedures
- 2 Explain how others could be encouraged to meet quality standards
- 3 Explain the benefits of maintaining quality standards

### **Outcome 2 Understand the importance of working with others to provide a quality service**

The learner can:

- 1 Explain personal responsibilities for working with others
- 2 Explain accountability when working with others
- 3 Explain the importance of working effectively with others to provide a quality service

### **Outcome 3 Know how to monitor quality standards**

The learner can:

- 1 Describe methods of monitoring quality standards
- 2 State how to inform other staff of quality issues
- 3 Describe how resources can be monitored and maintained
- 4 Outline the benefits of monitoring quality to maintain and improve standards

### **Outcome 4 Understand the importance of prioritising own workload to reduce risks to quality**

The learner can:

- 1 Review factors that can affect own workload
- 2 Evaluate how prioritising work will ensure the maintenance and improvement of a quality service

# Unit 4223-309 Service improvement in the health sector

**Level:** 3  
**Credit value:** 3  
**UAN:** J/502/3413

## Unit aim

The unit aim is to develop the ability to contribute to service improvement in the health sector. The unit looks at how to identify, discuss and implement service improvements. Learners will consider how to implement change and how to support others in making changes.

## Learning outcomes

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

1. Understand how to evaluate own work and that of others to identify potential improvements
2. Understand how to make constructive suggestions about how services can be improved
3. Understand how to discuss and agree improvements with others
4. Understand how to make agreed improvements to own work and how to support others to make changes

## 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

The unit covers the requirements of the improving service dimension of the NHS Knowledge and Skills Framework at Level 2.

## Key Skills

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

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

## Assessment

This unit will be assessed by:

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

# Unit 4223-309 Service improvement in the health sector

## Assessment criteria

### **Outcome 1 Understand how to evaluate own work and that of others to identify potential improvements**

The learner can:

- 1 Illustrate how to benchmark own work and that of others
- 2 Explain how feedback can be obtained and used to identify potential service improvements
- 3 Review the policies and strategies for service improvements

### **Outcome 2 Understand how to make constructive suggestions about how services can be improved**

The learner can:

- 1 Explain key issues related to potential improvements
- 2 Explain why service improvements are required
- 3 Discuss how service improvements could be implemented

### **Outcome 3 Understand how to discuss and agree improvements with others**

The learner can:

- 1 Explain the importance of agreeing changes with others
- 2 Illustrate how working with others can support service improvements

### **Outcome 4 Understand how to make agreed improvements to own work and how to support others to make changes**

The learner can:

- 1 Evaluate strategies for making changes effective within own work role
- 2 Explain how to support others in implementing changes

# Unit 4223-310 Introduction to the roles and responsibilities of a Health Trainer (301)

**Level:** 3  
**Credit value:** 4  
**UAN:** L/502/1212

## Unit aim

This unit introduces candidates to the role and responsibilities of a Health Trainer. Candidates will be expected to familiarise themselves with legislation and policies related to the role of Health Trainer. They will be introduced to the area of time management that will support them in carrying out their responsibilities. The aim of this unit is to equip them with the skills and knowledge that they will need to organise their own time and activities.

## Learning outcomes

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

1. Understand the role of a Health Trainer
2. Understand legislation and policies related to the role of the Health Trainer
3. Be able to collect accurate information on clients
4. Be able to manage and organise own time effectively
5. Be able to improve own competence, knowledge and skills

## Guided learning hours

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

## Assessment

This unit will be assessed by:

- portfolio of evidence.

# Unit 4223-310 Introduction to the roles and responsibilities of a Health Trainer (301)

## Assessment criteria

### Outcome 1 Understand the role of a Health Trainer

The learner can:

- 1 Describe the **role** of a Health Trainer
- 2 Outline the **role** of the Health Trainer in the context of local and national health and wellbeing policies
- 3 Describe the **limits** of the Health Trainer role
- 4 Analyse the **consequences** of acting beyond competence as a Health Trainer
- 5 Identify **appropriate routes** for referring matters beyond competence
- 6 Identify **individuals who can advise** on the Health Trainer role.

### Outcome 2 Understand legislation and policies related to the role of the Health Trainer

The learner can:

- 1 Identify the **legislation** that relates to the role of a Health Trainer
- 2 Identify **organisational policies and procedures**
- 3 Outline potential **consequences of non compliance** to organisational policies, procedures and protocol
- 4 Explain the **importance of confidentiality**
- 5 Explain key issues relating to equality and diversity and anti-discriminatory practice
- 6 Explain the **importance of assessing and managing risks**
- 7 Identify **risks** to self and others
- 8 Use organisational data collection, storage and retrieval systems.

### Outcome 3 Be able to collect accurate information on clients

The learner can:

- 1 Explain **issues** around handling confidential and sensitive information
- 2 Explain the **importance** of systematic and accurate record keeping
- 3 Record information in a systematic and accurate way to inform evaluation and future work.

### Outcome 4 Be able to manage and organise own time effectively

The learner can:

- 1 Agree **working arrangements** with a line manager
- 2 Explain the importance of making **realistic commitments**
- 3 **Plan work** to ensure that commitments are met
- 4 Explain the importance of knowing who to seek guidance and advice from
- 5 Complete **records of work activities** when needed.

## **Outcome 5 Be able to improve own competence, knowledge and skills**

The learner can:

- 1 Explain the **benefits** of improving own competence, knowledge and skills
- 2 Identify areas for improvement of own competence
- 3 **Plan** for improvement of own competence, knowledge and skills

# Unit 4223-310 Introduction to the roles and responsibilities of a Health Trainer (301)

## Additional guidance

**Role:** based on job description and competences as per organisational requirements

**Role:** in relationship to the Public Health White Paper Choosing Health

**Limits:** what the service is not, not a counselling service, does not provide personal advice

**Consequences:** disciplinary procedures, misinterpretation of the role of the Health Trainer, false expectations of the service, exposure to risks

**Appropriate routes:** eg through supervision

**Individuals who can advise:** eg Manager, Supervisor, Co-ordinators, other Health Trainers.

**Legislation;** eg Protection of Vulnerable adults ( POVA), Health & Safety, Confidentiality, Data Protection, Duty of Care, Childcare Act 2006, Safeguarding Vulnerable Groups

**Organisational policies and procedures:** eg client monitoring, management and supervision, training and development, objective setting, PDP planning

**Consequences of non compliance:** Harm to self or others, Safety, Disciplinary, Litigation

**Importance of confidentiality:** eg as outlined by the NHS code of practice

**Importance of assessing and managing risks:** in line with organisational procedures, Safety Legislation

**Risks:** The identification of potential harm that may arise from a present process or a future event; The probability of some event which is seen as undesirable or is expected to cause harm or damage; Not following policies and procedures; Disclosure of confidential information; Harm to self and others.

**Issues:** ensuring that all client information is processed fairly, lawfully and as transparently as possible ( as per NHS code of practice)

**Importance:** in order to keep all individuals involved updated, to give clients relevant information, assessment of service, supporting trainer, facilitate service improvement, skills development of Health Trainers.

**Working arrangements:** who the candidate will be working with, when, where, ability to seek help from a line manager or others

**Realistic commitments:** Management of time, Building trust

**Plan work:** use SMART ( specific, measurable, achievable, realistic and time bound) use of planning tools, sequencing work in a logical manner, setting deadlines and goals

**Records of work activities:** eg work sheets, electronic diaries.

**Benefits:** eg greater confidence, greater control, enhanced employability, professional development

**Plan:** Attendance at training courses, Coaching, Shadowing, Questioning, Feedback from observations, Supervised practical application of knowledge, Assignments

### Good practice

In this Unit learners identify the limitations of the Health Trainer role, potential difficulties they may encounter and strategies to manage or minimise these. Learners will need access to local and national policies which inform their work, the opportunity to consider time management tools and techniques, and have reflected on maintaining personal safety.

## Suggested resources

There are a variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Teachers should use those they feel most comfortable with, however it is important to ensure that the latest edition of any resource is utilised. Examples of resources, which could be used, include:

### Books

- Japer M (2003). Beginning Reflective Practice. Nelson Thornes

### Other publications

- **Suzy Lamplugh Trust:** Personal Safety at Work: Planning for safety & conflict management
- **Health and Safety Executive:** Five Steps to Risk Assessment
- **Health and Safety Executive:** Controlling the risks of Solitary Work
- **Department of Health (2003) Confidentiality:** NHS Code of Practice
- Local Organisational policies

### Websites

- <http://www.nhsu.nhs.uk/ksf/index.html>
- <http://www.hse.gov.uk/pubns/hse27.pdf>
- <http://www.bbc.co.uk/health/condition>
- <http://www.suzylamplugh.org/home/index>
- [http://www.bbc.co.uk/health/conditions/mental\\_health/emotion\\_stress.shtml](http://www.bbc.co.uk/health/conditions/mental_health/emotion_stress.shtml)
- [http://www.dh.gov.uk/en/Policyandguidance/Informationpolicy/Patientconfidentialityandcaldicottguardians/DH\\_4084181](http://www.dh.gov.uk/en/Policyandguidance/Informationpolicy/Patientconfidentialityandcaldicottguardians/DH_4084181)
- **Protection of Vulnerable Adults scheme in England and Wales for adult placement schemes, domiciliary care agencies and care homes: A practical guide**  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4134725](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4134725)
- **Every Child Matters:** <http://www.everychildmatters.gov.uk/>
- The Information Commissioners Office:  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4131747](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4131747)
- **NHS Choices:** <http://www.nhs.uk/pages/homepage.aspx>
- **The NHS Knowledge and Skills Framework (NHS KSF):-**  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4090843](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4090843)
- **NHS Core Learning Unit:-**<http://www.corelearningunit.com/index.php?id=2>



# Unit 4223-311 Establishing and developing relationships with communities while working as a Health Trainer (302)

**Level:** 3  
**Credit value:** 3  
**UAN:** R/502/1213

## Unit aim

This unit is concerned with helping to establish and develop joint working relationships between people, organisations and groups in the community.

Building relationships within communities and organisations involves:

- Making contacts within communities, organisations and groups
- Developing working relationships with and within communities, organisations and groups
- Building relationships with and within communities and organisations

As part of their role, Health Trainers will need to establish links with and make use of information held by other people working in the community. They will need knowledge of, and relationships with, organisations, networks and workers in the community in order to support their role, clearly demonstrating that they will not be doing this work in isolation.

The unit will introduce learners to the roles and responsibilities of Health Trainers in relation to communities and will outline the skills needed when making contact with individuals and developing an understanding of the context of their lives and work.

## Learning outcomes

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

1. Be able to make contact with communities, organisations and groups
2. Be able to collect accurate information on communities, organisations and groups
3. Be able to develop working relationships within communities

## Guided learning hours

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

## Assessment

This unit will be assessed by:

- portfolio of evidence

# Unit 4223-311 Establishing and developing relationships with communities while working as a Health Trainer (302)

## Assessment criteria

### Outcome 1 Be able to make contacts with communities, organisations and groups

The learner can:

- 1 Identify **people**, within a community to make contact with
- 2 Explain **the benefits and importance** of making contact with different people, organisations and groups
- 3 Use **appropriate methods and styles** of making contact with different people, organisations and groups
- 4 Identify the most appropriate person to contact within and organisation.
- 5 Explain the role of a Health Trainer to different people, organisations and groups.

### Outcome 2 Be able to collect accurate information on communities, organisations and groups

The learner can:

- 1 Identify services and sources of information
- 2 Check that information is up to date and accurate
- 3 Record information in a way that can be used in future work
- 4 Explain the **importance of regularly updating information** and methods for achieving this
- 5 Outline the **consequences** of using out of date or inaccurate information.

### Outcome 3 Be able to develop working relationships within communities

The learner can:

- 1 Develop working relationships within communities
- 2 Explain the importance of demonstrating respect for others
- 3 Explain the **importance of clearly agreeing ways of keeping in contact** and reporting back
- 4 Explain the **importance of fulfilling commitments**
- 5 Identify potential **barriers** to developing working relationships within communities
- 6 Identify ways of referring matters or issues beyond the Health Trainer role to a more appropriate person.

## Unit 4223-311 Establishing and developing relationships with communities while working as a Health Trainer (302)

### Additional guidance

**People:** community leaders, community activists, individual professionals, people who might be interested

**Benefits and importance:** building positive reputation for the organisation and the role of the Health Trainer, identify organisations which can help clients achieve their goals, develop awareness of the service

**Appropriate methods and styles;** eg telephone contact, Impromptu visits, introduction from other agencies or colleagues, emails, mail outs about Health Trainer Programme, attending meetings or events, presentations.

**Importance of regularly updating information:** keeping themselves and others informed, being able to give clients information

**Consequences:** Delays in providing service, Contacting wrong people, Can affect clients' motivation. Can have a negative impact on the reputation of the Health Trainer service.

**Importance of clearly agreeing ways of keeping in contact:** To facilitate clients' access to services, to ensure better working relationships, to build confidence in the service, to minimise delays in accessing services, to keep abreast of changes within organisations

**Importance of fulfilling commitments:** effects on the client-Health Trainer relationship, impact on workload and deadlines, how the Health Trainer is perceived by other organisations, job satisfaction, quality of work, maintaining work-life balance

**Barriers:** lack of service, funding, historical factors, political, social, geographical factors, criteria for access, inclusivity.

# Unit 4223-312 Communicate with individuals about promoting their health and wellbeing while working as a Health Trainer (303)

**Level:** 3  
**Credit value:** 3  
**UAN:** F/502/1224

## Unit aim

This unit introduces learners to the concepts of health and wellbeing and ways of communicating with individuals in order to raise their awareness of health and wellbeing and to support them in identifying healthy behaviours and lifestyle choices they could make to improve their health and wellbeing to develop. This includes:

- providing information to individuals about health and wellbeing
- providing information to individuals about the relationship between behaviours and health
- enable individuals to develop their knowledge and skills about health and wellbeing.

The unit aims to provide the learner with the information, knowledge and skills to support individuals to move from pre-contemplation to action i.e. help them be ready to change their behaviour

## Learning outcomes

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

1. Be able to analyse concepts of health and wellbeing
2. Understand factors influencing health and wellbeing
3. Be able to encourage individuals to address issues relating to health & wellbeing
4. Be able to communicate appropriately with individuals

## Guided learning hours

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

## Assessment

This unit will be assessed by:

- portfolio of evidence

# Unit 4223-312 Communicate with individuals about promoting their health and wellbeing while working as a Health Trainer (303)

## Assessment criteria

### Outcome 1 Be able to analyse concepts of health and wellbeing

The learner can:

- 1 Explain the terms '**health and wellbeing**'
- 2 Define the term '**lifestyle**'
- 3 Explain the links between Lifestyle and health and wellbeing

### Outcome 2 Understand factors influencing health and wellbeing

The learner can:

- 1 Identify the **factors** influencing individuals' health and wellbeing
- 2 Identify **wider determinants** of health and wellbeing
- 3 Understand and communicate **key Health Promotion messages** and the benefits of making lifestyle changes
- 4 Identify **other people and agencies** who might be able to help individuals to improve their health and wellbeing.

### Outcome 3 Be able to encourage individuals to address issues relating to health & wellbeing

The learner can:

- 1 Raise individual's awareness of the key issues relating to their health and wellbeing
- 2 Describe a range of **approaches** that apply to promoting health and wellbeing
- 3 Use a **range of methods** for providing information on health and wellbeing
- 4 Help individuals identify factors affecting their health and wellbeing
- 5 Explore individuals **knowledge and beliefs** about health and wellbeing
- 6 Encourage individuals to take responsibility for changing their behaviour
- 7 Help individuals to get hold of reliable and up to date information and advice
- 8 Help individuals **access appropriate support**.

### Outcome 4 Be able to communicate appropriately with individuals

The learner can:

- 1 Select and use **ways to communicate** appropriately with individuals
- 2 Encourage an **open and frank exchange of views**
- 3 Identify **barriers** to communication
- 4 Use **appropriate methods** to reduce barriers to communications
- 5 Acknowledge individuals' right to make their own decisions
- 6 Support individuals to make their own decisions.

# Unit 4223-312 Communicate with individuals about promoting their health and wellbeing while working as a Health Trainer (303)

## Additional guidance

**Health and wellbeing:** Positive and negative definitions of health, Absence of disease, Holistic concept of health involving the eight dimensions of health: Mental, physical, spiritual, social, emotional, sexual, environmental, and societal. Wellbeing defined as the balance between the eight dimensions

**Lifestyle:** a way of living based on the following: Individual choice, personal characteristics, social interactions, socioeconomic factors, environmental factors, health inequalities.

**Factors:** Age, sex and hereditary factors, individual lifestyle factors,

**Wider determinants:** social and community networks, living and working conditions, socio-economic, cultural and environmental conditions

**Key Health Promotion messages:** key lifestyle recommendations around diet, physical activity, alcohol and smoking

**Other people and agencies:** eg stop smoking services, family.

**Approaches:** Medical, Behaviour change, Educational, Empowerment, Social change

**Range of methods:** eg face to face, through different forms of media

**Knowledge and beliefs:** eg: media stereotypes, fads, myths, social norms

**Access appropriate support:** eg signposting to appropriate service.

**Ways to communicate:** non verbal communication, open and closed questions, active listening, reflection, affirmation, focusing, summarising, change talk statements

**Open and frank exchange of views:** Non directive, non victim blaming, supportive, client centred, non judgmental

**Barriers:** language, culture, misunderstanding, setting, literacy, disability

**Appropriate methods:** checking vocabulary and understanding; importance of creating the correct environment; use of emphasis and repetition, short words and sentences, use of simple messages, appropriate resources, planning and organising, anti-discriminatory practice, health and safety.

### Good practice

This unit is largely concerned with health promotion approaches and practice. As such it lends itself to classroom based teaching. However learners may benefit from the opportunity to consider or observe how health promotion principles are incorporated into real community based health promotion initiatives, and how the success of such projects is then assessed.

### Suggested resources

There are a variety of resources available to support the delivery of this unit and it would be impossible to create a definitive list. Teachers/tutors should use those they feel most comfortable with, and ensure that these are up to date, where possible. Further guidance on resources may be available through regional Health Trainer Hubs, established by the Department of Health. Other support and resources may be available through the NHS Health Trainers Network. It should be remembered that Health Trainers were introduced to help tackle health inequalities and this should be reflected in resources used.

## **Books**

- Ewles, L and Simnett I (1999): Promoting Health A Practical Guide
- Bailliere Tindal Thorogood M and Coombes Y (2004): Evaluating Health Promotion: Practice and Methods. Oxford University Press
- Naidoo J and Wills J (1994): Health Promotion: Foundations for Practice. Balliere Tindall
- Hargie, O. (ed) (2006): The Handbook of Communication Skills: Routledge
- G Dahlgren and M Whitehead (1991) *Policies and strategies to promote social equity in health*, Institute of Futures Studies, Stockholm, 1991

## **Other publications**

- Local Primary Care Trust Director of Public Health Annual Report
- Choosing Health: Making healthy choices easier Department of Health (2004)

## **Websites**

- <http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsLibrary/index.htm>
- <http://www.bbc.co.uk/health/>

# Unit 4223-313 Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer (304)

**Level:** 3  
**Credit value:** 5  
**UAN:** L/502/1226

## Unit aim

This unit introduces learners to the process of engaging individuals to enable behaviour change and encourage health improvement.

The aim of this unit is to provide the learner with knowledge and understanding of approaches and techniques that can support individuals to;

- Identify how their way of life and specific behaviours might affect their health and wellbeing
- Develop an action plan to make the changes they want to
- Initiate change in their behaviour and maintain the change
- Monitor and evaluate their progress.

## Learning outcomes

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

1. Be able to encourage individuals to assess their behaviour
2. Be able to establish 1-1 relationships with clients
3. Be able to develop Personal Health Plans for individuals
4. Be able to support individuals to achieve their plan
5. Be able to support individuals to establish and maintain change
6. Be able to keep records of work in line with organisational procedures.

## Guided learning hours

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

## Assessment

This unit will be assessed by:

- Portfolio of evidence



# Unit 4223-313 Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer (304)

## Assessment criteria

### Outcome 1 Be able to encourage individuals to assess their behaviour

The learner can:

- 1 Help individuals to **assess** how their behaviour is affecting their health and wellbeing
- 2 Help individuals to **identify** the **changes** needed to improve their health and wellbeing
- 3 Use **behaviour changes techniques** to encourage individuals to identify their motivation for change and opportunities for change
- 4 Help individuals to identify potential **barriers** to change and ways of managing them.

### Outcome 2 Be able to establish 1-1 relationships with clients

The learner can:

- 1 Explain the **importance of establishing the ground rules** for the relationship
- 2 Establish **ground rules** for the relationship
- 3 Build rapport with clients
- 4 Identify the **key factors** to be considered when choosing a suitable environment for 1-1 contact

### Outcome 3 Be able to develop Personal Health Plans for individuals

The learner can:

- 1 Support individuals to **prioritise** their goals
- 2 Support individuals to identify **SMART** goals for changing their behaviour
- 3 Support individuals **develop a Personal Health Plan**
- 4 Identify **key individuals** who will be involved in the Personal Health Plan
- 5 Use a **range of techniques** to ensure that individuals receive the appropriate support
- 6 Review and record individuals' progress in achieving their plan

### Outcome 4 Be able to support individuals to achieve their plan

The learner can:

- 1 Take **actions** to help individuals achieve their goals
- 2 Support individuals to develop confidence in achieving change
- 3 Use **methods to support individuals** to strengthen their own motivation for change
- 4 Explain how **measures of behaviour** are used in monitoring behaviour change
- 5 Support individuals **review** their **progress** and adapt their Personal Health Plan
- 6 Provide feedback, support and encouragements to individuals
- 7 **Recognise** and value individuals' achievements.

## **Outcome 5 Be able to support individuals to establish and maintain change**

The learner can:

- 1 Support individuals to **prepare for setbacks**
- 2 Support individuals to **manage setbacks**
- 3 Support individuals evaluate the effects of the changes implemented
- 4 **Support individuals** to become their own Health Trainer
- 5 **Help individuals** identify broader learning and development needs.

## **Outcome 6 Be able to keep records of work in line with organisational procedures.**

The learner can:

- 1 Keep **accurate and complete records** of work with individuals
- 2 Report problems and concerns to the line manager
- 3 **Work within own role** and competences
- 4 Explain the importance of working within own role and competences
- 5 Explain the potential **consequences** of working outside own role and competences.

# Unit 4223-313 Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer (304)

## Additional guidance

**Assess:** Health Behaviour Check

**Identify changes:** Health Benefit Cards, Mind Mapping/agenda setting

**Behaviour Change Techniques:** active listening/cost benefits analysis/decisional balance, scaling questions/change talk/rolling with resistance?

**Barriers:** Places and things, people, thoughts and feelings

**Importance of establishing ground rules:** eg clarify expectations, reduce dependence, empowerment, to establish trust, to encourage openness

**Ground rules:** eg boundaries of the role, roles and responsibilities of the HT and the client, personal choice and control, inclusion, policies and procedures, confidentiality,

**Key factors:** eg access, privacy

**Prioritise;** Use cost benefit analysis, Health Behaviour Check

**SMART:** specific, measurable, achievable, realistic and timely

**Developing Personal Health Plan:** ABC forms, action planning, if-then rules barriers and facilitators

**Key individuals:** eg family, friends, Health Trainer or other agencies

**Range of techniques:** eg worker and others supporting behaviour change, demonstrations, modelling by others, encouragement and praise, stress management.

**Actions:** eg provide individuals with clear and relevant information, introduce behaviour change diaries?

**Methods to support individuals:** Identify change talk, working with resistance, working with ambivalence, building importance and confidence, establishing support networks, identifying available and accessible resources, appropriate referral and signposting, using rewards, measuring and recognising achievements

**Review progress:** review personal health plan and behaviour change diary

**Recognise and value individuals' achievements:** Rewards, praise.

**Preparing for setbacks:** High risk situations, if-then plans

**Managing setbacks:** eg reviewing goals, ABC forms, barriers and facilitators

**Support individuals to become their own Health Trainer:** summarise learning, provide copies of paperwork

**Help individuals identify broader learning and development needs:** eg access other qualifications (LLN).

**Accurate and complete records:** National Minimum data set

**Work within own role:** be aware of limits

**Consequences:** disciplinary procedures, misinterpretation of the role of the Health Trainer, false expectations of the service, exposure to risks.

## 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:
  - biological factors
  - social factors
  - 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.
  - risk factors including inequalities, poor quality social relationships
  - 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:
  - psychological and emotional
  - practical and financial
  - the impact of using services
  - social exclusion
  - positive impacts
3. explain how mental ill health may have an impact on those in the individual's familial, social or work network including:
  - psychological and emotional
  - practical and financial
  - the impact of using services
  - social exclusion
  - 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 4223-316 Understand the process and experience of dementia (CMH 301)

**Level:** 3  
**Credit value:** 3  
**UAN:** J/601/3538

## Unit aim

This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.

## Learning outcomes

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

1. Understand the neurology of dementia
2. Understand the impact of recognition and diagnosis of dementia
3. Understand how dementia care must be underpinned by a person centred approach

## Guided learning hours

It is recommended that **22** 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.

# **Unit 4223-316 Understand the process and experience of dementia (CMH 301)**

## Assessment Criteria

### **Outcome 1 Understand the neurology of dementia**

The learner can:

1. describe a range of causes of dementia syndrome
2. describe the types of memory impairment commonly experienced by individuals with dementia
3. explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia
4. explain how other factors can cause changes in an individual's condition that may not be attributable to dementia
5. explain why the abilities and needs of an individual with dementia may fluctuate

### **Outcome 2 Understand the impact of recognition and diagnosis of dementia**

The learner can:

1. describe the impact of early diagnosis and follow up to diagnosis
2. explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working
3. explain the process of reporting possible signs of dementia within agreed ways of working
4. describe the possible impact of receiving a diagnosis of dementia on
  - the individual
  - their family and friends

### **Outcome 3 Understand how dementia care must be underpinned by a person centred approach**

The learner can:

1. compare a person centred and a non-person centred approach to dementia care
2. describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia
3. describe how myths and stereotypes related to dementia may affect the individual and their carers
4. describe ways in which individuals and carers can be supported to overcome their fears

## Unit 4223-316 Understand the process and experience of dementia (CMH 301)

Additional guidance

**Dementia syndrome:** Dementia caused by a combination of conditions, sometimes called a mixed dementia

An **individual** is someone requiring care or support

**Carers** may include

- Partner
- Family
- Friends
- Neighbours

# Unit 4223-317 Undertake urethral catheterisation processes (HSC 3054)

**Level:** 3  
**Credit value:** 4  
**UAN:** J/601/8979

## Unit aim

This unit is about insertion of urethral catheters, including re-catheterisation, following agreed protocols and procedures, and covers regular monitoring and care of the urethral catheter after insertion.

## Learning outcomes

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

1. Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation
2. Understand the relevant anatomy and physiology
3. Be able to prepare to insert urethral catheters
4. Be able to insert urethral catheters
5. Be able to monitor and care for the urethral catheter after insertion
6. Be able to care for and support the individual during and after the procedure

## Guided learning hours

It is recommended that **28** 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 CHS 8.

## Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# Unit 4223-317 Undertake urethral catheterisation processes (HSC 3054)

## Assessment Criteria

### **Outcome 1 Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation**

The learner can:

1. describe the current legislation, national guidelines, and local policies and protocols which affect work practice
2. identify the correct procedures relating to urethral catheterisation
3. explain the conditions and constraints which might denote who undertakes this procedure and why
4. identify when good practice suggests it may be necessary to seek assistance from an appropriate member of staff
5. describe the ethical issues surrounding catheterisation, as applied to males and females.

### **Outcome 2 Understand the relevant anatomy and physiology**

The learner can:

1. describe the anatomy and physiology of the male and/or female genito-urinary system.

### **Outcome 3 Be able to prepare to insert urethral catheters**

The learner can:

1. identify the types of catheters that can be used
2. select an appropriate catheter
3. describe the local anaesthetic agents available for use when inserting urethral catheters
4. confirm the individual's identity and obtain **valid consent**.

### **Outcome 4 Be able to insert urethral catheters**

The learner can:

1. ensure the individual's privacy and dignity is maintained at all times
2. apply standard precautions for infection control
3. apply health and safety measures relevant to the procedure and environment
4. insert the catheter safely and correctly, with minimal trauma to the individual including
  - securing the catheter
  - adjust it correctly
  - attach it correctly to the appropriate drainage system.

## **Outcome 5 Be able to monitor and care for the urethral catheter after insertion**

The learner can:

1. monitor the catheterisation equipment and materials to check they are functioning correctly
2. empty draining bags
3. measure and record the amount of urine collected immediately after insertion and as often as required according to care plan
4. maintain cleanliness of the catheter and surrounding area through regular hygiene care as required
5. take appropriate action to remedy any problems when these arise.

## **Outcome 6 Be able to care for and support the individual during and after the procedure**

The learner can:

1. Assess how comfortable the individual is, taking steps to improve the individual's comfort during and after the procedure
2. Identify adverse effects and appropriate actions
3. Communicate information to the individual on the care of the catheter and attachments
4. Demonstrate sensitivity and understanding of the effects of catheterisation on the individual's comfort and dignity

## **Unit 4223-317 Undertake urethral catheterisation processes (HSC 3054)**

Additional guidance

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



# Unit 4223-318 Care for individuals with urethral catheters (HSS/CC003)

**Level:** 3  
**Credit value:** 4  
**UAN:** M/602/2671

## Unit aim

This unit aimed at those who care for individuals with urethral catheters. It includes monitoring the individual's condition relevant to the catheter care programme and recognising adverse effects and potential complications. It also covers monitoring hygiene and caring for the catheter.

## Learning outcomes

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

1. Understand current legislation national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters
2. Understand the procedure of urethral catheterisation
3. Understand the use and application of catheter care equipment
4. Be able to prepare individuals to carry out urethral catheters care
5. Be able to carry out care for individuals with urethral catheters
6. Be able to monitor and check individuals undergoing urethral catheter 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 the CC03

## Assessment

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

## Unit 4223-318 Care for individuals with urethral catheters (HSS/CC003)

### Assessment criteria

#### **Outcome 1 Understand current legislation national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters**

The learner can:

1. Summarise the current legislation national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters
2. Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out care activities

#### **Outcome 2 Understand the procedure of urethral catheterisation**

The learner can:

1. Describe the anatomy and physiology of the male and female lower urinary tract
2. Describe lower urinary tract functions and continence status
3. Describe the causative factors which determine the need for urethral urinary catheters
4. Explain the effects of urethral catheterisation on an individual's comfort and dignity
5. Describe when to undertake urinalysis, obtain a catheter specimen of urine (CSU) or screen for multi resistant bacteria

#### **Outcome 3 Understand the use and application of catheter care equipment**

The learner can:

1. Describe **catheter care equipment** that can be used to meet individuals specific needs
2. Describe the types of **catheter care advice** to give to individuals
3. Describe the indications, mode of action, side-effects, cautions, contra indications and potential interactions of urethral catheter care
4. Describe the medication, antibiotics, anaesthetic agents and associated solutions used for individuals with urethral catheters

#### **Outcome 4 Be able to prepare individuals to carry out urethral catheters care**

The learner can:

1. Confirm the individual's identity and gain **valid consent**
2. Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
3. Agree the level of support required with the individual
4. Apply standard precautions for infection prevention and control
5. Apply health and safety measures relevant to the procedure and environment
6. Carry out preparatory checks against the individual's care plan

## **Outcome 5 Be able to carry out care for individuals with urethral catheters**

The learner can:

1. Support the individual and **relevant others** to carry out catheter care in accordance with local policy and protocol
2. Use catheter care equipment in line with manufacturers guidance; reporting any failure/malfunction in line with local policy and protocol
3. Use and store equipment and materials in accordance with local policy and protocol
4. Dispose of catheter related equipment in accordance with local policy and protocol
5. Measure and record any urethral output within local policy and protocol

## **Outcome 6 Be able to monitor and check individuals undergoing urethral catheter care**

The learner can:

1. Monitor the individuals' condition for adverse effects and potential complications, taking appropriate action in line with local policy and protocol
2. Observe and maintain cleanliness of the meatus
3. Terminate the use of a urethral catheter in accordance with local policy and protocol
4. Record information in the ongoing catheter care records in line with local policy and protocol

## **Unit 4223-318 Care for individuals with urethral catheters (HSS/CC003)**

### Additional Information

**Catheter care equipment** may include:

- catheters
- urethral drainage bags,
- link systems
- catheter valves
- support methods including garments, straps and stands

**Catheter care advice** may include

- lifestyle advice
- maintaining catheter function
- reducing infection
- what to do in the event of problems with equipment
- how to deal with common complications
- short and long-term health risks

**Relevant others** may include

- Family
- Carers
- Colleagues
- Other individuals involved with the care or well-being of the individual

# Unit 4223-319 Deliver, monitor and evaluate customer service to external customers (2010\_BA\_3\_29)

**Level:** 3  
**Credit value:** 3  
**UAN:** F/601/2551

## Unit aim

This unit is about providing and continuously improving customer services to external customers.

## Learning outcomes

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

1. Understand the meaning of external customers
2. Know the types of products and services relevant to external customers
3. Understand how to deliver customer service that meets or exceeds external customer expectations
4. Understand the purpose of quality standards and timescales for customer service to external customers
5. Understand how to deal with customer service problems for external customers
6. Understand how to monitor and evaluate external customer service and the benefits of this
7. Be able to build positive working relationships with external customers
8. Be able to deliver external customer services to agreed quality standards and timescales
9. Be able to deal with customer service problems and complaints for external customers
10. Be able to monitor and evaluate services to external customers

## 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 directly relates to the Business and Administration NOS BAC122

## Assessment

This unit will be assessed by:

- portfolio of evidence, as specified in the Council for Administration Assessment Strategy 2009.

## **Unit 4223-319 Deliver, monitor and evaluate customer service to external customers (2010\_BA\_3\_29)**

### Assessment criteria

#### **Outcome 1 Understand the meaning of external customers**

The learner can:

1. Describe what is meant by external customers

#### **Outcome 2 Know the types of products and services relevant to external customers**

The learner can:

1. Describe the products and services offered by the organisation to external customers

#### **Outcome 3 Understand how to deliver customer service that meets or exceeds external customer expectations**

The learner can:

Explain the purpose and value of identifying customer needs and expectations

1. Explain why customer service must meet or exceed customer expectations
2. Explain the value of meeting or exceeding customer expectations
3. Explain the purpose and value of building positive working relationships

#### **Outcome 4 Understand the purpose of quality standards and timescales for customer service to external customers**

The learner can:

1. Identify quality standards for own organisation and work
2. Explain the value of agreeing quality standards and timescales
3. Explain how to set and meet quality standards and timescales with external customers

#### **Outcome 5 Understand how to deal with customer service problems for external customers**

The learner can:

1. Describe the types of problems that external customers may have
2. Explain the consequences of not meeting external customer needs and expectations
3. Explain ways of dealing with external customer services problems
4. Explain the purpose and value of a complaints procedure

#### **Outcome 6 Understand how to monitor and evaluate external customer service and the benefits of this**

The learner can:

1. Explain the purpose and benefits of monitoring external customer satisfaction and how to do so
2. Describe techniques for collecting and evaluating external customer feedback
3. Explain the benefits of continuous improvement

## **Outcome 7 Be able to build positive working relationships with external customers**

The learner can:

1. Identify external customers
2. Confirm external customer needs in terms of products and services
3. Confirm external customer needs in terms of quality standards and timescales
4. Agree procedures to be followed if external customer needs are not met

## **Outcome 8 Be able to deliver external customer services to agreed quality standards and timescales**

The learner can:

1. Provide external customer service(s) to agreed quality standards
2. Provide external customer service(s) to agreed timescales
3. Check external customer needs and expectations have been met

## **Outcome 9 Be able to deal with customer service problems and complaints for external customers**

The learner can:

1. Follow procedures, within agreed timescale, to
  - process problems and complaints
  - resolve problems and complaints
  - refer problems and complaints, where necessary

## **Outcome 10 Be able to monitor and evaluate services to external customers**

The learner can:

1. Obtain and record external customer feedback
2. Analyse and evaluate external customer feedback
3. Take actions that will lead to improvement in service(s) to external customers

## Unit 4223-319 Deliver, monitor and evaluate customer service to external customers (2010\_BA\_3\_29)

### Evidence requirements

Learning outcomes	Assessment criteria	Assessment guidance
1.	1.1	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1	
3.	3.1 – 3.4	
4.	4.1 – 4.3	
5.	5.1 – 5.4	
6.	6.1 – 6.3	
7.	7.1	Evidence may be supplied via observation of workplace activities, witness testimony, candidate reports/reflective accounts
8.	7.2 - 7.4	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:
	8.1 – 8.3	
9.	9.1	Evidence may be supplied via witness testimony, professional discussion, case studies, candidate reports/reflective accounts
10.	10.1 – 10.3	Evidence may be supplied via 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"> <li>• letters</li> <li>• emails</li> <li>• memos</li> </ul>
		<ul style="list-style-type: none"> <li>• letters</li> <li>• emails</li> <li>• memos</li> <li>• feedback received</li> </ul>



## Unit 4223-320 Plan and organise meetings (2010\_BA\_3\_22)

**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\_22)

## 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:

Welcome attendees and offer suitable refreshments (if required)

1. Make sure attendees have full set of papers
2. Make sure a person has been nominated to take minutes, if required
3. 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\_22)

### 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"> <li>• letters</li> <li>• emails</li> <li>• memos</li> </ul>
	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"> <li>• letters</li> <li>• emails</li> <li>• memos</li> <li>• budget</li> </ul>
	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"> <li>• letters</li> <li>• emails</li> <li>• memos</li> <li>• agenda</li> <li>• meeting papers</li> </ul>
	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"> <li>• letters</li> <li>• emails</li> <li>• memos</li> <li>• meeting papers</li> </ul>

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4.	4.1 – 4.2	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"><li>• records</li></ul>
	4.3 – 4.4	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"><li>• letters</li><li>• emails</li><li>• memos</li></ul>
	4.5 – 4.7	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"><li>• evaluations</li></ul>

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# Unit 4223-321 Administer medication to individuals, and monitor the effects (ASM34)

**Level:** 3  
**Credit value:** 5  
**UAN:** Y/501/0598

## Unit aim

This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.

## Learning outcomes

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

1. Understand legislation, policy and procedures relevant to administration of medication
2. Know about common types of medication and their use
3. Understand procedures and techniques for the administration of medication
4. Be able to prepare for the administration of medication
5. Be able to administer and monitor individuals' medication

## 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 Skills for Health/DANOS national occupational standard:  
AH2 Prepare for, and administer medication to individuals, and monitor the effects  
This also appears in Health and Social Care Standards as HSC 375.

## Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 4223-321 Administer medication to individuals, and monitor the effects (ASM34)**

### Assessment criteria

#### **Outcome 1 Understand legislation, policy and procedures relevant to administration of medication**

The learner can:

1. Identify current legislation, guidelines policies and protocols relevant to the administration of medication.

#### **Outcome 2 Know about common types of medication and their use**

The learner can:

1. describe common types of medication including their effects and potential side effects
2. identify medication which demands the measurement of specific physiological measurements
3. describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required
4. explain the different routes of medicine administration.

#### **Outcome 3 Understand procedures and techniques for the administration of medication**

The learner can:

- 1 explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes
- 2 identify the required information from prescriptions/medication administration charts.

#### **Outcome 4 Be able to prepare for the administration of medication**

The learner can:

1. apply standard precautions for infection control
2. explain the appropriate timing of medication eg check that the individual has not taken any medication recently
3. obtain the individual's consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns
4. select, check and prepare correctly the medication according to the medication administration record or medication information leaflet.

## **Outcome 5 Be able to administer and monitor individuals' medication**

The learner can:

- 1 select the route for the administration of medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary
- 2 safely administer the medication
  - in line with legislation and local policies
  - in a way which minimises pain, discomfort and trauma to the individual
- 3 describe how to report any immediate problems with the administration
- 4 monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay
- 5 explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others
- 6 maintain the security of medication and related records throughout the process and return them to the correct place for storage
- 7 describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements.



## Unit 4223-322 Undertake tissue viability risk assessments (HSC 3051)

**Level:** 3  
**Credit value:** 3  
**UAN:** Y/601/9022

### Unit aim

This unit is aimed at health and social care staff undertaking tissue viability risk assessment in relation to pressure area care and the risk of skin breakdown.

### Learning outcomes

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

1. Understand the need for tissue viability risk assessment
2. Be able to undertake tissue viability risk assessment
3. Be able to record and report on tissue viability risk assessment
4. Understand when the risk assessment should be reviewed

### 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 CHS 4.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

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

# **Unit 4223-322 Undertake tissue viability risk assessments (HSC 3051)**

## Assessment criteria

### **Outcome 1 Understand the need for tissue viability risk assessment**

The learner can:

- 1 describe the anatomy and physiology of healthy skin
- 2 describe the changes that occur when damage caused by pressure develops
- 3 explain when an initial tissue viability risk assessment may be required
- 4 describe what to look for when assessing the skin
- 5 describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown
- 6 describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown.

### **Outcome 2 Be able to undertake tissue viability risk assessment**

The learner can:

1. identify individuals who may be at risk of impaired tissue viability and skin breakdown
2. apply standard precautions for infection prevention and control
3. inspect the general condition of an individual's skin
4. identify the sites where pressure damage might occur using appropriate assessment tools
5. complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy
6. use safe handling techniques when assisting the individual to move during the assessment
7. encourage the active participation of the individual and others where possible and appropriate.

### **Outcome 3 Be able to record and report on tissue viability risk assessment**

The learner can:

- 1 complete tissue viability risk assessment documentation
- 2 share findings with appropriate staff and the individual
- 3 notify appropriate staff of any immediate concerns

### **Outcome 4 Understand when the risk assessment should be reviewed**

The learner can:

- 1 explain why the tissue viability risk assessment should be regularly reviewed and repeated
- 2 explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate due to changes in the individual's condition or environment

## Unit 4223-323 Undertake stoma care (CHS010)

**Level:** 3  
**Credit value:** 4  
**UAN number:** R/602/2677

### Unit aim

This unit is aimed at those who provide care to individuals with bowel/bladder stoma. This may be for individuals with new stomas or for individuals with established stomas who are unable to manage their own stoma care. This unit is applicable in a variety of care environments including hospitals, care homes, the individuals own home or other community environments such as GP surgeries.

### 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 assessment for stoma care
2. Understand the anatomy and physiology in relation to conditions requiring stoma care
3. Be able to prepare individuals for stoma care
4. Be able to carry out stoma care for individuals
5. Be able to monitor and check individuals following stoma 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 CHS10

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health

### Assessment

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

# Unit 4223-323 Undertake stoma care (CHS010)

## Assessment Criteria

### **Outcome 1 Understand current legislation national guidelines, policies, protocols and good practice related to assessment for stoma care**

The learner can:

- 1 Summarise the current legislation national guidelines, policies, protocols and good practice related to undertaking stoma care
- 2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out stoma care

### **Outcome 2 Understand the anatomy and physiology in relation to conditions requiring stoma care**

The learner can:

- 1 Describe the reasons why a stoma may be fashioned
- 2 Describe the anatomy in relation to the position, reasons for and function of colostomies, ileostomies, ileal conduits and nephrostomy
- 3 Describe the potential consequences of contamination of stoma drainage systems
- 4 Describe the effects of diet and mobility on stoma function.

### **Outcome 3 Be able to prepare individuals for stoma care**

The learner can:

1. Confirm the individual's identity and gain **valid consent**
2. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
3. Carry out preparatory checks against the individual's care plan
4. Apply standard precautions for infection prevention and control
5. Apply health and safety measures relevant to the procedure and environment
6. Prepare equipment and materials for stoma care as prescribed/detailed in the individual's plan of care

### **Outcome 4 Be able to carry out stoma care for individuals**

The learner can:

- 1 Describe the factors which will affect the level of assistance required
- 2 Agree the level of support required with the individual
- 3 Demonstrate techniques to carry out stoma care in line with local policy and protocol
- 4 Explain the action to take if the prepared stoma care equipment appears to be inappropriate or unsuitable
- 5 Assist individuals to select and consume food and drink
- 6 Assist individuals to take any medication prescribed to maintain effective stoma function
- 7 Give individuals the opportunity to dispose of their own used stoma care equipment
- 8 Give individuals the opportunity to maintain their personal hygiene
- 9 Provide **active support** for individuals to manage their own stoma
- 10 Dispose of equipment and soiled linen in line with local policy and protocol

## **Outcome 5 Be able to monitor and check individuals following stoma care**

The learner can:

- 1 Monitor the individual's condition throughout the stoma care
- 2 Check for any adverse effects and potential complications
- 3 Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred
- 4 Record the outcomes of stoma care activity in line with local policy and protocol
- 5 Report findings to colleagues in line with local policy and protocol

## Unit 4223-323 Undertake stoma care (CHS010)

### Additional guidance

**Active support** encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence

# Unit 4223-324 Carry out personal hygiene for individuals unable to care for themselves (HSS/CHS011)

**Level:** 2  
**Credit value:** 3  
**UAN:** A/602/3094

## Unit aim

The learner will develop skills in providing personal hygiene for those individuals who are unable to care for themselves. This includes care of the skin, mouth, nose, eyes and ears and requires knowledge of the organs' anatomy and physiology. Application of infection prevention and control is required. The ability to follow a Care Plan is central to carrying out the activities.

## Learning outcomes

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

1. Know about safety measures specific to undertaking personal hygiene for individuals
2. Know the anatomy and physiology of the skin, nose, mouth, eyes and ears.
3. Be able to prepare to undertake personal hygiene activities for individuals
4. Be able to undertake personal hygiene activities for individuals
5. Be able to record and report the outcome of the activity

## 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 CHS11

## Assessment

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

## **Unit 4223-324 Carry out personal hygiene for individuals unable to care for themselves (HSS/CHS011)**

### Assessment criteria

#### **Outcome 1 Know about safety measures specific to undertaking personal hygiene for individuals**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking personal care for individuals
2. Explain the importance of maintaining compliance with health and safety guidance at all times
3. Explain the importance of using aseptic techniques which follow local guidelines and procedures

#### **Outcome 2 Know the anatomy and physiology of the skin, nose, mouth, eyes and ears.**

The learner can:

1. Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears relevant to cleansing these areas

#### **Outcome 3 Be able to prepare to undertake personal hygiene activities for individuals**

The learner can:

1. Confirm the individual's identity and gain **valid consent**
2. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
3. Explain why resources should be identified and prepared before commencing the procedure
4. Confirm all equipment and materials to be used are appropriate and fit for purpose as outlined in the care plan
5. Explain the importance of following the Care Plan and the potential consequences of failing to do so

#### **Outcome 4 Be able to undertake personal hygiene activities for individuals**

The learner can:

1. Implement health and safety measures relevant to the procedure and the environment
2. Apply standard precautions for infection control
3. Carry out personal hygiene activities in accordance with the Care Plan
4. Ensure that the individual's privacy and dignity is maintained at all times
5. Observe the individual while providing support and reassurance and addressing any concerns
6. Describe potential adverse reactions to personal hygiene activities and how these should be dealt with and reported

#### **Outcome 5 Be able to record and report the outcome of the activity**

The learner can:

1. Record the outcome of activity in line with local policy
2. Report the outcomes of the activity to a member of the care team in line with local policy.



## **Unit 4223-324 Carry out personal hygiene for individuals unable to care for themselves (HSS/CHS011)**

Additional guidance

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

## Unit 4223-325 Undertake treatments and dressings of lesions and wounds (HSS/CHS012)

**Level:** 3  
**Credit value:** 4  
**UAN:** J/602/3101

### Unit aim

This unit develops the learner in carrying out treatments and dressings for the care of individuals' lesions and wounds. A strong emphasis is placed on knowledge of general infection control and the specific application to the care of wounds/lesions. An insight into the process of wound healing is also required.

### Learning outcomes

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

1. Understand safety measures specific to undertaking treatments and dressings of lesions and wounds
2. Understand wound infection and healing
3. Understand the rationale for carrying out procedures when treating wounds/lesions
4. Be able to prepare to treat and dress lesions and wounds
5. Be able to carry out treatments and dressings to lesions/wounds
6. Be able to record and report outcomes of the activities

### 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 CHS12.

### Assessment

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

# Unit 4223-325 Undertake treatments and dressings of lesions and wounds (HSS/CHS012)

## Assessment criteria

### **Outcome 1 Understand safety measures specific to undertaking treatments and dressings of lesions and wounds**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking treatments and dressings of lesions and wounds.
2. Explain the importance of maintaining compliance with health and safety guidance at all times
3. Explain the importance of using aseptic techniques which follow local guidelines and procedures.
4. Explain the importance of wearing personal protective equipment.

### **Outcome 2 Understand wound infection and healing**

The learner can:

1. Define and explain asepsis, antisepsis and cross infection
2. Describe the aspects of the anatomy and physiology of the skin which inform the application of dressings
3. Explain the process of wound healing and identify factors which promote and delay the process
4. Outline potential sources and consequences of wound contamination and appropriate measures to avoid and deal with these.

### **Outcome 3 Understand the rationale for carrying out procedures when treating wounds/lesions**

The learner can:

1. Identify the types and functions of equipment, materials and dressings used in own work area
2. Explain the importance of following procedures outlined in the Care Plan and the potential consequences of poor practice

### **Outcome 4 Be able to prepare to treat and dress lesions and wounds**

The learner can:

1. Identify own responsibilities and accountability with regard to legislation, policies and procedures while caring for lesions/wounds
2. Confirm the individual's identity and gain **valid consent** to carry out the procedure
3. Provide information, support and reassurance to address the individual's needs and concerns
4. Confirm all equipment and materials to be used are fit for purpose as outlined in the Care Plan
5. Maintain the sterility of dressings prior to and during application.

## **Outcome 5 Be able to carry out treatments and dressings to lesions/wounds**

The learner can:

1. Apply standard precautions for infection control
2. Implement health and safety measures relevant to the procedure and environment
3. Scrutinise the lesion/wound for any change in appearance
4. Explain the importance of referring any changes in the wound/lesion or adverse reactions which are outside own competence to the practitioner
5. Carry out treatments using techniques as outlined in the care plan
6. Observe the individual for adverse reactions while carrying out treatment in accordance with the Care Plan
7. Apply/attach dressings in line with the Care Plan
8. Dispose of hazardous waste before leaving the care area.

## **Outcome 6 Be able to record and report outcomes of the activities**

The learner can:

1. Record outcomes of the activity in line with national/local policy
2. Report the outcomes of the activity to a member of the care team in line with national/local policy

## Unit 4223-326 Carry out wound drainage care (HSS/CHS013)

**Level:** 3  
**Credit value:** 4  
**UAN:** K/602/3169

### Unit aim

This unit develops the learner's ability in undertaking wound drainage care and monitoring. It focuses on an understanding of the principles of wound drainage, the use of related equipment and the application of infection prevention and control procedures.

### Learning outcomes

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

1. Understand safety measures specific to undertaking wound drainage care
2. Understand the principles of wound drainage and use of related equipment
3. Understand procedures and techniques involved in wound drainage
4. Be able to prepare for wound drainage care
5. Be able to carry out wound drainage care
6. Be able to record and report outcomes from procedure

### 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 CHS13

### Assessment

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

## Unit 4223-326 Carry out wound drainage care (HSS/CHS013)

### Assessment criteria

#### **Outcome 1 Understand safety measures specific to undertaking wound drainage care**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking wound drainage care
- 2 Explain the importance of maintaining compliance with health and safety guidance at all times
- 3 Explain the importance of using aseptic techniques which follow local guidelines and procedures

#### **Outcome 2 Understand the principles of wound drainage and use of related equipment**

The learner can:

- 1 Explain the principles of wound drainage
- 2 Describe the types, purposes and function of wound drainage measurement materials and equipment
- 3 Describe the aspects of the anatomy and physiology of the skin and underlying structures which affect the positioning of wound drains and care
- 4 Describe methods and techniques for preparing and applying drains and dressings and the potential consequences of their contamination

#### **Outcome 3 Understand procedures and techniques involved in wound drainage**

The learner can:

- 1 Explain the importance of following the Care Plan and the potential effects of poor practice
- 2 Explain the purpose of measuring wound drainage and how to avoid potential hazards
- 3 Explain the importance of differentiating between body fluids and introduced fluids when measuring fluid loss
- 4 Describe the process of disposal of hazardous waste and equipment

#### **Outcome 4 Be able to prepare for wound drainage care**

The learner can:

- 1 Confirm the individual's identity and gain **valid consent** to carry out the activity
- 2 Communicate information in a way that is reassuring and sensitive to the personal beliefs and preferences of the individual
- 3 Implement health and safety measures relevant to the procedure and the environment
- 4 Apply standard precautions for infection control
- 5 Confirm all equipment and materials are fit for purpose
- 6 Apply standard precautions for infection control and prevention
- 7 Support and reassure the individual prior to wound drainage.

## **Outcome 5 Be able to carry out wound drainage care**

The learner can:

- 1 Use techniques and equipment to observe and measure wound drainage in line with the Care Plan
- 2 Explain the importance of referring any changes or adverse reactions which are outside own competence to the practitioner
- 3 Attach replacement drainage collection systems, maintaining sterility and the individual's comfort and dignity
- 4 Check drains and seals are secure, intact and functioning
- 5 Dispose of hazardous waste and equipment in line with local policies and procedures

## **Outcome 6 Be able to record and report outcomes from procedure**

The learner can:

- 1 Record and report measurement and outcomes of the activity in line with national/local policy.

## Unit 4223-327 Remove wound closure materials (HSS/CHS014)

**Level:** 2  
**Credit value:** 3  
**UAN:** Y/602/3538

### Unit aim

This unit develops the learner's ability to remove wound closure materials from individuals when directed by a health practitioner, following local guidelines and procedures. Emphasis is placed on knowledge of general infection control and the specific application to the removal of wound closures. An insight into the anatomy and physiology of the skin and the process of wound healing is also required.

### Learning outcomes

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

1. Know the anatomy and physiology of the skin and underlying tissues
2. Understand wound healing and contamination
3. Understand the rationale for following approved procedures and techniques to remove wound closures
4. Be able to prepare to remove wound closure materials
5. Be able to remove wound closure materials
6. Be able to record and report outcomes of procedures

### 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 the CHS14.

### Assessment

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



## **Unit 4223-327 Remove wound closure materials (HSS/CHS014)**

### Assessment criteria

#### **Outcome 1 Know the anatomy and physiology of the skin and underlying tissues**

The learner can:

- 1 Describe the aspects of the anatomy and physiology of the skin and underlying tissues which inform wound closures and their removal.

#### **Outcome 2 Understand wound healing and contamination**

The learner can:

- 1 Define and explain asepsis, antisepsis and cross infection
- 2 Explain the process of wound healing and identify factors which promote and delay the process
- 3 Describe potential sources of wound contamination and the required measures to avoid and deal with them
- 4 Describe the consequences of wound contamination.

#### **Outcome 3 Understand the rationale for following approved procedures and techniques to remove wound closures**

The learner can:

- 1 Summarise the legislation, policies and protocols which inform own role when removing wound closures
- 2 Explain the importance of following procedures specified in the care plan and the consequences of poor practice
- 3 Explain the procedure for dealing with any problems encountered while removing wound closures
- 4 Explain the procedure and rationale for the disposal of waste from the removal of wound closures in line with local policy

#### **Outcome 4 Be able to prepare to remove wound closure materials**

The learner can:

- 1 Implement health and safety measures relevant to the procedure and environment
- 2 Confirm the individual's identity and gain **valid consent** to carry out the activity
- 3 Provide information, support and reassurance to the individual to address any needs and concerns
- 4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
- 5 Select all required equipment and materials and confirm that they are fit for purpose for the activity
- 6 Check for any contraindications to removing wound closures and deal with these within own scope of practice

## **Outcome 5 Be able to remove wound closure materials**

The learner can:

- 1 Apply standard precautions for infection control
- 2 Observe and support the individual while removing wound closures according to the Care Plan
- 3 Describe potential adverse reactions to the removal of wound closures and how to deal with them
- 4 Dispose of waste before leaving the care area in accordance with local policy and protocol

## **Outcome 6 Be able to record and report outcomes of procedures**

The learner can:

- 1 Record the outcomes and findings of the activity according to national/local policy
- 2 Report outcomes and findings to members of the care team.

## Unit 4223-328 Insert and secure nasogastric tubes (HSS/CHS015)

**Level:** 3  
**Credit value:** 4  
**UAN:** A/602/0972

### Unit aim

This unit covers the insertion of nasogastric tubes following agreed protocols and procedures as and when directed. All of these activities must be undertaken using an aseptic technique.

### Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role
2. Understand the purpose and functions of nasogastric tubes and associated procedures
3. Be able to prepare the insertion of a nasogastric tube
4. Be able to insert a nasogastric tube
5. Be able to provide aftercare for individuals following nasogastric tube insertion

### 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 CHS15.

### Assessment

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

## Unit 4223-328 Insert and secure nasogastric tubes (HSS/CHS015)

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, **protocols** and good practice guidelines for inserting and securing nasogastric tubes
- 2 Summarise own responsibilities and accountability in relation to current legislation, national guidelines, policies, **protocols** and good practice guidelines
- 3 Explain the duty to report any acts or omissions in care that could be detrimental
- 4 Explain the importance of working within own role and of seeking advice when faced with situations outside this role.

#### **Outcome 2 Understand the purpose and functions of nasogastric tubes and associated procedures**

The learner can:

- 1 Explain the anatomy of the upper gastro-intestinal tract in relation to inserting nasogastric tubes
- 2 Describe the physiology of the stomach and small intestine in relation to potential contents of gastric aspirate
- 3 Explain the types of nasogastric tubes that can be used and why the most appropriate tube must be selected for the individual
- 4 Explain the normal appearance and content of stomach/intestinal fluid and how it could be affected by the individual's presenting medical condition
- 5 Describe the potential sources of contamination when inserting nasogastric tubes and how these can be reduced
- 6 Explain how aseptic technique contributes to the control of infection

#### **Outcome 3 Be able to prepare the insertion of a nasogastric tube**

The learner can:

- 1 Implement health and safety measures relevant to the procedure and environment
- 2 Apply standard precautions for infection control
- 3 Confirm the individual's identity and gain **valid consent**
- 4 Explain the planned procedure according to the individual's plan of care plan and in line with local policy/protocol
- 5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
- 6 Prepare the equipment required in accordance with local policy/protocol

## **Outcome 4 Be able to insert a nasogastric tube**

The learner can:

- 1 Maintain compliance with health and safety guidance at all times
- 2 Ensure the individual is positioned in a way that will maintain their safety and comfort and will facilitate the insertion of the nasogastric tube
- 3 Ensure that an individual's privacy and dignity is maintained at all times
- 4 Insert the nasogastric in accordance with local policy and protocol
- 5 Observe the individual throughout the procedure, reporting any **adverse reactions** in line with local policy
- 6 Ensure the nasogastric tube is correctly positioned in the stomach
- 7 Ensure the drainage bag is securely attached in a way that prevents discomfort and promotes dignity of the individual

## **Outcome 5 Be able to provide aftercare for individuals following nasogastric tube insertion**

The learner can:

- 1 Observe, report and document any changes in appearance to nasogastric aspirate
- 2 Measure and record the volume of aspirate in line with local policy
- 3 Seek assistance promptly from an appropriate person should it be required at any stage
- 4 Ensure the comfort of the individual following insertion of the nasogastric tube
- 5 Dispose of waste according to local procedures.

## Unit 4223-328 Insert and secure nasogastric tubes (HSS/CHS015)

### Additional Information

**Protocols** are a set of guided instructions on the action to be followed in relation to inserting and securing nasogastric tubes, usually developed and quality assured through and by your employing organisation

**Adverse reactions** may include:

- fear/apprehension
- pain
- failure to pass the nasogastric tube
- asphyxiation

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

# Unit 4223-329 Care for individuals with naso-gastric tubes (CHS016)

**Level:** 2  
**Credit value:** 3  
**UAN:** K/602/3995

## Unit aim

This unit is aimed at those who care for individuals with naso-gastric tubes. The learner will have the opportunity to develop knowledge, understanding and skills in order to aspirate stomach/intestinal contents via the naso-gastric tube, measure output and remove tubes when directed to.

## Learning outcomes

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

1. Understand how to care for individuals with naso-gastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines
2. Know the anatomy and physiology of the upper gastrointestinal system and its relevance to naso-gastric procedures
3. Be able to prepare to carry out naso-gastric procedures
4. Be able to support individuals undergoing naso-gastric procedures

## 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 CHS16.

## Assessment

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

# Unit 4223-329 Care for individuals with naso-gastric tubes (CHS016)

## Assessment criteria

### **Outcome 1 Understand how to care for individuals with naso-gastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines**

The learner can:

- 1 Outline how current legislation, national guidelines, policies, protocols and good practice guidelines affects own practice related to caring for an individual with naso-gastric tubes
- 2 Describe the responsibilities and boundaries related to own role
- 3 Outline how to prepare equipment and materials required for aspiration and the removal of naso-gastric tubes
- 4 Explain the importance of following health and safety procedures for aspiration and removal of naso-gastric tubes
- 5 Outline how to deal with common concerns that individuals may have in relation to clinical procedures such as aspiration and the removal of naso-gastric tubes
- 6 Outline the action to take in the event of an individual reacting adversely to the naso-gastric procedure

### **Outcome 2 Know the anatomy and physiology of the upper gastrointestinal system and its relevance to naso-gastric procedures**

The learner can:

- 1 Describe the anatomy and physiology of the upper gastrointestinal system in relation to the aspiration and removal of naso-gastric tubes
- 2 Describe the normal and abnormal appearance and content of stomach/intestinal fluid according to the individual's presenting medical condition
- 3 Outline the action to take to reduce or deal with potential sources of contamination when undertaking aspiration and removal of naso-gastric tubes
- 4 Describe the potential consequences of contamination of naso-gastric tubes and equipment used for aspiration.

### **Outcome 3 Be able to prepare to carry out naso-gastric procedures**

The learner can:

- 1 Apply standard precautions for infection control
- 2 Apply health and safety measures relevant to the procedure and environment
- 3 Prepare resources, equipment and materials needed for the aspiration and removal of naso-gastric tubes prior to starting the activity
- 4 Confirm the individual's identity and gain **valid consent** prior to carrying out naso-gastric procedures
- 5 Explain the procedure to the individual, ensuring they have all the information they require to meet their needs
- 6 Position the individual and self so that the procedure can be carried out safely and comfortably



## **Outcome 4 Be able to support individuals undergoing naso-gastric procedures**

The learner can:

- 1 Carry out the naso-gastric procedures as directed and in accordance with the individual's care plan and local policy and protocol
- 2 Observe the individual throughout the activity, taking action to deal with any condition or behaviour, which may signify **adverse reactions**
- 3 Check the naso-gastric tube and any drainage bags are securely attached in a way that prevents discomfort and maintains the individual's dignity
- 4 Assess naso-gastric aspirate for any change in appearance, informing the care team of any areas of concern in line with local policy and protocol
- 5 Measure and record the volume of aspirate
- 6 Pack up used equipment and materials and cover receptacles containing naso-gastric aspirate prior to leaving the immediate care area
- 7 Dispose of used equipment and materials and naso-gastric aspirate in line with local policy and protocol
- 8 Update records and make them available to the care team in line with local policy and protocol

# Unit 4223-330 Prepare for and carry out extended feeding techniques (HSS 3050)

**Level:** 3  
**Credit value:** 4  
**UAN:** A/601/8980

## 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 prepare for and carry out extended feeding techniques to ensure individuals nutritional and fluid intake.

## Learning outcomes

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

1. Understand anatomy and physiology in relation to extended feeding
2. Understand extended feeding techniques
3. Understand legislation and agreed ways of working when using extended feeding techniques
4. Be able to manage risks relating to extended feeding
5. Be able to prepare for extended feeding
6. Be able to carry out and complete extended feeding techniques
7. Be able to maintain records and report on extended feeding

## 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 CHS 17

## Assessment

Learning outcomes 4, 5, 6 and 7 must be assessed in a real work environment

# Unit 4223-330 Prepare for and carry out extended feeding techniques (HSS 3050)

## Assessment criteria

### Outcome 1 Understand anatomy and physiology in relation to extended feeding

The learner can:

- 1 explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding
- 2 explain the importance of fluid and nutritional balance to the health of individuals
- 3 describe **conditions** where feeding may be undertaken by extended methods..

### Outcome 2 Understand extended feeding techniques

The learner can:

- 1 explain techniques for extended feeding
- 2 describe equipment and materials that may be used for extended feeding
- 3 describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences
- 4 describe how to recognise and deal with **adverse reactions** which may occur
  - during procedures
  - following procedures.

### Outcome 3 Understand legislation and agreed ways of working when using extended feeding techniques

The learner can:

- 1 explain legislation, protocols and **agreed ways of working** that affect working practices related to extended feeding
- 2 explain the importance of following procedures exactly as specified

### Outcome 4 Be able to manage risks relating to extended feeding

The learner can:

- 1 identify potential risks associated with extended feeding
- 2 describe the potential sources and consequences of contamination
- 3 explain why it is important to
  - a) maintain the correct level of cleanliness
  - b) pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area
- 4 apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure
- 5 dispose of
  - a) used equipment, materials and feeds
  - b) body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working.

## **Outcome 5 Be able to prepare for extended feeding**

The learner can:

- 1 ensure that adequate and relevant fluids, feeds and equipment are available
- 2 confirm the identity of the individual prior to carrying out the activity
- 3 obtain **valid consent** from the individual prior to carrying out the planned activity
- 4 confirm equipment and materials are
  - appropriate to the procedure
  - fit for purpose
- 5 position an individual to ensure safety and comfort and facilitate the method of extended feeding.

## **Outcome 6 Be able to carry out and complete extended feeding techniques**

The learner can:

- 1 attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual
- 2 carry out extended feeding **safely and according to the individual's plan of care**
- 3 observe an individual throughout the activity and respond to any **adverse reactions**
- 4 ensure the comfort of the individual following extended feeding..

## **Outcome 7 Be able to maintain records and report on extended feeding**

The learner can:

- 1 complete **required records**
- 2 identify **others** who may be involved in reviewing the nutritional and fluid intake of an individual
- 3 report any findings about the process and the individual which may have an impact on the care plan.

## Unit 4223-330 Prepare for and carry out extended feeding techniques (HSS 3050)

### Additional guidance

**Conditions** may be:

- temporary
- permanent

**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

**Safely and according to the individual's plan of care** will include:

- at an appropriate time
- using agreed techniques
- using equipment in line with safety instructions
- optimising the individual's comfort and dignity and minimising pain and trauma

**Required records** are those indicated in an individual's care plan and may include:

- fluid balance
- weight
- skin condition
- observations during extended feeding
- adverse reactions
- monitoring over time

**Others** may include:

- The individual
- Family members
- Advocate
- Line manager
- Other professionals

# Unit 4223-331 Undertake physiological measurements (HSC 3052)

**Level:** 3  
**Credit value:** 3  
**UAN:** R/601/8662

## Unit aim

This unit is aimed at health & social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.

## Learning outcomes

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

1. Understand relevant legislation, policy and good practice for undertaking physiological measurements
2. Understand the physiological states that can be measured
3. Be able to prepare to take physiological measurements
4. Be able to undertake physiological measurements
5. Be able to record and report results of physiological measurement

## 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 CHS19.

## Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

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

# Unit 4223-331 Undertake physiological measurements (HSC 3052)

## Assessment criteria

### Outcome 1 Understand relevant legislation, policy and good practice for undertaking physiological measurements

The learner can:

- 1 describe current legislation, national guidelines, organisational policies and protocols affecting work practice.

### Outcome 2 Understand the physiological states that can be measured

The learner can:

- 1 explain the principles of blood pressure to include:
  - blood pressure maintenance
  - differentiation between systolic and diastolic blood pressure
  - normal limits of blood pressure
  - conditions of high or low blood pressure
- 2 explain the principles of body temperature to include:
  - body temperature maintenance
  - normal body temperature
  - pyrexia, hyper-pyrexia and hypothermia
- 3 explain the principles of respiratory rates to include:
  - normal respiratory rates
  - factors affecting respiratory rates in ill and well individuals
- 4 explain the principles of pulse rates to include:
  - normal pulse rates limits
  - factors affecting pulse rates – raising or lowering
  - pulse sites on the body
  - the requirement for pulse oximetry measurements
  - analysis and implication of pulse oximetry findings
- 5 explain the principles of body mass index (BMI) in relation to weight/dietary control
- 6 explain the major factors that influence changes in physiological measurements
- 7 explain the importance of undertaking physiological measurements.

### Outcome 3 Be able to prepare to take physiological measurements

The learner can:

- 1 explain to the individual what measurements will be undertaken and why these are done
- 2 reassure the individual during physiological measurements process
- 3 answer questions and deal with concerns during physiological measurements process
- 4 explain the help individuals may need before taking their physiological measurements
- 5 explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements
- 6 ensure all materials and equipment to be used are appropriately prepared
- 7 confirm the individual's identity and obtain **valid consent**.

## **Outcome 4 Be able to undertake physiological measurementsBe able to undertake physiological measurements**

The learner can:

- 1 apply standard precautions for infection prevention and control
- 2 apply health and safety measures relevant to the procedure and environment
- 3 select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement
- 4 monitor the condition of the individual throughout the measurement
- 5 respond to any significant changes in the individual's condition
- 6 follow the agreed process when unable to obtain or read a physiological measurement
- 7 identify any issues outside own responsibility and refer these to other colleagues.

## **Outcome 5 Be able to record and report results of physiological measurement**

The learner can:

- 1 explain the necessity for recording physiological measurements
- 2 explain a few common conditions which require recording of physiological measurements
- 3 demonstrate the correct process for reporting measurements that fall outside the normal levels
- 4 record physiological measurements taken accurately using the correct documentation



## **Unit 4223-331 Undertake physiological measurements (HSC 3052)**

Additional guidance

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

## Unit 4223-332 Conduct external ear examinations (CHS20)

**Level:** 3  
**Credit value:** 4  
**UAN:** H/602/4000

### Unit aim

This unit is aimed at those who conduct examinations of the external ear in a variety of care settings. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare for and undertake examinations in a safe manner.

### Learning outcomes

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

1. Understand how to conduct external ear examinations in line with current legislation, national guidelines, policies, protocols and good practice guidelines
2. Know the anatomy of the ear as related to conducting ear examinations
3. Understand reasons for conducting an examination of the external ear
4. Be able to prepare to conduct external ear examinations
5. Be able to conduct external ear examinations
6. Be able to record and report results from external ear examinations

### Guided learning hours

It is recommended that **28** 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 CHS20.

### Assessment

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

## Unit 4223-332 Conduct external ear examinations (CHS20)

### Assessment criteria

#### **Outcome 1 Understand how to conduct external ear examinations in line with current legislation, national guidelines, policies, protocols and good practice guidelines**

The learner can:

- 1 Summarise how current legislation, national guidelines, policies, protocols and good practice affect practice related to conducting ear examination
- 2 Describe how to prepare an environment for ear examinations in line with local policy and protocol
- 3 Describe how to prepare individuals for external ear examinations in line with local policy and protocol
- 4 Explain the importance of positioning the individual and self correctly prior to undertaking the ear examination
- 5 Describe how to maintain the privacy, safety, dignity and comfort of individuals throughout the examination
- 6 Explain how to use an otoscope to examine the external ear.

#### **Outcome 2 Know the anatomy of the ear as related to conducting ear examinations**

The learner can:

- 1 Identify the main components of the external ear
- 2 Identify the main components of the middle and inner ear.

#### **Outcome 3 Understand reasons for conducting an examination of the external ear**

The learner can:

- 1 Describe potential effects of abnormalities of the external ear
- 2 Describe the signs and symptoms which may indicate an abnormality of the external ear
- 3 Explain why it is important to examine the external ear only

#### **Outcome 4 Be able to prepare to conduct external ear examinations**

The learner can:

- 1 Apply standard precautions for infection control
- 2 Apply health and safety measures relevant to the procedure and environment
- 3 Prepare equipment for the ear examination
- 4 Confirm the individual's identity and gain **valid consent** prior to beginning the examination
- 5 Position the individual and self so that the examination can be conducted safely and comfortably.

## **Outcome 5 Be able to conduct external ear examinations**

The learner can:

- 1 Explain the procedure to the individual/carer in a way that is sensitive to their personal beliefs and preferences
- 2 Conduct an examination of the external ear
- 3 Monitor the individual for adverse reactions throughout the examination, taking action in line with local policy and protocol
- 4 Explain findings to the individual/carer.

## **Outcome 6 Be able to record and report results from external ear examinations**

The learner can:

- 1 Record findings in line with local policy and protocol
- 2 Report any further actions to the appropriate member of staff in line with local policy and protocol.

## **Unit 4223-332 Conduct external ear examinations (CHS20)**

### Additional guidance

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

# Unit 4223-333 Conduct hearing assessments (CHS21)

**Level:** 3  
**Credit value:** 5  
**UAN:** F/602/4005

## Unit aim

This unit is aimed at those who conduct hearing tests in a variety of care settings, under the direction of a health care professional. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare for and undertake hearing assessments in a safe manner.

## Learning outcomes

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

1. Understand how to conduct hearing assessments in line with current legislation, national guidelines, policies, protocols and good practice guidelines
2. Know the anatomy and physiology of the ear related to hearing
3. Understand how to maintain equipment required to assess individuals' hearing
4. Be able to prepare to conduct hearing assessments
5. Be able to conduct hearing assessments
6. Be able to record and report the results of hearing assessments

## 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 CHS21.

## Assessment

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

# Unit 4223-333 Conduct hearing assessments (CHS21)

## Assessment criteria

### **Outcome 1 Understand how to conduct hearing assessments in line with current legislation, national guidelines, policies, protocols and good practice guidelines**

The learner can:

- 1 Summarise how current legislation, national guidelines, policies, protocols and good practice guidelines affect practice related to assessing an individual's hearing
- 2 Explain how to maintain the privacy, safety, dignity and comfort of individuals throughout the hearing assessment
- 3 Explain how to prepare for and administer a hearing assessment in line with local policy and protocol
- 4 Identify reasons for not conducting a hearing assessment on an individual
- 5 Identify potential adverse reactions to hearing assessments

### **Outcome 2 Know the anatomy and physiology of the ear related to hearing**

The learner can:

- 1 Describe the anatomy and physiology of the ear
- 2 Outline the reasons for hearing impairment
- 3 Describe the levels of hearing loss
- 4 Describe the effects that hearing loss can have on an individual.

### **Outcome 3 Understand how to maintain equipment required to assess individuals' hearing**

The learner can:

- 1 Identify materials and equipment required to assess an individual's hearing
- 2 Explain how to maintain equipment
- 3 Describe procedures and timescales for the calibration of equipment

### **Outcome 4 Be able to prepare to conduct hearing assessments**

The learner can:

- 1 Apply standard precautions for infection control
- 2 Apply health and safety measures relevant to conducting hearing assessments
- 3 Prepare equipment for the hearing assessment
- 4 Confirm the individual's identity and gain **valid consent** prior to beginning the hearing assessment
- 5 Position the individual and self so that the assessment can be conducted safely and comfortably.

## **Outcome 5 Be able to conduct hearing assessments**

The learner can:

- 1 Explain the procedure to the individual/carer in a way that is sensitive to the individuals personal beliefs and preferences
- 2 Conduct the hearing assessment
- 3 Monitor the individual for adverse reactions throughout the assessment, taking action in line with local policy and protocol
- 4 Provide follow-up advice and instructions, referring to health care professionals in line with local policy and protocol

## **Outcome 6 Be able to record and report the results of hearing assessments**

The learner can:

- 1 Complete the audiology report in line with local policy and protocol
- 2 Update individual's records
- 3 Report results to the referring clinician, carrying out any post procedural instructions in line with local policy and protocol.



## **Unit 4223-333 Conduct hearing assessments (CHS21)**

### Additional guidance

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

## Unit 4223-334 Perform intravenous cannulation (HSS/CHS022)

**Level:** 3  
**Credit value:** 4  
**UAN:** M/602/1004

### Unit aim

This unit covers the insertion of intravenous cannula to facilitate access to the blood system for treatment or diagnostic purposes. Access may be required for serial sampling, or for administration of fluid or drug treatments. This procedure may be performed with adults or children and will usually take place in hospital with individuals receiving health care. It may also take place in a therapeutic, research or emergency situation.

### Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role
2. Understand the purpose and functions of intravenous cannulation
3. Be able to prepare to carry out intravenous cannulation
4. Be able to carry out intravenous cannulation
5. Be able to monitor and report on the intravenous cannulation

### 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 CHS22.

### Assessment

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

## **Unit 4223-334 Perform intravenous cannulation (HSS/CHS022)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect own role in relation to performing intravenous cannulation
- 2 Explain the importance of working within own role and of seeking advice when faced with situations outside this role.

#### **Outcome 2 Understand the purpose and functions of intravenous cannulation**

The learner can:

- 1 Explain the anatomy and physiology of the circulatory system in relation to the insertion and maintenance of intravenous cannulae
- 2 Summarise the indications and reasons for intravenous cannulation
- 3 Explain the factors, which influence the choice of cannulae and the site to be used
- 4 Explain the preparation and positioning of an individual for insertion of intravenous cannulae
- 5 Explain the risks associated with the insertion of intravenous cannulae
- 6 Evaluate current evidence based practice related to the management of risks associated with the insertion of intravenous cannulae

#### **Outcome 3 Be able to prepare to carry out intravenous cannulation**

The learner can:

- 1 Implement health and safety measures relevant to the procedure and environment
- 2 Apply standard precautions for infection control
- 3 Confirm the individual's identity and gain **valid consent**
- 4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
- 5 Check that an individual's privacy and dignity is maintained at all times
- 6 Prepare equipment for intravenous cannulation in line with local policy and protocol
- 7 Assess and take relevant action for risks identified prior to and during the procedure
- 8 Seek clinical advice and support when events or risks are beyond agreed level of competence

#### **Outcome 4 Be able to carry out intravenous cannulation**

The learner can:

- 1 Prepare an appropriate site for cannulation, using the cannula of correct size and type
- 2 Position and use a tourniquet to engorge the selected vein with blood
- 3 Insert the cannula into the selected vein using the approved technique and confirm correct siting, positioning and patency of cannula
- 4 Apply an approved dressing to fix the cannula in position
- 5 Flush the cannula when in situ according to local protocols and guidelines
- 6 Attach and secure the correct giving set to where infusion is required following approved procedures.

## **Outcome 5 Be able to monitor and report on the intravenous cannulation**

The learner can:

- 1 Report any condition or behaviour which may signify adverse reactions to the procedure, in line with local policy and protocol
- 2 Report and record the cannulation procedure in accordance with agreed procedures
- 3 Maintain the cannulation site at regular intervals to avoid infection and maintain access

## **Unit 4223-334 Perform intravenous cannulation (HSS/CHS022)**

Additional guidance

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

## Unit 4223-335 Carry out intravenous infusion (HSS/CHS023)

**Level:** 3  
**Credit value:** 4  
**UAN:** L/602/1009

### Unit aim

This unit covers setting up equipment and attaching prescribed intravenous fluids to existing intravenous cannulae. This procedure may be performed with adults or children and will usually take place in hospital with individuals receiving health care. It may also take place in a therapeutic, research or emergency situation.

### Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice for performing intravenous cannulation
2. Understand the purpose and functions of intravenous infusion
3. Be able to prepare to carry out intravenous infusion
4. Be able to carry out intravenous infusion
5. Be able to monitor and report on the intravenous infusion

### 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 CHS23.

### Assessment

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

# Unit 4223-335 Carry out intravenous infusion (HSS/CHS023)

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice for performing intravenous cannulation**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing intravenous cannulation
- 2 Explain responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines
- 3 Explain the importance of working within own role and of seeking advice when faced with situations outside this role.

### **Outcome 2 Understand the purpose and functions of intravenous infusion**

The learner can:

- 1 Explain the anatomy and physiology of the circulatory system in relation to the administration of intravenous fluids
- 2 Explain the reasons for intravenous infusion
- 3 Explain the clinical indications of infection in the cannula site and the actions that should be taken if signs of infection are evident
- 4 Explain the possible risks and adverse reactions to intravenous fluids and actions that should be taken
- 5 Explain the possible risks and adverse reactions to infusion of incorrect volumes of intravenous fluids and actions that should be taken
- 6 Explain the range of materials and equipment used for intravenous infusion

### **Outcome 3 Be able to prepare to carry out intravenous infusion**

The learner can:

- 1 Implement health and safety measures relevant to the procedure and environment
- 2 Apply standard precautions for infection control
- 3 Confirm the individual's identity and gain **valid consent**
- 4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
- 5 Confirm the required intravenous fluid to be administered in line with local protocols

### **Outcome 4 Be able to carry out intravenous infusion**

The learner can:

- 1 Check the intravenous fluid to be administered is in date and clear, with all seals intact
- 2 Ensure the administration set is primed and connected to the fluid container and cannula in a way that ensures no contamination or leakage
- 3 Adjust the fluid administration rate according to the needs of the individual and the fluid being administered.

## **Outcome 5 Be able to monitor and report on the intravenous infusion**

The learner can:

- 1 Monitor the individual's condition and seek support and guidance from a member of the team if events or risks are outside sphere of competence
- 2 Report any condition which may indicate adverse reactions to the procedure, taking action in accordance with local policy and protocol
- 3 Record the administration in accordance with local policy and protocol
- 4 Monitor the cannulation site at regular intervals, taking action in accordance with local policy and protocol.



## **Unit 4223-335 Carry out intravenous infusion (HSS/CHS023)**

Additional guidance

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

# Unit 4223-336 Carry out arterial puncture and collect arterial blood (HSS/CHS024)

**Level:** 3  
**Credit value:** 4  
**UAN:** Y/602/1028

## Unit aim

This unit covers obtaining arterial blood samples by arterial puncture. This would normally be an investigative procedure, and may be performed in respiratory laboratories, in hospital, and in outpatient clinics. It would not be performed in the individual's home. The procedure will be performed with adults and children and with individuals in critical care areas such as intensive care units. It may include the use of a range of equipment, blood collection systems and techniques relating to arterial sites.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice in arterial puncture and collecting arterial blood
2. Understand the procedures involved in carrying out arterial puncture and the collection of arterial blood
3. Be able to prepare to carry out arterial puncture and collect arterial blood
4. Be able to carry out arterial puncture and collect arterial blood
5. Be able to monitor and report on arterial puncture and the collection of arterial blood
6. Be able to record, report and forward on 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 CHS24.

## Assessment

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

# Unit 4223-336 Carry out arterial puncture and collect arterial blood (HSS/CHS024)

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice in arterial puncture and collecting arterial blood**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice in relation to carrying out arterial puncture and collecting arterial blood
- 2 Explain the importance of applying standard precautions to the preparation of materials and equipment and the potential consequences of poor practice.

### **Outcome 2 Understand the procedures involved in carrying out arterial puncture and the collection of arterial blood**

The learner can:

- 1 Describe the types and categories of risks which may be encountered when performing arterial puncture, and explain their implications
- 2 Explain the different types of blood collection equipment and explain the factors affecting choice of equipment for collecting arterial blood specimens
- 3 Explain the importance of correctly identifying the individual's current level of oxygen intake and its impact upon the arterial puncture process.

### **Outcome 3 Be able to prepare to carry out arterial puncture and collect arterial blood**

The learner can:

- 1 Confirm the individual's identity and gain **valid consent**
- 2 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
- 3 Apply standard precautions for infection control
- 4 Implement health and safety measures relevant to the procedure and environment
- 5 Follow protocols in accordance with local policy to prepare the selected site for arterial puncture

### **Outcome 4 Be able to carry out arterial puncture and collect arterial blood**

The learner can:

- 1 Position the individual for arterial puncture
- 2 Check to ensure local anaesthetic has been effective
- 3 Insert the blood collection equipment, avoiding blockage or damage to arteries or blood vessels
- 4 Obtain the arterial blood sample in the correct volume and of suitable quality for purpose
- 5 Apply sufficient pressure and for a sufficient timescale to stop the blood flow and ensure haemostasis.

## **Outcome 5 Be able to monitor and report on arterial puncture and the collection of arterial blood**

The learner can:

- 1 Report any condition or behaviour which may signify adverse reactions to the procedure and take action in accordance with local policy and protocol
- 2 Seek immediate assistance when remedial action is required and is beyond own scope of practice.

## **Outcome 6 Be able to record, report and forward on blood samples**

The learner can:

- 1 Label the arterial blood sample according to local policy and protocol
- 2 Request analysis of the blood sample in line with local policy and protocol
- 3 Ensure that sample is in position for collection in line with local policy and protocol
- 4 Document arterial blood collection procedure in accordance with local policy and protocol.

## **Unit 4223-336 Carry out arterial puncture and collect arterial blood (HSS/CHS024)**

Additional guidance

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

## Unit 4223-337 Carry out blood collection from fixed or central lines (HSS/CHS025)

**Level:** 3  
**Credit value:** 4  
**UAN:** R/602/0959

### Unit aim

This unit covers the collection of blood from fixed or central lines that have already been inserted by a registered practitioner, for individuals usually undergoing some form of treatment. This activity must be carried out following agreed clinical protocols and the application of principles of asepsis is of paramount importance. The activity may be undertaken in hospital, hospices, in clinics or at the individual's home. It may require assistance from another member of the care team. You will be working without direct supervision but according to local policy and protocol.

### Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role
2. Understand the procedures involved in the collection of arterial blood
3. Be able to prepare to carry out blood collection
4. Be able to carry out blood collection procedures
5. Be able to record, report and forward on blood samples
6. Be able to monitor and report on blood collection

### 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 CHS25.

### Assessment

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

# Unit 4223-337 Carry out blood collection from fixed or central lines (HSS/CHS025)

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for collecting blood from fixed or central lines
- 2 Explain the importance of applying standard precautions to the preparation of materials and equipment and identify the potential consequences of poor practice.

### **Outcome 2 Understand the procedures involved in the collection of arterial blood**

The learner can:

- 1 Explain the types and categories of risks which may be involved when carrying out blood collection and the action to take if these occur
- 2 Describe the different types of fixed or central line blood collection systems and equipment and explain the situations in which they may be used
- 3 Explain the importance of disposing of used equipment and clinical waste from collection of blood from fixed or central lines in line with local policy and protocol

### **Outcome 3 Be able to prepare to carry out blood collection**

The learner can:

- 1 Confirm the individual's identity and gain **valid consent**
- 2 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
- 3 Apply standard precautions for infection control
- 4 Implement health and safety measures relevant to the procedure and environment

### **Outcome 4 Be able to carry out blood collection procedures**

The learner can:

- 1 Control the blood flow throughout the collection procedure in line with local policy and protocol
- 2 Attach the blood collection equipment to the blood collection site in the fixed or central line
- 3 Collect the blood sample in sufficient volume into a sterile container in accordance with local policy and protocol
- 4 Follow local protocols when unable to collect the required sample of blood
- 5 Flush the line with sterile solution to maintain patency on completion of the blood collection

### **Outcome 5 Be able to record, report and forward on blood samples**

The learner can:

- 1 Label the blood sample according to local protocol
- 2 Request analysis of the blood sample in line with local policy and protocol
- 3 Document blood collection procedure in accordance with local policy and protocol

## **Outcome 6 Be able to monitor and report on blood collection**

The learner can:

- 1 Monitor the individual and report any condition or behaviour which may signify adverse reactions to the procedure and take action in accordance with local policy and protocol
- 2 Seek immediate assistance when remedial action is required and is beyond own scope of practice.



## **Unit 4223-337 Carry out blood collection from fixed or central lines (HSS/CHS025)**

Additional guidance

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

# Unit 4223-338 Perform routine Electrocardiograph (ECG) Procedures (HSS/CHS130)

**Level:** 3  
**Credit value:** 4  
**UAN:** J/602/0960

## Unit aim

This unit covers the performance of recording electrocardiograph (ECG) at rest and ambulatory electrocardiograph (ECG) procedures. The unit includes connection and disconnection of electrodes and acquisition of data ready for analysis. The procedures may be performed in a number of care settings such as outpatient departments, ward areas and GP practices.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role
2. Understand the purpose and functions of electrocardiographs
3. Be able to prepare to carry out routine electrocardiograph procedures
4. Be able to carry out routine electrocardiograph procedures

## 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 HS130.

## Assessment

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

## Unit 4223-338 Perform routine Electrocardiograph (ECG) Procedures (HSS/CHS130)

### Assessment criteria

#### Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing routine electrocardiograph procedures
- 2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines
- 3 Explain the duty to report any acts or omissions in care that could be detrimental.

#### Outcome 2 Understand the purpose and functions of electrocardiographs

The learner can:

- 1 Explain the purpose of electrocardiograph procedures
- 2 Describe the type, common characteristics and set up requirements of recording devices used in electrocardiograph procedures
- 3 Explain the structure and function of the heart
- 4 Identify a normal electrocardiograph and relate this to the conduction system of the heart
- 5 Describe the correct positioning of electrodes for at rest and ambulatory procedures
- 6 Explain why it is important to position electrodes correctly
- 7 Identify potential sources of artefact and explain how to recognise them

#### Outcome 3 Be able to prepare to carry out routine electrocardiograph procedures

The learner can:

- 1 Implement health and safety measures relevant to routine electrocardiograph procedures
- 2 Apply standard precautions for infection control
- 3 Confirm the individual's identity, reason for referral and obtain **valid consent**
- 4 Confirm the individual is fit to undergo the procedure
- 5 Inform the individual and carers on the procedure and requirements for their compliance
- 6 Identify any factors or **special needs**, which may affect the test or test results
- 7 Seek guidance where alternative arrangements are required to meet **special needs**
- 8 Establish the suitability of the equipment for the procedure
- 9 Prepare sites and position electrodes, considering any **special needs** that have been identified

## **Outcome 4 Be able to carry out routine electrocardiograph procedures**

The learner can:

- 1 Inform the individual and their carers on the procedure and the next action
- 2 Check that an individual's privacy and dignity is maintained at all times
- 3 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
- 4 Encourage the individual to relax and remain immobile throughout a resting electrocardiograph
- 5 Check the individual understands the need for recording signs and symptoms, throughout an ambulatory electrocardiograph
- 6 Label documents and recording devices in line with local policy and protocol

## **Unit 4223-338 Perform routine Electrocardiograph (ECG) Procedures (HSS/CHS130)**

Additional guidance

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

**Special needs** may include the need to use alternative positions for placing the electrodes due to dressings, sound supports, limbs missing etc

# 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:
  - Legibility of labelling and documentation
  - Temperature control of storage
  - 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 4223-340 Obtain venous blood samples (HSC 3053)

**Level:** 3  
**Credit value:** 3  
**UAN:** D/601/8860

### Unit aim

This unit is aimed at health & social care professionals involved in the use of venepuncture/ phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations.

### Learning outcomes

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

1. Understand legislation, policy and good practice related to obtaining venous blood samples
2. Understand the anatomy and physiology relating to obtaining venous blood samples
3. Be able to prepare to obtain venous blood samples
4. Be able to obtain venous blood samples
5. Be able to prepare venous blood samples for transportation

### 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 CHS132.

### Assessment

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

## Unit 4223-340 Obtain venous blood samples (HSC 3053)

### Assessment criteria

#### **Outcome 1 Understand legislation, policy and good practice related to obtaining venous blood samples**

The learner can:

- 1 describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples.

#### **Outcome 2 Understand the anatomy and physiology relating to obtaining venous blood samples**

The learner can:

- 1 describe the structure of venous blood vessels
- 2 explain blood clotting processes and the factors that influence blood clotting
- 3 describe the position of venous blood vessels in relation to arteries, nerves and other structures.

#### **Outcome 3 Be able to prepare to obtain venous blood samples**

The learner can:

- 1 confirm the individual's identity and obtain **valid consent**
- 2 communicate with the individual in a manner which:
  - provides relevant information
  - provides support and reassurance
  - addresses needs and concerns
  - is respectful of personal beliefs and preferences
- 3 select and prepare appropriate equipment for obtaining the venous blood sample
- 4 select and prepare an appropriate site taking into account the individual's preferences.

## **Outcome 4 Be able to obtain venous 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 use the selected blood collection equipment correctly, in a manner which will cause minimum discomfort to the individual
- 4 use the agreed procedure to obtain the venous blood sample to include:
  - utilisation of containers
  - required volume of blood
  - correct sequence when obtaining multiple samples
  - application and use of tourniquets at appropriate stages
  - stimulation of blood flow or selection of alternative site where necessary
  - utilisation of anti-coagulant with sample when necessary
- 5 respond to any indication of adverse reaction, complication or problem during the procedure
- 6 explain the correct procedure to deal with an arterial puncture when it occurs
- 7 terminate the blood collection procedure following guidelines and/or protocols to include:
  - removal of blood collection equipment
  - stopping blood flow
  - stopping bleeding
  - application of suitable dressing
  - personal care advice to the individual.

## **Outcome 5 Be able to prepare venous blood samples for transportation**

The learner can:

- 1 label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring:
  - legibility of labelling and documentation
  - temperature control of storage
  - immediacy of transportation.

## Unit 4223-341 Remove wound drains (HSS/CHS133)

**Level:** 3  
**Credit value:** 4  
**UAN:** T/602/3093

### Unit aim

This unit is about the removal of wound drains, following agreed protocols and procedures.

### Learning outcomes

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

1. Understand current legislation, policy and good practice related to removing wound drains
2. Understand factors related to the removal of wound drains
3. Be able to prepare to remove wound drains
4. Be able to remove wound drains
5. Be able to care for and support the individual during and after the procedure

### 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 CHS 133.

### Assessment

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

# Unit 4223-341 Remove wound drains (HSS/CHS133)

## Assessment criteria

### **Outcome 1 Understand current legislation, policy and good practice related to removing wound drains**

The learner can:

- 1 Summarise the current legislation, national guidelines and local policies and protocols which affect own role
- 2 Identify the procedures relating to removing wound drains
- 3 Explain when good practice suggests it may be necessary to seek assistance

### **Outcome 2 Understand factors related to the removal of wound drains**

The learner can:

- 1 Describe the anatomy and physiology of the skin and underlying structures
- 2 Identify the types, purpose and function of materials and equipment required in relation to removing wound drains
- 3 Summarise the methods and techniques for preparing and applying dressings and wound supports
- 4 Explain how to measure the individual's wound drainage prior to removal as directed by an appropriate person
- 5 Explain the hazards associated with measuring wound drainage and removing wound drains.

### **Outcome 3 Be able to prepare to remove wound drains**

The learner can:

- 1 Select relevant equipment and check that it is fit for purpose
- 2 Prepare the drainage system in accordance with local policies and procedures and manufacturer's guidance

### **Outcome 4 Be able to remove wound drains**

The learner can:

- 1 Apply health and safety measures relevant to removing wound drains
- 2 Apply standard precautions for infection control
- 3 Confirm the individual's identity and obtain **valid consent**
- 4 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
- 5 Carry out wound drain removal in accordance with local policy and protocol
- 6 Dispose of used wound drainage systems and equipment according to local policy and protocol.

### **Outcome 5 Be able to care for and support the individual during and after the procedure**

The learner can:

- 1 Reassure the individual throughout the activity
- 2 Identify potential adverse reactions and discomfort and describe the action to be taken
- 3 Observe the drainage site for signs of leakage and apply the relevant dressing
- 4 Record and report outcomes of the activity in line with local policy and protocol

## **Unit 4223-341 Remove wound drains (HSS/CHS133)**

Additional guidance

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

## Unit 4223-342 Carry out vision screening (HSS/CHS134)

**Level:** 3  
**Credit value:** 4  
**UAN:** F/602/3095

### Unit aim

This unit is about assessing the visual acuity of individuals as a routine element of locally planned child health surveillance programmes, or other community/health settings, as part of a health assessment for individuals of all ages.

### Learning outcomes

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

1. Understand current legislation, policy and good practice related to carrying out vision screening
2. Understand the factors related to vision screening
3. Be able to prepare to carry out vision screening
4. Be able to carry out vision screening
5. Be able to support individuals during and after the procedure

### 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 CHS 134.

### Assessment

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



# Unit 4223-342 Carry out vision screening (HSS/CHS134)

## Assessment criteria

### **Outcome 1 Understand current legislation, policy and good practice related to carrying out vision screening**

The learner can:

- 1 Describe the current legislation, national guidelines and local policies, protocols and guidance which affect own role
- 2 Identify the procedures related to carrying out vision screening
- 3 Summarise when good practice suggests it may be necessary to seek assistance.

### **Outcome 2 Understand the factors related to vision screening**

The learner can:

- 1 Describe the structure and function of the eyes
- 2 Identify the types, purpose and function of materials and equipment required in relation to carrying out vision screening
- 3 Explain the methods and techniques for carrying out vision screening.

### **Outcome 3 Be able to prepare to carry out vision screening**

The learner can:

- 1 Select equipment and check that it is fit for purpose
- 2 Identify any needs the individual has which may affect the accuracy of screening and describe the relevant actions to take to meet these needs

### **Outcome 4 Be able to carry out vision screening**

The learner can:

- 1 Apply health and safety measures relevant to vision screening
- 2 Apply standard precautions for infection control
- 3 Confirm the individual's identity and obtain **valid consent**
- 4 Explain the procedure to the individual according to their level of understanding, age and development
- 5 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
- 6 Carry out vision screening in accordance with local policy and protocol.

### **Outcome 5 Be able to support individuals during and after the procedure**

The learner can:

- 1 Reassure the individual throughout the activity
- 2 Refer the individual to the relevant service in accordance with local policy and protocol
- 3 Record and report outcomes of the activity in line with local policy and protocol.

## **Unit 4223-342 Carry out vision screening (HSS/CHS134)**

### Additional guidance

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

**Individuals** may include children

## Unit 4223-343 Administer oral nutritional products to individuals (CHS147)

**Level:** 3  
**Credit value:** 5  
**UAN:** J/602/4006

### Unit aim

This unit is aimed at those working in a range of care settings such as hospitals, nursing and residential homes, hospices and community settings to administer oral nutritional products to individuals who are otherwise incapable of doing so. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare nutritional products and to administer them to individuals, including ensuring stock levels are maintained.

### Learning outcomes

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

1. Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines
2. Understand common nutritional products and their uses
3. Understand how to manage possible reactions to the use of nutritional products
4. Be able to prepare for oral administration of nutritional products
5. Be able to administer oral nutritional products to individuals
6. Be able to maintain stock of nutritional products

### Guided learning hours

It is recommended that **35** 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 CHS147

### Assessment

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

## **Unit 4223-343 Administer oral nutritional products to individuals (CHS147)**

### Assessment criteria

#### **Outcome 1 Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines**

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines affecting own practice related to administering oral nutritional products
- 2 Explain how to take information from medication administration charts to inform the administration of oral nutritional products
- 3 Explain how to prepare oral nutritional product
- 4 Explain how to ensure the dignity, safety and privacy of an individual during the procedure
- 5 Explain how to check if the individual has taken the oral nutritional product.

#### **Outcome 2 Understand common nutritional products and their uses**

The learner can:

- 1 Describe common nutritional products and their uses
- 2 Explain how common nutritional products should be store
- 3 Describe the effects of common nutritional products, relevant to the **individuals'** condition
- 4 Explain the importance of information labelling of nutritional products.

#### **Outcome 3 Understand how to manage possible reactions to the use of nutritional products**

The learner can:

- 1 Describe common adverse reactions to nutritional products and how to recognise them
- 2 Explain how to deal with common adverse reactions
- 3 Explain how to deal with non-compliance when attempting to administer nutritional products
- 4 Identify support staff to help manage reactions to the use of nutritional products
- 5 Explain how to minimise risk of any hazards and complications occurring during the administration of nutritional products

## **Outcome 4 Be able to prepare for oral administration of nutritional products**

The learner can:

- 1 Apply standard precautions for infection control
- 2 Apply health and safety measures relevant to the procedure and environment
- 3 Confirm the individual's identity and gain **valid consent** prior to administering nutritional products
- 4 Check the individual's administration record for accuracy prior to administering nutritional products, taking any necessary action
- 5 Explain the procedure to the individual in a way that is sensitive to their personal beliefs and preferences
- 6 Prepare an individual to receive oral administration of nutritional products
- 7 Select and prepare nutritional products according to the administration record and standard hygiene precautions
- 8 Select materials, equipment and aids, which can be used for the oral administration of nutritional products.

## **Outcome 5 Be able to administer oral nutritional products to individuals**

The learner can:

- 1 Administer oral nutritional products to an individual according to the administration record and in a way which minimises pain, discomfort and trauma for the individual
- 2 Monitor the individual's condition throughout, recognising any adverse effects and taking appropriate action immediately
- 3 Dispose of waste products in line with local policy and protocol
- 4 Update records in line with local policy and protocol.

## **Outcome 6 Be able to maintain stock of nutritional products**

The learner can:

- 1 Monitor and rotate stock levels, reporting any discrepancies to the appropriate person
- 2 Maintain the correct storage conditions for oral nutritional products
- 3 Dispose of out of date and part-used nutritional products in line with local policy and protocol
- 4 Maintain stock records.

## **Unit 4223-343 Administer oral nutritional products to individuals (CHS147)**

Additional guidance

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

# Unit 4223-344 Provide agreed support for foot care (HSC 2017)

**Level:** 2  
**Credit value:** 3  
**UAN:** R/601/8063

## Unit aim

This unit is aimed at those who working in a wide range of settings. It is for learners who provide foot care for **individuals** as specified by a podiatrist. It covers the practical treatment of feet as well as knowledge about common conditions of the feet.

## Learning outcomes

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

1. Understand the signs and causes of foot and toe-nail abnormalities
2. Be able to prepare to provide support for assessed foot care needs
3. Be able to promote the individual's engagement in their own foot care
4. Be able to provide foot care safely
5. Be able to record and report on foot care

## 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 HC220.

## Assessment

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

# Unit 4223-344 Provide agreed support for foot care (HSC 2017)

## Assessment criteria

### Outcome 1 Understand the signs and causes of foot and toe-nail abnormalities

The learner can:

- 1 describe the effects of common **medical conditions** on the feet and toe-nails
- 2 describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toe-nails.

### Outcome 2 Be able to prepare to provide support for assessed foot care needs

The learner can:

- 1 ascertain information about an **individual's assessed foot care needs**
- 2 ensure the setting for foot care meets the individual's preferences and maintains privacy
- 3 prepare the **equipment** required for treatment
- 4 prepare the individual's feet for treatment, in a way that promotes **active participation**
- 5 describe how and when to access additional guidance about **assessed foot care needs**.

### Outcome 3 Be able to promote the individual's engagement in their own foot care

The learner can:

- 1 support the individual's understanding of any treatments, equipment or dressings to be used
- 2 invite feedback from the individual on how their foot care is carried out
- 3 explain why advice should not be given unless agreed with the podiatrist.

### Outcome 4 Be able to provide foot care safely

The learner can:

- 1 carry out agreed foot care treatments in accordance with instructions
- 2 operate equipment safely and in accordance with instructions
- 3 use protective equipment, protective clothing and hygiene techniques to minimise risks
- 4 dispose of waste products safely.

### Outcome 5 Be able to record and report on foot care

The learner can:

- 1 record the condition of the individual's feet before treatment
- 2 record treatments carried out
- 3 explain how to record any adverse reactions or responses to treatments or dressings
- 4 report on foot care treatments, conditions and reactions in agreed ways



## Unit 4223-344 Provide agreed support for foot care (HSC 2017)

### Additional guidance

**Medical conditions** may include:

- Diabetes
- Arthritis
- Peripheral vascular disease
- Eczema
- Hallux abductovalgus operations.

**Assessed foot care needs** are the needs and treatments specified for an individual by a podiatrist.

An **individual** is someone requiring care or support.

**Equipment** may include:

- Rasps
- Files
- Scissors
- Forceps
- Drills
- Probes.

**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 4223-345 Support individuals to manage dysphagia (CHS159)

**Level:** 3  
**Credit value:** 5  
**UAN:** L/602/4007

## Unit aim

This unit is aimed at those who support individuals who participate in therapy programmes to restore or maintain maximum independence in the management of dysphagia.

## Learning outcomes

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

1. Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines
2. Understand how dysphagia affects individuals
3. Know the importance of nutritional intake for individuals with dysphagia
4. Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes
5. Be able to provide information to colleagues regarding individuals' treatment

## Guided learning hours

It is recommended that **35** 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 CHS159.

## Assessment

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

# Unit 4223-345 Support individuals to manage dysphagia (CHS159)

## Assessment criteria

### **Outcome 1 Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines**

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting **individuals** with dysphagia
- 2 Describe why **individuals** with dysphagia should be encouraged to promote their own health and wellbeing
- 3 Describe the types of skill development activities that can be carried out with **individuals** to help them develop swallowing skills

### **Outcome 2 Understand how dysphagia affects individuals**

The learner can:

- 1 Describe the main clinical causes of dysphagia
- 2 Outline how to recognise the main types of dysphagia
- 3 Identify major risks and secondary difficulties associated with dysphagia
- 4 Describe the anatomy and physiology relevant to maintaining a safe swallow
- 5 Explain how an individual's ability to swallow is affected by:
  - sensory impairment
  - loss of bodily function
  - loss of cognition
- 6 Explain how to provide a suitable environment for affected **individuals**.

### **Outcome 3 Know the importance of nutritional intake for individuals with dysphagia**

The learner can:

- 1 Describe the impact of oral intake on nutrition for an individual with dysphagia
- 2 Describe safe practices with regard to preparing oral intake
- 3 Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia

#### **Outcome 4 Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes**

The learner can:

- 1 Confirm the individual's identity and gain **valid consent** prior to carrying out the therapy programme
- 2 Explain the skill development activities to the individual/carer
- 3 Support the individual's **active participation** with skill development activities as specified in the individual's care programme, seeking advice from the care team if the level of support required by the individual is beyond own scope of practice
- 4 Provide oral intake in the consistency and appearance outlined in the individual's care programme
- 5 Provide the individual with sufficient time to practice newly developed skills
- 6 Provide the individual/carer with information and advice, as instructed by the specialist, in regards to self-management.

#### **Outcome 5 Be able to provide information to colleagues regarding individuals' treatment**

The learner can:

- 1 Update records regarding the support provided, in line with local policy and protocol
- 2 Provide feedback to the individual's therapist and care team to aid future care planning.

## Unit 4223-345 Support individuals to manage dysphagia (CHS159)

### Additional guidance

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

**Individuals** can be adults, children and young people or older people

**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 4223-346 Assist others to monitor individuals' progress in managing dysphagia (CHS160)**

**Level:** 3  
**Credit value:** 5  
**UAN:** R/602/4008

### **Unit aim**

This unit is aimed at those who assist members of the care team to monitor individuals' progress with managing dysphagia.

### **Learning outcomes**

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

1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to monitoring individuals with dysphagia
2. Understand how to assist others in monitoring the progress of individuals with dysphagia
3. Know the action to take as a result of the monitoring undertaken
4. Be able to assist others in monitoring individual's progress in managing dysphagia
5. Be able to report and record an individual's progress in managing their dysphagia

### **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 CHS160

### **Assessment**

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

## Unit 4223-346 Assist others to monitor individuals' progress in managing dysphagia (CHS160)

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to monitoring individuals with dysphagia**

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice related to monitoring **individuals** with dysphagia.

#### **Outcome 2 Understand how to assist others in monitoring the progress of individuals with dysphagia**

The learner can:

- 1 Explain the importance of regularly monitoring an individual's progress in managing dysphagia
- 2 Explain how to assist others to monitor an individual's progress
- 3 Explain the importance of monitoring an individual's progress in a constructive and encouraging manner
- 4 Outline how to create an environment where open and confidential discussions with the individual can take place
- 5 Explain the importance of the environmental conditions required by the individual
- 6 Explain the importance of the support required by the individual.

#### **Outcome 3 Know the action to take as a result of the monitoring undertaken**

The learner can:

- 1 Outline the action to take if adverse issues and risks emerge
- 2 Outline how and when information should be fed back and to whom
- 3 Outline record keeping practices and procedures in relation to diagnostic and therapeutic programmes

#### **Outcome 4 Be able to assist others in monitoring individual's progress in managing dysphagia**

The learner can:

- 1 Confirm the individual's identity and gain **valid consent** prior to carrying out the monitoring activity
- 2 Work with the individual and others to identify areas of progress and difficulty
- 3 Assist others in recording information
- 4 Assist others in setting goals with the individual
- 5 Reinforce positive feedback and advice provided by others, regarding the individual's approach to managing their dysphagia
- 6 Assist others to support the individual's **active participation** in managing their dysphagia
- 7 Assist others to support the individual to increase their understanding of dysphagia.

## **Outcome 5 Be able to report and record an individual's progress in managing their dysphagia**

The learner can:

- 1 Provide regular feedback on the individual's progress to the care team, alerting them immediately with any specific issues or risks that need urgent attention
- 2 Update records in line with local policy and protocol.



## **Unit 4223-346 Assist others to monitor individuals' progress in managing dysphagia (CHS160)**

### Additional Information

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

**Individuals** can be adults, neonates, children and young people or older people  
Others can be members of the care team

**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 4223-347 Obtain a client history (HSS/CHS168)

**Level:** 3  
**Credit value:** 3  
**UAN:** T/602/4325

### Unit aim

This unit develops the learner in gathering information to obtain a relevant history from an individual and if this is not feasible, a third party.

### Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice related to obtaining a client history
2. Be able to prepare to obtain a client history
3. Be able to obtain a client history

### 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 CHS168.

### Assessment

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

## Unit 4223-347 Obtain a client history (HSS/CHS168)

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to obtaining a client history**

The learner can:

- 1 Identify own roles and responsibilities with regard to the current legislation, national guidelines, policies, protocols and good practice guidelines when obtaining an individual's history
- 2 Explain the guidelines to be followed if the individual is unable to provide a relevant history
- 3 Explain how to check a third party's authority and ability to provide information about an individual
- 4 Outline the steps to be taken to clarify and confirm any missing or ambiguous information in an individual's history.

#### **Outcome 2 Be able to prepare to obtain a client history**

The learner can:

- 1 Confirm the individual's identity
- 2 Explain own role and responsibilities
- 3 Check the individual's or third party's understanding of the purpose of the activity

#### **Outcome 3 Be able to obtain a client history**

The learner can:

- 1 Gain **valid consent** to share information in line with national/local policy and protocol
- 2 Maintain confidentiality and the individual's dignity, privacy, beliefs and rights in line with local policy and protocol
- 3 Obtain information on the individual's prior health and circumstances
- 4 Clarify any ambiguous or incomplete statements
- 5 Respond to any questions from the individual or third party
- 6 Record the outcomes of the activity in line with national/local policy and protocol

## Unit 4223-347 Obtain a client history (HSS/CHS168)

### Additional Information

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

**Individuals** can be adults, neonates, children and young people or older people  
Others can be members of the care team

**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 4223-348 Manufacture equipment or medical devices for individuals within healthcare (HSS/CHS205)**

**Level:** 3  
**Credit value:** 4  
**UAN:** Y/602/0963

### **Unit aim**

This unit covers the manufacture and assembly of customised and/or rehabilitation equipment, medical devices and assertive technology.

### **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 manufacture of medical devices
2. Be able to prepare to carry out the manufacturing of equipment or medical devices
3. Be able to carry out the manufacturing of equipment or medical devices
4. Be able to monitor operations and conditions
5. Be able to test and adjust the finished equipment or medical device

### **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 CHS205

### **Assessment**

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

# **Unit 4223-348 Manufacture equipment or medical devices for individuals within healthcare (HSS/CHS205)**

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to manufacture of medical devices**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the manufacture of equipment or medical devices
- 2 Explain how the prescription requirement is integrated in the manufacture of equipment or medical devices
- 3 Describe how to assess and manage risks within the manufacturing environment and for the item under construction.

### **Outcome 2 Be able to prepare to carry out the manufacturing of equipment or medical devices**

The learner can:

- 1 Identify and assess existing manufacturing components for suitability
- 2 Select the materials, tools and techniques for producing the equipment or device
- 3 Interpret the specification for the manufacture of the equipment or device
- 4 Determine those aspects of specification, which relate to an adaptation of existing equipment and/or device to meet the prescribed customised solution.

### **Outcome 3 Be able to carry out the manufacturing of equipment or medical devices**

The learner can:

- 1 Work with stakeholders and others involved in the manufacture process
- 2 Implement health and safety measures relevant to the manufacturing of equipment or medical devices
- 3 Manufacture and assemble the component parts to the agreed specification

### **Outcome 4 Be able to monitor operations and conditions**

The learner can:

- 1 Maintain environmental conditions as required by the manufacturing procedure
- 2 Carry out the testing, monitoring, inspection and risk assessment for the operation of equipment and materials
- 3 Respond to any faults or breakdowns to equipment in line with local policy and protocol.

## **Outcome 5 Be able to test and adjust the finished equipment or medical device**

The learner can:

- 1 Confirm that the product meets agreed specification, prescription and performance parameters
- 2 Apply standard precautions for infection control
- 3 Test the product with the individual
- 4 Adapt the product to meet the customised solution
- 5 Compile and maintain records and user information for the equipment or medical device in line with local policy and protocol
- 6 Store records in line with local policy and protocol.

## **Unit 4223-349 Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs (HSS/CHS206/223)**

**Level:** 3  
**Credit value:** 6  
**UAN:** J/602/3521

### **Unit aim**

This unit aims to develop the learner's ability to adapt and fit prescribed items. Knowledge and understanding of technical specifications and requirements informs work practice.

### **Learning outcomes**

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

1. Understand relevant legislation, policy and good practice related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs
2. Understand anatomy and physiology relevant to adapting and fitting prescribed items to meet individuals' needs
3. Understand specialist technical requirements of healthcare equipment, medical devices, assistive technology, associated systems or products
4. Be able to adapt prescribed items to meet individuals' needs
5. Be able to fit prescribed items to meet the needs of individuals

### **Guided learning hours**

It is recommended that **37** 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 CHS206 and CHS223

### **Assessment**

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



## **Unit 4223-349 Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs (HSS/CHS206/223)**

### Assessment criteria

#### **Outcome 1 Understand relevant legislation, policy and good practice related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs**

The learner can:

- 1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products
- 2 Outline own roles, responsibilities and accountability when adapting and fitting **prescribed items**
- 3 Outline the procedures and systems used within own work place for authorising **prescribed items**
- 4 Explain the importance of handover procedures for the **prescribed item**.

#### **Outcome 2 Understand anatomy and physiology relevant to adapting and fitting prescribed items to meet individuals' needs**

The learner can:

- 1 Outline the aspects of anatomy and physiology which impact on adapting and fitting **prescribed items** within own role

#### **Outcome 3 Understand specialist technical requirements of healthcare equipment, medical devices, assistive technology, associated systems or products**

The learner can:

- 1 Identify the measurements and limits of use for the **prescribed items** encountered in own work practice to ensure any adaptation maintains its
  - Integrity·
  - safety·
  - fitness for purpose
- 2 Identify the range of measurements used in adaptations of **prescribed items** encountered in own work practice, to ensure specification of the original prescription is met
- 3 Explain the importance of checking the impact of a **prescribed item** on other devices and systems used by the individual
- 4 Identify the parameters used when assessing the fit of **prescribed items** encountered in own role
- 5 Describe the process of making minor adjustments to ensure best fit and comfort for **prescribed items**

#### **Outcome 4 Be able to adapt prescribed items to meet individuals' needs**

The learner can:

- 1 Liaise with **those involved** in the adaptation and check authorisation for the work
- 2 Check that the prescribed item conforms to required **standards**
- 3 Make adaptations in line with prescribed recommendations, in accordance with national/local policy and protocol
- 4 Confirm the prescribed item is in safe working order within expected performance parameters
- 5 Inform **those involved** and the individual that the prescribed item is ready for fitting
- 6 Record details of the adjustments in line with national/local policy.

#### **Outcome 5 Be able to fit prescribed items to meet the needs of individuals**

The learner can:

- 1 Confirm the individual's identity and gain **valid consent**
- 2 Explain to the individual the purpose and instruct in the use of the **prescribed item**
- 3 Maintain compliance with **health and safety guidance** at all times
- 4 Apply standard precautions for infection control
- 5 Fit the prescribed item and activate, if necessary,
- 6 Check the safety and performance measurements of the prescribed item
- 7 Ensure the item is comfortable, acceptable and meets the individual's needs and clinical requirements
- 8 Hand over the **prescribed item** with documentation, instructions on maintenance and how to report malfunction
- 9 Record details of the fitting and instruction process in line with national/local policy.

## **Unit 4223-349 Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs (HSS/CHS206/223)**

### Additional Information

**Prescribed items** are defined as healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs

**Those involved** could include key stakeholders, families, interdisciplinary team or agencies

**Standards** may include quality, manufacturer's guidelines, prescription, effective operation standards

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

# Unit 4223-350 Reprocess endoscopy equipment (END21)

**Level:** 3  
**Credit value:** 4  
**UAN:** L/602/2676

## Unit aim

This unit is aimed at those who reprocess endoscopy equipment. This involves preparing and testing the reprocessing equipment prior to use, and then reprocessing the endoscopy equipment, including the endoscope itself.

## 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 the reprocessing of endoscopy equipment
2. Understand the procedures involved in reprocessing endoscopy equipment
3. Be able to carry out the reprocessing procedure
4. Be able to report and record on the reprocessing of endoscopy equipment

## 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 END21.

## Assessment

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

# Unit 4223-350 Reprocess endoscopy equipment (END21)

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to the reprocessing of endoscopy equipment**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for related to the **reprocessing** of endoscopy equipment
- 2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out the **reprocessing** of endoscopy equipment.

### **Outcome 2 Understand the procedures involved in reprocessing endoscopy equipment**

The learner can:

- 1 Explain the **endoscopic procedures**, equipment, and sedation that are used
- 2 Describe the admission and discharge procedures for **reprocessing** endoscopic equipment
- 3 Explain the sources of authoritative information on **endoscopic procedures**, including evidence based information.

### **Outcome 3 Be able to carry out the reprocessing procedure**

The learner can:

- 1 Check that all endoscopy equipment is accounted for after the **endoscopic procedure**
- 2 Maintain compliance with **health and safety guidance** at all times relevant to **reprocessing** endoscopy equipment
- 3 Test **reprocessing** equipment prior to use
- 4 Reprocess the endoscopy equipment in accordance with local policy and protocol
- 5 Dispose of any used, damaged, or out of date items in accordance with local policy and protocol
- 6 Restore the **endoscopy equipment** and environmental conditions in preparation for the next procedure

### **Outcome 4 Be able to report and record on the reprocessing of endoscopy equipment**

The learner can:

- 1 Report any endoscopy or reprocessing equipment that is not functioning correctly or requires maintenance
- 2 Keep records in accordance with local policy and procedure
- 3 Liaise with the individual, **relevant others**, and agencies in line with local policy and protocol

# Unit 4223-350 Reprocess endoscopy equipment (END21)

## Additional Information

**Endoscopy equipment** may include:

- accessories
- diathermy
- disposable items
- emergency
- endoscopes
- fluoroscopy
- imaging systems
- lasers
- light sources
- monitoring systems
- oxygen supply
- recording systems
- suction devices
- ultrasound

**Endoscopic procedure** could be one of the following:

- colonoscopy
- enteroscopy
- ERCP
- EUS
- flexible sigmoidoscopy
- gastroscopy
- PEG insertion

**Reprocessing** includes:

- cleaning
- decontamination
- disposal
- preparation for re-use
- storage

**Health and safety guidance** may include:

- cleaning of equipment, furniture, facilities, and surfaces
- decontamination procedures
- disposal of waste and hazardous materials
- emergency equipment
- incident response and reporting
- infection control procedures, including hand washing
- radiation protection

- risk assessment
- safe moving and handling techniques
- storage of clean and sterile equipment
- use of personal protective clothing and additional protective equipment

**Relevant others** may include:

- Family
- Colleagues
- Other individuals involved with the care or well-being of the individual

# Unit 4223-351 Advise and inform individuals on managing their condition (HSS/GEN014)

**Level:** 3  
**Credit value:** 5  
**UAN:** R/602/3943

## Unit aim

This unit develops the learner's ability to establish the information and advice needs of individuals in order to change their lifestyle. Knowledge and understanding of the effects of change is required as is knowledge of health conditions encountered and information gathering techniques.

## Learning outcomes

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

1. Understand good practice in identifying information requirements
2. Understand health conditions
3. Understand the effects of change on individuals' lifestyles
4. Be able to ascertain the information and advice needs of individuals
5. Be able to agree plans with individuals to adapt their lifestyle

## 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 GEN014.

## Assessment

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



# **Unit 4223-351 Advise and inform individuals on managing their condition (HSS/GEN014)**

## Assessment criteria

### **Outcome 1 Understand good practice in identifying information requirements**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role in advising and informing individuals on how to manage their condition
- 2 Explain the importance of identifying appropriate information to enable individuals to make informed lifestyle choices
- 3 Explain how to recognise the information and advice an individual may require but be unable to express
- 4 Explain the procedures for dealing with issues beyond own role, in accordance with local protocol

### **Outcome 2 Understand health conditions**

The learner can:

1. Describe the range of conditions encountered within the scope of own role
2. Describe the effects of health conditions on individuals and their families

### **Outcome 3 Understand the effects of change on individuals' lifestyles**

The learner can:

1. Explain how change can be perceived by an individual and identify strategies for overcoming resistance to change
2. Identify how adapting a lifestyle can empower an individual
3. Describe the impact that empowering an individual to manage their own conditions has upon the individual, their family/carers and health services

### **Outcome 4 Be able to ascertain the information and advice needs of individuals**

The learner can:

1. Maintain the individual's privacy and dignity at all times
2. Explain to the individual who you are and what your role is in providing confidential advice and information
3. Access information about the individual's lifestyle
4. Work with the individual to identify their information and advice requirements relating to their health condition
5. Review the range of local and national advice and information services
6. Explain how to refer the individual to other sources of information and advice.

## **Outcome 5 Be able to agree plans with individuals to adapt their lifestyle**

The learner can:

1. Explain to the individual the possible benefits of adapting their lifestyle while respecting their culture, needs and right to make their own decisions
2. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
3. Develop realistic plans and objectives with the individual to adapt their lifestyle
4. Agree targets with the individual to optimise their health and well-being
5. Discuss with the individual any concerns raised about adapting their lifestyle
6. Agree dates to review the individual's progress

# Unit 4223-352 Support individuals in undertaking their chosen activities (HSS/GEN015)

**Level:** 3  
**Credit value:** 4  
**UAN:** H/602/3980

## Unit aim

This unit aims to develop the learner's ability to work with the individual and/or significant other to identify chosen activities to enhance well-being. Research on the ability of the individual to achieve the activities is required as well as the provision of support to carry out the activities.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice when supporting individuals to undertake chosen activities
2. Understand concepts for supporting individuals to undertake chosen activities
3. Be able to make plans with individuals to undertake chosen activities
4. Be able to support individuals to undertake chosen activities

## 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 the GEN15.

## Assessment

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

# Unit 4223-352 Support individuals in undertaking their chosen activities (HSS/GEN015)

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice when supporting individuals to undertake chosen activities**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in supporting individuals to undertake their chosen activities

### **Outcome 2 Understand concepts for supporting individuals to undertake chosen activities**

The learner can:

1. Explain factors which could motivate an individual to change behaviour and/or lifestyle
2. Explain the benefits to the individual's sense of well-being and personal development which can be gained when accessing services and facilities
3. Describe how to identify the physical, psychological and social demands of an individual's chosen activities
4. Describe how to set the individual **SMART** goals.

### **Outcome 3 Be able to make plans with individuals to undertake chosen activities**

The learner can:

1. Maintain the individual's privacy and dignity at all times
2. Access and interpret any previous assessment of the individual's needs to inform future requirements
3. Communicate sensitively and actively listen to the individual or relevant other to establish an understanding of their needs, interests, values and beliefs
4. Identify the physical, social, safety and psychological demands of the chosen activities
5. Agree with the individual, steps to develop their ability to undertake their chosen activities
6. Identify the range of local services and facilities available
7. Check availability and evaluate the relevance with the individual
8. Identify and agree with the individual any information, resources, adaptations and assistance required to access and use chosen services and facilities

### **Outcome 4 Be able to support individuals to undertake chosen activities**

The learner can:

1. Organise any required resources, adaptations and assistance to enable the individual to access chosen activities
2. Support and motivate an individual to access and undertake their chosen activities in line with own sphere of competence and national/local policy
3. Describe coping strategies that an individual may require to fulfil their chosen activities
4. Evaluate and review the effectiveness of the activities in line with national/local policy
5. Maintain clear records of advice and support given to the individual and any agreed actions in accordance with national/local policy.

## **Unit 4223-352 Support individuals in undertaking their chosen activities (HSS/GEN015)**

Additional guidance

**SMART**-comprehensive definition for goal setting:

S - specific

M - measurable

A - achievable,

R - realistic

T - time-bound

**Relevant other/s** may include family members, carers, advocates, interpreters, inter disciplinary team members

## Unit 4223-353 Inform an individual of discharge arrangements (HSS/GEN016)

**Level:** 2  
**Credit value:** 2  
**UAN:** J/602/4071

### Unit aim

This unit develops the learner's ability to assist in the discharge of an individual by providing information on discharge arrangements.

### Learning outcomes

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

1. Understand discharge and post discharge information needs of individuals
2. Be able to inform individuals of discharge arrangements

### 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 GEN16.

### Assessment

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

## **Unit 4223-353 Inform an individual of discharge arrangements (HSS/GEN016)**

Assessment criteria

### **Outcome 1 Understand discharge and post discharge information needs of individuals**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to informing an individual of discharge arrangements
2. Describe the general information an individual might need about discharge recovery

### **Outcome 2 Be able to inform individuals of discharge arrangements**

The learner can:

1. Obtain information and clarify with the practitioner the potential side effects of treatment to which the individual should be aware of on discharge
2. Obtain information and clarify with the practitioner any advice and information to be given to the individual
3. Gain any necessary authorisation prior to passing on discharge information to the individual
4. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
5. Confirm and clarify the individual's and/or relevant other's understanding of general and after care information
6. Maintain confidentiality throughout the procedure.

## **Unit 4223-353 Inform an individual of discharge arrangements (HSS/GEN016)**

Additional guidance

**Relevant other** could be a family member, carer, advocate, interpreter or anyone else involved in the care and wellbeing of the individual



## Unit 4223-354 Contribute to the discharge of individuals to carers (HSS/GEN017)

**Level:** 2  
**Credit value:** 2  
**UAN:** D/602/4092

### Unit aim

This unit develops the learner to assist in the discharge process when the decision has been taken by the practitioner. Knowledge of procedures and policies for discharging an individual is vital as is maintaining confidentiality, sharing information and effective communication.

### Learning outcomes

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

1. Understand the procedures for discharging individuals to a carer
2. Be able to prepare individuals for discharge
3. Be able to contribute to the discharge of individuals to carers

### 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 the GEN17.

### Assessment

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

## **Unit 4223-354 Contribute to the discharge of individuals to carers (HSS/GEN017)**

### Assessment criteria

#### **Outcome 1 Understand the procedures for discharging individuals to a carer**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform the discharge of an individual to a **carer**
2. Explain the national/local policies with regard to sharing clinical records and information
3. Explain the procedures for contacting carers to which the individual is being discharged
4. Explain the procedures to follow when the receiving **carer** cannot accommodate the individual.

#### **Outcome 2 Be able to prepare individuals for discharge**

The learner can:

1. Inform the individual of the decisions made in relation to their discharge
2. Explain to the individual about discharge arrangements
3. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
4. Check that the individual understands the arrangements that have been made.

#### **Outcome 3 Be able to contribute to the discharge of individuals to carers**

The learner can:

1. Explain the reasons for arranging transport and escorts for an individual
2. Explain the procedures for arranging transport and escorts in line with local policy
3. Make arrangements for transport and escort in line with local procedures
4. Advise the receiving carer of the individual's discharge and transmit information in line with local procedures
5. Check and ensure that discharge records are updated in line with local procedures and within own role and responsibilities
6. Maintain confidentiality in accordance with national/local policies and procedures

## **Unit 4223-354 Contribute to the discharge of individuals to carers (HSS/GEN017)**

Additional guidance

**Carer** may include a family member, a residential or nursing care establishment, sheltered housing officer.

## Unit 4223-355 Give presentations to groups (HSS/GEN018)

**Level:** 3  
**Credit value:** 4  
**UAN:** H/602/3168

### Unit aim

This unit develops the learner's ability to give presentations. It requires an understanding of the principles of presentations and how these can be adapted to suit the needs of the audience

### 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 group presentations
2. Understand factors which contribute to effective group presentations
3. Be able to plan a presentation to facilitate learning
4. Be able to present information to a group

### 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 GEN18.

### Assessment

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

## Unit 4223-355 Give presentations to groups (HSS/GEN018)

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to group presentations**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in giving presentations

#### **Outcome 2 Understand factors which contribute to effective group presentations**

The learner can:

1. Explain how to devise aims and objectives for a presentation
2. Explain how to choose from a range of presentation techniques to meet the needs of the audience
3. Appraise emerging developments in e-technology and its relevance to presentation techniques and materials

#### **Outcome 3 Be able to plan a presentation to facilitate learning**

The learner can:

1. Explain how to structure presentations to maximise understanding
2. Explain how to anticipate barriers to understanding and how they can be overcome
3. Plan presentation delivery taking account of the audiences' needs and context of delivery
4. Choose and prepare **materials and resources**
5. Adapt presentation content to suit the needs of the audience

#### **Outcome 4 Be able to present information to a group**

The learner can:

1. Use **materials and resources** to support understanding
2. Present clear information in a manner and pace in line with the group's needs
3. Encourage the group to ask questions
4. Reiterate key points at suitable intervals
5. Monitor the groups understanding and adapt own presentation style in line with audience responses
6. Summarise information to conclude the presentation
7. Gain feedback from the audience and evaluate their understanding from the presentation to inform future delivery

## **Unit 4223-355 Give presentations to groups (HSS/GEN018)**

Additional guidance

**Materials and resources** can be paper based and /or electronic equipment

## Unit 4223-356 Assist others to plan presentations (HSS/GEN0149)

**Level:** 2  
**Credit value:** 2  
**UAN:** H/602/4188

### Unit aim

This unit develops the learner's abilities to assist in the planning of presentations. An understanding of the planning process is required as well as the ability to assess information and materials resources.

### Learning outcomes

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

1. Understand techniques and resources involved in planning presentations
2. Be able to assist others to plan presentations

### 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 the GEN19

### Assessment

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

## Unit 4223-356 Assist others to plan presentations (HSS/GEN0149)

### Assessment criteria

#### Outcome 1 Understand techniques and resources involved in planning presentations

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in assisting others to plan presentations
2. Explain the importance of developing aims and objectives for the presentation and how these impact on delivery
3. Identify the range of materials and equipment which can be used in presentations
4. Assess the appropriateness of using visual aids and e- technology within a presentation.

#### Outcome 2 Be able to assist others to plan presentations

The learner can:

1. Describe the process of planning a presentation
2. Describe what is required to deliver a presentation
3. Explain how to modify the plan to take account of changes to requirements
4. Help others to identify the aims and objectives of the presentation
5. Identify sources of information which could inform presentations in presenter's area of expertise
6. Work with others to identify the **background information** needed in the presentation
7. Work with others to gather resources for the presentations
8. Assist others to prepare and organise equipment, materials and the venue
9. Explain the importance of seeking advice and assistance on issues beyond own competence



## **Unit 4223-356 Assist others to plan presentations (HSS/GEN0149)**

Additional guidance

**Background information** may include:

- Number of delegates and their roles
- Date and length of presentation
- Venue

# Unit 4223-357 Support carers to meet the care needs of individuals (GEN20)

**Level:** 3  
**Credit value:** 5  
**UAN:** R/602/4011

## Unit aim

This unit is aimed at those who assist the provision of support to individuals and carers in the community. Support may be physical or psychological. The learner will have the opportunity to develop knowledge, understanding and skills required to provide support to carers.

## 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 supporting individuals in the community
2. Understand why some individuals may need to be supported
3. Understand how to ensure individuals receive the support they need from carers
4. Be able to support carers to meet the care needs of individuals

## 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 GEN20

## Assessment

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

# Unit 4223-357 Support carers to meet the care needs of individuals (GEN20)

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals in the community**

The learner can:

1. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which influence practice related to supporting **individuals** in the community

### **Outcome 2 Understand why some individuals may need to be supported**

The learner can:

1. Identify the potential future pattern of disorders which may affect the lifestyle of **individuals**
2. Describe the potential effects of dysfunction on the lifestyle of **individuals**
3. Explain how increased dependence may affect **individuals**, carers and the provision of services

### **Outcome 3 Understand how to ensure individuals receive the support they need from carers**

The learner can:

1. Explain reasons for linking support with need
2. Explain the importance of establishing partnerships with carers
3. Describe reasons for assessing a carer's strengths and weaknesses with regard to supporting **individuals**
4. Describe the demands placed on a carer
5. Describe potential tensions between the demands placed on a carer and other commitments
6. Identify signs which would indicate potential problems with service delivery
7. Explain how to report concerns regarding the care of an individual

### **Outcome 4 Be able to support carers to meet the care needs of individuals**

The learner can:

1. Inform the carer of the individual's needs and care plan
2. Discuss and agree the type of support needed by the carer for them to meet the individual's care needs
3. Make arrangements for the provision of resources necessary for the carer to support to individual
4. Provide the carer with information on how to contact the care team
5. Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team
6. Update records related to service delivery agreements in line with local policy and protocol

## **Unit 4223-357 Support carers to meet the care needs of individuals (GEN20)**

Additional guidance

**Individuals** can be adults, children and young people or older people

# Unit 4223-358 Interact with and support individuals using telecommunications (HSC 3062)

**Level:** 3  
**Credit value:** 5  
**UAN:** Y/601/8825

## Unit aim

This unit is aimed at those who interact with individuals using telecommunications. This involves establishing interactions, sustaining interactions and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather than providing a general advice service.

## Learning outcomes

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

1. Understand the legal and local requirements relating to the use of telecommunications when supporting individuals
2. Be able to use telecommunication technology
3. Be able to engage with individuals using telecommunications
4. Be able to identify and evaluate any risks or dangers for individuals during the interaction
5. Be able to terminate the interaction

## 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 GEN 21

## Assessment

This unit must be assessed in accordance with skills for care and development's Assessment Principles. Learning outcome 2, 3, 4 and 5 must be assessed in a real work environment.

# **Unit 4223-358 Interact with and support individuals using telecommunications (HSC 3062)**

## Assessment criteria

### **Outcome 1 Understand the legal and local requirements relating to the use of telecommunications when supporting individuals**

The learner can:

1. describe the legal and local requirements and policies relevant to the functions being carried out
2. explain the rights of the individual being supported using telecommunications

### **Outcome 2 Be able to use telecommunication technology**

The learner can:

1. use different types of telecommunication technology
2. explain how interactions may differ depending on the type of telecommunication technology used
3. respond to individuals according to organisational policies
4. record details of interactions in the appropriate system.

### **Outcome 3 Be able to engage with individuals using telecommunications**

The learner can:

1. engage with the individual without face to face interaction including:
  - providing opportunities to sustain the interaction
  - providing reassurance of continued interest
  - encouraging individuals to share their concerns
  - responding to the individual's immediate requirements at each stage during the interaction
  - recognising where anonymity may encourage them to respond
2. provide information about the service and confirm its appropriateness to the individual
3. identify the significance of the circumstances the individual is in
4. encourage callers to provide additional information about their situation or requirements
5. maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service
6. comply with legal and organisational requirements and policies relevant to the functions being carried out.

## **Outcome 4 Be able to identify and evaluate any risks or dangers for individuals during the interaction**

The learner can:

1. identify the types of risks or dangers different individuals might face
2. evaluate the implications of any risk or dangers facing an individual, including:
  - the circumstances in which the interaction is being made
  - the types of problems which could occur
  - the significance of any signs of increased stress during interactions
  - whether there are any constraints on individuals
  - the appropriate action to deal with any risks, dangers or problems.

## **Outcome 5 Be able to terminate the interaction**

The learner can:

1. demonstrate how to end interactions including:
  - identifying when to close the interaction
  - providing clear information to the individual on the reasons for ending the interaction
  - operating to the guidelines and procedures of the organisation
  - explaining what further action may be taken
2. identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction
3. record and check the individual's demographic details
4. identify why recording and checking details might be required before ending/transferring the call.

# Unit 4223-359 Monitor own work practices in health, social care or children's and young people's settings (HSS/GEN023)

**Level:** 3  
**Credit value:** 3  
**UAN:** H/602/0965

## Unit aim

This unit is about carrying out a review of work practice. It involves monitoring and evaluating the quality of work activities and outcomes and taking appropriate actions to support continuous improvement.

## Learning outcomes

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

1. Understand the importance of monitoring work practices
2. Be able to prepare to carry out monitoring activities
3. Be able to carry out monitoring activities
4. Be able to respond to the outcomes of monitoring activities

## 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 GEN23

## Assessment

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



## **Unit 4223-359 Monitor own work practices in health, social care or children's and young people's settings (HSS/GEN023)**

### Assessment criteria

#### **Outcome 1 Understand the importance of monitoring work practices**

The learner can:

1. Explain the statutory and professional standards and codes of practice as applied to own work practice
2. Explain how deviations from agreed working procedures may impact on outcomes to be achieved
3. Explain actions to take and the timescales for responding to cases of non-compliance or variance with quality standards
4. Describe how to access advice and support for quality improvement.

#### **Outcome 2 Be able to prepare to carry out monitoring activities**

The learner can:

1. Identify and agree the purpose, method and requirements for monitoring work activities and outcomes
2. Allocate monitoring activities at regular intervals consistent with legal, professional and organisational requirements
3. Adjust the frequency of monitoring where necessary to ensure compliance with quality systems and whenever risks are identified
4. Obtain the correct and complete data relevant to the monitoring activity.

#### **Outcome 3 Be able to carry out monitoring activities**

The learner can:

1. Monitor work activities and outcomes against relevant quality indicators and standards
2. Access information in line with local policy
3. Report any non-compliance or variance in work activities and outcomes against relevant quality indicators

#### **Outcome 4 Be able to respond to the outcomes of monitoring activities**

The learner can:

1. Review monitoring results to improve working practices and outcomes
2. Act on any recommendations to improve performance and quality outcomes
3. Review any changes to working practices as required in order to confirm and sustain improvements
4. Maintain clear, accurate and complete records of monitoring activities and outcomes in line with local policies and protocols

# Unit 4223-360 Carry out transactions in a health facility (GEN26)

**Level:** 3  
**Credit value:** 4  
**UAN:** Y/602/2678

## Unit aim

This unit covers dealing with financial transactions within your work area. This involves receiving payments in, making withdrawals and dealing with payment schemes. You will be expected to keep accurate account of the money under your responsibility. This unit is applicable to you if you are required to deal with financial transactions such as petty cash, patient accounts, voluntary and charity shops in a health environment.

## 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 the carrying out of transactions in a health facility
2. Be able to carry out financial transactions
3. Be able to check completed financial transactions for accuracy
4. Be able to deal with any discrepancies in transactions

## 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 GEN26

## Assessment

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

## **Unit 4223-360 Carry out transactions in a health facility (GEN26)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to the carrying out of transactions in a health facility**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for carrying out transactions in a health facility

#### **Outcome 2 Be able to carry out financial transactions**

The learner can:

1. Check monies are available and within the limits of responsibility before making a withdrawal
2. Complete transactions in line with local policy and protocol to ensure cash flow
3. Store monies and documentation according to local policy and protocols
4. Bank monies according to local policy and protocols

#### **Outcome 3 Be able to check completed financial transactions for accuracy**

The learner can:

1. Balance book-keeping entries in line with local policy and protocol
2. Record and receipt received and withdrawn monies using book-keeping methods in accordance with local policy and protocol
3. Check all transactions comply with the local policy and protocols
4. Explain the potential consequences of failing to check payments and withdrawals

#### **Outcome 4 Be able to deal with any discrepancies in transactions**

The learner can:

1. Identify any discrepancies in transactions
2. Deal with any discrepancies in transactions in accordance with local policy and protocol
3. Describe actions to take in line with local policy and protocol if there is any possibility of theft or fraud

## Unit 4223-362 Liaise between primary, secondary and community teams (HSS/GEN044)

**Level:** 3  
**Credit value:** 2  
**UAN:** D/602/1029

### Unit aim

This unit is about drawing on the resources of primary, secondary and community teams for the benefit of individuals who prefer to receive their treatment away from a hospital setting, usually at home.

### Learning outcomes

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

1. Understand the relationships and tensions between primary, secondary and community teams
2. Understand the needs of individuals receiving treatment
3. Be able to agree the needs of individuals with primary, secondary and community teams
4. Be able to enable effective communication between individuals and primary, secondary and community teams

### 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 GEN44.

### Assessment

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

## **Unit 4223-362 Liaise between primary, secondary and community teams (HSS/GEN044)**

### Assessment criteria

#### **Outcome 1 Understand the relationships and tensions between primary, secondary and community teams**

The learner can:

1. Describe roles and responsibilities of those working in primary, secondary and community teams
2. Summarise the potential opportunities and benefits that can arise from co-operation between teams
3. Identify potential conflicts between those who are providing services
4. Identify strategies to deal with any potential conflicts

#### **Outcome 2 Understand the needs of individuals receiving treatment**

The learner can:

1. Evaluate the effects of dependence and independence on the individual, carers and the provision of service
2. Describe the significance of an individual's care plan
3. Explain the safe conditions required for effective treatment in a setting outside of the hospital environment
4. Describe the equipment and materials which may be needed by an individual who is receiving treatment at home
5. Identify the potential problems related to equipment and materials which the individual may encounter when carrying out treatment at home
6. Explain how to deal with any potential problems relating to the treatment
7. Summarise local policies and procedures for dealing with any emergency calls from individuals and carers

#### **Outcome 3 Be able to agree the needs of individuals with primary, secondary and community teams**

The learner can:

1. Confirm that collaborative working arrangements comply with legal, regulatory and local policies and procedures
2. Confirm that teams are aware of and agree with the individual's needs, goals, aspirations and expectations of remaining independent
3. Implement strategies to deal with any potential conflicts between those who are providing services

## **Outcome 4 Be able to enable effective communication between individuals and primary, secondary and community teams**

The learner can:

1. Confirm that the individual is aware of the variety of people that are supporting them and who may contact them
2. Identify and agree arrangements for contact in order to establish and maintain relationships
3. Seek and gain permission from the individual and carer, where appropriate, to provide relevant information about them to teams that can provide support
4. Check that all teams and individuals have information that is consistent, up-to-date and accurate
5. Pass on information to other members of the team about the detail, sources and manner of the support the individual may wish to receive.

# Unit 4223-363 Collate and communicate health information to individuals (HSS/GEN062)

**Level:** 3  
**Credit value:** 3  
**UAN:** D/602/1032

## Unit aim

This unit covers collating and communicating health information to individuals, their family or significant others in response to queries or as part of health promotion and giving advice.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals
2. Be able to identify the information to be collated and communicated
3. Be able to communicate health information

## 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 GEN62.

## Assessment

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

## **Unit 4223-363 Collate and communicate health information to individuals (HSS/GEN062)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for accessing, updating and maintaining individuals' health records and confidentiality in accordance with **information governance**
2. Explain own roles, responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice concerning the collection and provision of information
3. Explain the ethics concerning confidentiality, and the tensions which may exist between an individual's request for information and the organisation's responsibilities within **information governance**

#### **Outcome 2 Be able to identify the information to be collated and communicated**

The learner can:

1. Respond to individual needs in accordance with **clinical governance** and local policies and protocols
2. Confirm the purpose of the communication and needs of the recipients
3. Adhere to legislation, protocols and guidelines relating to giving/sharing information, confidentiality and record keeping in relation to **information governance**
4. Use relevant secure sources to access the required health information.

#### **Outcome 3 Be able to communicate health information**

The learner can:

1. Communicate with the individual and relevant carers or family at a pace and level appropriate to their understanding
2. Identify and overcome any barriers to communication
3. Present health information in a format that is consistent with the individual's level of understanding, culture, background and preferred ways of communicating
4. Actively listen to the recipients' reactions to information provided and clarify any issues raised
5. Confirm that the information needs of the recipient have been met
6. Record the outcome of the communication by updating records in line with policies and protocols



## **Unit 4223-363 Collate and communicate health information to individuals (HSS/GEN062)**

Additional guidance

**Clinical governance** - an initiative to ensure high quality healthcare is being delivered. It is a statutory duty placed on all NHS organisations with the aim of assuring high standards of care, safeguarding patients against poor performance and reducing variations between providers of services

**Information governance** - covers information quality, confidentiality, data protection, information security freedom and records management

## **Unit 4223-364 Manage the availability of physical resources to meet service delivery needs in a health setting (HSS/GEN064)**

**Level:** 3  
**Credit value:** 5  
**UAN:** T/602/4521

### **Unit aim**

This unit is aimed at those who are responsible for ensuring that physical resources are available to meet service delivery needs in a health setting

### **Learning outcomes**

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

1. Understand how to manage the availability and use of physical resources in a health setting
2. Know factors which may have an effect on use of resources in a health setting
3. Be able to manage the availability and use of physical resources to meet service delivery needs

### **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 the GEN 64.

### **Assessment**

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

## **Unit 4223-364 Manage the availability of physical resources to meet service delivery needs in a health setting (HSS/GEN064)**

### Assessment criteria

#### **Outcome 1 Understand how to manage the availability and use of physical resources in a health setting**

The learner can:

1. Describe legal and organisational requirements for selecting suppliers
2. Explain the need for confidentiality in the use of physical resources
3. Identify links between work activities and the supplies needed
4. Describe methods of monitoring supplies to ensure quality and quantity
5. Explain why team members should be empowered to take responsibility for their own use of physical resources
6. Discuss the corrective action to take when experiencing problems with obtaining supplies
7. Describe ways of agreeing amendments to orders when resource needs cannot be fully met.

#### **Outcome 2 Know factors which may have an effect on use of resources in a health setting**

The learner can:

1. Describe the potential impact of resource usage on the environment
2. Describe legal and organisational requirements for minimising the impact resources usage has on the environment
3. Describe organisational requirements for controlling resource usage

#### **Outcome 3 Be able to manage the availability and use of physical resources to meet service delivery needs**

The learner can:

1. Identify specific physical resources to meet service delivery needs
2. Select a supplier/s in line with local policy and protocol
3. Negotiate with a supplier/s in a way that maintains good relations with them
4. Order physical resources to meet service delivery needs, agreeing amendments to the order if resources cannot be obtained in full
5. Monitor the use of resources at appropriate intervals in line with local policy and protocol

# Unit 4223-365 Make recommendations for the use of physical resources in a health setting (GEN65)

**Level:** 3  
**Credit value:** 5  
**UAN:** D/602/4013

## Unit aim

This unit is aimed at those who are responsible for ensuring that physical resources are available to meet health service delivery needs. The learner will have the opportunity to develop knowledge, understanding and skills required to prepare budgetary proposals for expenditure for physical resources needed to meet health service delivery needs.

## Learning outcomes

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

1. Understand how to make recommendations for the use of physical resources in a health setting
2. Be able to gather and interpret information to inform expenditure proposals, in line with organisational plans and objectives
3. Be able to present proposals for expenditure for physical resources to stakeholders
4. Be able to negotiate proposals for expenditure for physical resources with stakeholders

## 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 the GEN65.

## Assessment

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

# **Unit 4223-365 Make recommendations for the use of physical resources in a health setting (GEN65)**

## Assessment criteria

### **Outcome 1 Understand how to make recommendations for the use of physical resources in a health setting**

The learner can:

1. Explain own role and responsibilities in relation to making recommendations for the use of physical resources
2. Explain the types of information required in order to make recommendations for the use of physical resources
3. Explain local plans and objectives in relation to programmes of work
4. Identify possible trends and developments which might influence future expenditure
5. Explain the principles and methods which underpin budgetary control.

### **Outcome 2 Be able to gather and interpret information to inform expenditure proposals, in line with organisational plans and objectives**

The learner can:

1. Gather information to inform proposals for expenditure
2. Identify the level of physical resources required to maintain an effective service
3. Demonstrate the use of cost-benefit analysis
4. Collate suggestions for future expenditure from key stakeholders
5. Interpret any data gathered to inform expenditure proposal
6. Set targets and standards for the use of resources
7. Outline proposed methods of monitoring expenditure.

### **Outcome 3 Be able to present proposals for expenditure for physical resources to stakeholders**

The learner can:

1. Prepare and present proposals for expenditure to stakeholders
2. Summarise the expected benefits and any potential negative consequences of proposed expenditure
3. Justify financial proposals, based on information gathered
4. Provide an explanation to stakeholders why any other options for future expenditure have been rejected

### **Outcome 4 Be able to negotiate proposals for expenditure for physical resources with stakeholders**

The learner can:

1. Negotiate proposals for expenditure with stakeholders, clarifying any areas of uncertainty or disagreement if necessary
2. Conclude negotiations with stakeholders within the agreed timescale
3. Use verbal and non verbal skills to maintain positive relations with stakeholders

## Unit 4223-366 Control the use of physical resources in a health setting (HSS/GEN066)

**Level:** 3  
**Credit value:** 3  
**UAN:** H/602/4014

### Unit aim

This unit is aimed at those who are responsible for controlling the use of physical resources in a health service. The learner will have the opportunity to develop knowledge, understanding and skills required to manage and monitor expenditure and resource usage, in line with local policy and protocol. .

### Learning outcomes

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

1. Understand how to control the use of physical resources in a health setting in line with local policy and protocol
2. Be able to advise team members on the control of expenditure and physical resource usage in a health setting
3. Be able to monitor expenditure and physical resource usage in a health setting

### 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 GEN 66.

### Assessment

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

# **Unit 4223-366 Control the use of physical resources in a health setting (HSS/GEN066)**

## Assessment criteria

### **Outcome 1 Understand how to control the use of physical resources in a health setting in line with local policy and protocol**

The learner can:

1. Explain the principles and systems which underpin expenditure control
2. Explain organisational requirements for expenditure control, authorisation procedures and record keeping, including standing financial instructions
3. Describe corrective action to take in response to actual variations from agreed budget
4. Describe corrective action to take in response to potential variations from agreed budgets
5. Describe how to respond to requests for additional expenditure, in line with local policy and protocol
6. Describe the importance of effective expenditure control
7. Describe the importance of accurate and comprehensive record keeping to expenditure control and systems to achieve this.

### **Outcome 2 Be able to advise team members on the control of expenditure and physical resource usage in a health setting**

The learner can:

1. Prepare advisory information for team members on the control of expenditure and resource usage
2. Set targets for team members to take responsibility for monitoring and controlling expenditure

### **Outcome 3 Be able to monitor expenditure and physical resource usage in a health setting**

The learner can:

1. Monitor expenditure and physical resource use against local targets
2. Control expenditure and physical resource use in line with budgets and local requirements, including taking action in response to actual or potential variations from budget

# Unit 4223-367 Prepare and reproduce permanent radiographic images (HSS/GEN073)

**Level:** 3  
**Credit value:** 4  
**UAN:** K/602/2720

## Unit aim

This unit is about processing radiographic images, post-processing activities and quality assurance in relation to processing equipment and procedures. It includes the production and reproduction of original and duplicate images (such as copies, slides and miniatures) for all radiographic imaging modalities. This unit is designed to be applicable in all settings where permanent radiographic images are produced.

## Learning outcomes

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

1. Understand the legislation and codes of practice related to the preparation and reproduction of radiographic images
2. Understand the materials and techniques involved in preparing and reproducing permanent images
3. Be able to prepare equipment and materials to process radiographic images
4. Be able to carry out the processing of radiographic images
5. Be able to monitor the processing procedure for radiographic images

## 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 GEN73

## Assessment

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



# **Unit 4223-367 Prepare and reproduce permanent radiographic images (HSS/GEN073)**

## Assessment criteria

### **Outcome 1 Understand the legislation and codes of practice related to the preparation and reproduction of radiographic images**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for preparing and reproducing permanent radiographic images

### **Outcome 2 Understand the materials and techniques involved in preparing and reproducing permanent images**

The learner can:

1. Explain why radiographic images and other materials must be handled carefully
2. Explain why radiographic images and other materials must be correctly identified and labelled
3. Explain the types and amounts of materials to use with different processors
4. Explain how to prepare materials for use with different processors
5. Explain the equipment, materials and systems to use for different radiographic image production and reproduction processes
6. Explain the different stages of film processing and preparation
7. Explain the procedures associated with using different radiographic image production and reproduction equipment and materials

### **Outcome 3 Be able to prepare equipment and materials to process radiographic images**

The learner can:

1. Confirm that the equipment is in good working order and fully operational prior to use
2. Select image production and reproduction materials or systems appropriate to the modality, type of permanent image required and the method of image storage
3. Monitor and maintain heating, lighting, ventilation and humidity at correct levels for the process and the materials being used

### **Outcome 4 Be able to carry out the processing of radiographic images**

The learner can:

1. Operate and handle equipment, materials or systems in line with local policy and protocol
2. Explain how to identify and remedy any faults or minimise any damage to equipment and materials
3. Label images where they are not automatically identified in line with local policy and protocol
4. Prepare radiographic images for distribution

## **Outcome 5 Be able to monitor the processing procedure for radiographic images**

The learner can:

1. Monitor heating, lighting, ventilation and humidity at correct levels for the process and the materials being used throughout procedure
2. Confirm the quality of permanent radiographic images in line with local standards and protocol
3. Record where the quality of permanent radiographic images does not meet local standards and protocol
4. Explain the remedial action to take if the quality of any image does not meet local standards and protocol
5. Explain why the quality of processing equipment and procedures must be regularly monitored.

# Unit 4223-368 Assure the effective functioning of radiographic image processing equipment (HSS/GEN074)

**Level:** 3  
**Credit value:** 4  
**UAN:** R/602/2680

## Unit aim

This unit is about processing radiographic images, post-processing activities and quality assurance in relation to processing equipment and procedures. It covers the monitoring and maintenance work required for quality assurance within an imaging department, though it does not include actual repairs to equipment. This unit is designed to be applicable in all environments where permanent images are produced.

## Learning outcomes

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

1. Understand the legislation, policy and good practice guidelines related to assuring the effective functioning of radiographic image processing equipment
2. Understand the procedures and techniques involved in radiographic image processing equipment
3. Be able to monitor the functioning of radiographic image processing equipment and environments
4. Be able to report on the functioning of radiographic image processing equipment

## 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 GEN74

## Assessment

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

## **Unit 4223-368 Assure the effective functioning of radiographic image processing equipment (HSS/GEN074)**

### Assessment criteria

#### **Outcome 1 Understand the legislation, policy and good practice guidelines related to assuring the effective functioning of radiographic image processing equipment**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the functioning of radiographic image processing equipment

#### **Outcome 2 Understand the procedures and techniques involved in radiographic image processing equipment**

The learner can:

1. Explain how to prepare and handle quality assurance equipment and materials
2. Explain the optimum frequency of quality control tests on equipment
3. Explain how to monitor radiographic image processing equipment and memory
4. Explain how to **maintain** radiographic image processing equipment.

#### **Outcome 3 Be able to monitor the functioning of radiographic image processing equipment and environments**

The learner can:

1. Prepare monitoring equipment and materials in line with health and safety guidance
2. Use monitoring equipment and materials in line with health and safety guidance
3. Obtain sufficient information to allow the quality and reliability of equipment and procedures to be accurately assessed
4. Monitor the functioning of radiographic image **processing equipment and environments** in line with local policy and protocol
5. Carry out any digital cleansing in line with local policy and procedures

#### **Outcome 4 Be able to report on the functioning of radiographic image processing equipment**

The learner can:

1. Record the results of monitoring in line with local policy and procedures
2. Describe how to investigate where any monitoring reveals actual or potential defects in equipment
3. Describe how to report results of any investigation into actual or potential defects in line with local policy and procedure
4. Store monitoring records in line with local policy and procedure

## **Unit 4223-368 Assure the effective functioning of radiographic image processing equipment (HSS/GEN074)**

Additional guidance

**Maintain** refers to the routine maintenance of effective functioning, including cleaning, but does not include carrying out repairs to equipment

**Processing equipment and environments** include:

- image processors
- packs for digital images
- processing areas

## **Unit 4223-369 Perform first line calibration on clinical equipment to ensure it is fit for use (HSS/GEN077)**

**Level:** 3  
**Credit value:** 3  
**UAN:** H/602/1033

### **Unit aim**

This unit relates to first line calibration of specific equipment prior to clinical use. Individuals will be able to calibrate equipment for use in their own healthcare context. Individuals can use the standard for each type of equipment within the scope of their normal work activity. This is not intended for use following major repair or service.

### **Learning outcomes**

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

1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role
2. Understand the procedures involved in the calibration of equipment
3. Be able to run tests on equipment
4. Be able to conclude and report on tests on equipment

### **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 GEN77.

### **Assessment**

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

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

## **Unit 4223-369 Perform first line calibration on clinical equipment to ensure it is fit for use (HSS/GEN077)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect clinical practice in relation to first line calibration
2. Describe the standard operating procedures and policies and explain their importance

#### **Outcome 2 Understand the procedures involved in the calibration of equipment**

The learner can:

1. Explain the importance of accuracy and precision when calibrating equipment
2. Explain how to check for validity and reliability when calibrating equipment
3. Identify the common faults in equipment and explain the corrective action that should be taken
4. Explain how to recognise the factors which could affect safety or pose a risk associated with the use of equipment
5. Identify the corrective action that should be taken

#### **Outcome 3 Be able to run tests on equipment**

The learner can:

1. Undertake tests/checks to confirm the operational status of **equipment**
2. Select **reference material** to **calibrate** equipment for operation
3. Use standards to undertake the calibration of equipment for the intended purpose
4. Follow procedures to confirm the accuracy, precision and operational effectiveness of equipment
5. Confirm the equipment is suitable and ready to use

#### **Outcome 4 Be able to conclude and report on tests on equipment**

The learner can:

1. Record the validity and reliability of the calibration procedure
2. Identify any equipment that does not meet calibration standards and take action to prevent accidental use
3. Notify the appropriate person of the status of equipment following calibration, seeking advice as necessary

## **Unit 4223-369 Perform first line calibration on clinical equipment to ensure it is fit for use (HSS/GEN077)**

Additional guidance

### **Equipment**

Depending on the setting and use, equipment can be a mechanical or electronic device which can be used to monitor, diagnose, maintain or improve a clinical condition

### **Calibration** eg

- Daily
- Weekly
- Monthly
- New kits
- New Reagents
- Quality control protocols

### **Reference material** may be:

- solutions
- test strips
- electronic sensors



## Unit 4223-370 Conduct routine maintenance on clinical equipment (HSS/GEN078)

**Level:** 3  
**Credit value:** 4  
**UAN:** M/602/2685

### Unit aim

This unit is about the carrying out of routine preventative and/or first line corrective maintenance activities for clinical equipment within the individual's own working context. It ensures that clinical equipment in use remains safe and fit for its intended purpose.

### 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 conducting routine maintenance on clinical equipment
2. Understand the procedures involved in conducting routine maintenance on clinical equipment
3. Be able to prepare to carry out routine maintenance on clinical equipment
4. Be able to carry out routine maintenance on clinical equipment
5. Be able to report and record on routine maintenance carried out on clinical equipment

### 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 GEN78

### Assessment

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

## **Unit 4223-370 Conduct routine maintenance on clinical equipment (HSS/GEN078)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to conducting routine maintenance on clinical equipment**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for conducting routine maintenance on clinical equipment

#### **Outcome 2 Understand the procedures involved in conducting routine maintenance on clinical equipment**

The learner can:

1. Describe the frequency of maintenance for clinical equipment in own scope of activity
2. Explain the expected performance parameters, principles of operation, capabilities and limitations of the equipment
3. Explain the requirements for routine **preventative and/or first line corrective maintenance**
4. Explain the factors affecting decisions on maintenance activity
5. Explain a fault and error message diagnosis and actions to take
6. Explain the type and range of records required for maintenance of equipment

#### **Outcome 3 Be able to prepare to carry out routine maintenance on clinical equipment**

The learner can:

1. Prioritise action based on maintaining services
2. Access relevant data from technical or supporting manuals to assist with routine maintenance
3. Apply **standard precautions for infection control** prior to maintenance
4. Confirm equipment is correctly set up for preventive and/or first line corrective maintenance/fault diagnosis activities

#### **Outcome 4 Be able to carry out routine maintenance on clinical equipment**

The learner can:

1. Notify any issues affecting the preventive and/or first line corrective maintenance and their impact on delivery of services to colleagues in line with local policy and protocol
2. Assess decontamination status and requirements of the equipment to be maintained
3. Conduct planned preventive and/or first line corrective maintenance in line with local policy and protocol.
4. Check equipment is functioning against operational parameters to confirm operational status
5. Seek advice or support when preventive and/or first line corrective maintenance activity falls outside own level of expertise
6. Dispose of waste materials in accordance with local policy and protocol

## **Outcome 5 Be able to report and record on routine maintenance carried out on clinical equipment**

The learner can:

1. Report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule
2. Update/maintain records in line with local policy and protocol

## **Unit 4223-370 Conduct routine maintenance on clinical equipment (HSS/GEN078)**

Additional guidance

### **Routine preventative and/or first line corrective maintenance**

Maintenance which is predicted, regular, expected and scheduled within the scope of the learner

### **Standard precautions for infection control** include:

Correct procedures for handwashing, using gloves and aprons, using sharps safely, educating patients and their carers about infection

# Unit 4223-371 Coordinate the progress of individuals through care pathways (HSS/GEN079)

**Level:** 3  
**Credit value:** 4  
**UAN:** A/602/2687

## Unit aim

This unit is about coordinating the effective management of individuals through care or patient pathways within any health or social care environment or context. Pathways are determined by the specific needs of the individual and their condition.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice related to coordinating the progress of individuals through care pathways
2. Understand the requirements for the coordination of individuals through care pathways
3. Be able to coordinate the progress of individuals through care pathways

## 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 GEN79

## Assessment

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

## Unit 4223-371 Coordinate the progress of individuals through care pathways (HSS/GEN079)

### Assessment criteria

#### Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to coordinating the progress of individuals through care pathways

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines related to the coordination of the progress of individuals through **care pathways**
2. Explain the roles and responsibilities of self and others involved in the delivery of **care pathways**
3. Explain why individuals' priorities are reviewed and the frequency with which this should be undertaken
4. Describe the protocols for prioritising care and treatment in relation to own role.

#### Outcome 2 Understand the requirements for the coordination of individuals through care pathways

The learner can:

1. Describe the stages of an individual's **care pathway**
2. Describe ways in which individuals accessing services can be managed and optimised
3. Describe ways to maintain individual safety when supporting the operation of **care pathways**
4. Identify the **resources** required for the transfer of individuals along **care pathways**
5. Identify any actions required to overcome these problems

#### Outcome 3 Be able to coordinate the progress of individuals through care pathways

The learner can:

1. Communicate accurate information regarding the individual, their needs and treatment as the individual is transferred to the care of colleagues, other departments or services
2. Identify actions required when there is any deviation from the planned pathway
3. Update records, store and share documentation and information in line with local policy and protocol
4. Coordinate aspects of the **care pathway** in line with local policy and protocol
5. Assess any problems that arise as an individual moves along the **care pathway**

## **Unit 4223-371 Coordinate the progress of individuals through care pathways (HSS/GEN079)**

Additional guidance

### **Care or Patient pathway**

Represents every aspect of the individual's care from their initial presentation through to the successful resolution of their health care needs, their discharge or their death.

**Resources** may include

- people/practitioners
- physical resources
- services and facilities

## Unit 4223-372 Identify information requirements in a health context (HI6)

**Level:** 3  
**Credit value:** 4  
**UAN:** K/602/2684

### Unit aim

This unit is about identifying and specifying data and information requirements. The work covered in this unit could be carried out on a routine basis or could be for ad hoc requirements. The data and information provided is specific to clinical and health environments.

### Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice related to identifying data requirements in a health context
2. Be able to find and select data requirements in a health context
3. Be able to prepare resources to retrieve the agreed data and information

### 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 HI6

### Assessment

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



# Unit 4223-372 Identify information requirements in a health context (HI6)

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to identifying data requirements in a health context**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for information management in a health context
2. Describe the **health and business context** for data and information requirements
3. Explain the different ways in which routine and ad hoc data and information are used in a health context

### **Outcome 2 Be able to find and select data requirements in a health context**

The learner can:

1. Respond to the target audiences needs for the data and information
2. Consult with colleagues and the target audience to identify requirements for data and information
3. Describe the objectives and purpose of the data
4. Describe any sensitivity of the data and information involved
5. Identify the data and information available
6. Gain agreement to access the sources of data and information identified
7. Select the data and information relevant to the target audience
8. Describe any data limitations which may constrain the audiences requirements
9. Describe any system limitations which may constrain the audiences requirements

### **Outcome 3 Be able to prepare resources to retrieve the agreed data and information**

The learner can:

1. Identify any variables that may affect the data and information to be provided
2. Check the audience understands the meaning and significance of any variables
3. Agree conformity with information governance in line with local policy and protocol
4. Identify the resources required and the limitations, assumptions, costs and timescales that will affect the work to be carried out
5. Record the details required for the specification in line with local policy and protocol
6. Agree reporting responsibilities and mechanisms with the target audience
7. Describe the classification systems, coding classifications and terminology used in a health context
8. Explain how to identify audience requirements for data and information
9. Describe ways in which it is or is not possible to meet requirements for data and information
10. Describe ways in which data and information is grouped in a health context

## Unit 4223-372 Identify information requirements in a health context (HI6)

### Additional guidance

**Health and business context** may include:

- clinical impact
- patient safety issues
- productivity measures

**Data standards** may include consistency regarding

- sources
- validity
- reliability
- completeness
- terminology
- acronyms
- purpose
- templates
- conventions

# Unit 4223-373 Analyse and present health related data and information (HI8)

**Level:** 3  
**Credit value:** 4  
**UAN:** T/602/2686

## Unit aim

This unit is about analysing data and information in a health context, and presenting the outputs of the analysis to key people. The unit also involves reviewing and presenting outputs of analysis carried out.

## 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 the analysis and presentation of health related data and information
2. Be able to prepare to analyse data and information and present outputs in a health context
3. Be able to carry out analysis of data and information
4. Be able to review and present outputs of the analysis

## 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 HI8.

## Assessment

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

# Unit 4223-373 Analyse and present health related data and information (HI8)

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to the analysis and presentation of health related data and information**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the analysis and presentation of health related data and information
2. Describe the **health and business context** for data and information requirements
3. Explain the importance of the quality of data and information in a health context

### **Outcome 2 Be able to prepare to analyse data and information and present outputs in a health context**

The learner can:

1. Describe **tools and techniques** data and information
2. Assess the available tools and techniques for their relevance and applicability to the work being carried out
3. Select tools and techniques paying attention to the quality of the data and information available
4. Determine the resources required to apply the selected tools and techniques
5. Record the rationale for the selection of tools and techniques

### **Outcome 3 Be able to carry out analysis of data and information**

The learner can:

1. Check conformity with information governance in line with local policy and protocol
2. Analyse the data and information using the selected tools and techniques
3. Identify and highlight any anomalies and limitations in the data analysis or information
4. Summarise and draw justifiable conclusions from the analysis

### **Outcome 4 Be able to review and present outputs of the analysis**

The learner can:

1. Inform the appropriate person(s) where there are any implications that require decision-making
2. Clarify any assumptions made and degrees of uncertainty in the data and information
3. Record changes to the source data and information in line with local policy and protocol
4. Select a presentation method that is appropriate to the data and information and audience
5. Present the outputs of the analysis in line with local policy and protocol

## Unit 4223-373 Analyse and present health related data and information (HI8)

### Additional guidance

**Tools and techniques** are used to analyse data and information. These will vary according to the data and information that is being analysed and the learner's area of work

**Health and business context** may include:

- clinical impact
- patient safety issues
- productivity measures

**Data standards** may include consistency regarding

- sources
- validity
- reliability
- completeness
- terminology
- acronyms
- purpose
- templates
- conventions

# Unit 4223-374 Produce coded clinical data for external audit purposes (HI11)

**Level:** 3  
**Credit value:** 5  
**UAN:** A/602/2690

## Unit aim

This unit is about producing coded clinical data to comply with an external audit of data and information. Clinical data can include patient, subject or research information. The standard does not cover carrying out an audit, which is dealt with separately.

## 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 producing coded clinical data for an external audit
2. Understand procedures involved in producing clinical data
3. Be able to prepare to produce coded clinical data
4. Be able to carry out the production of coded clinical data
5. Be able to complete the production procedure

## 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 HI11.

## Assessment

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

# Unit 4223-374 Produce coded clinical data for external audit purposes (HI11)

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to producing coded clinical data for an external audit**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for clinical coding at local and national levels.

### **Outcome 2 Understand procedures involved in producing clinical data**

The learner can:

1. Explain the meaning of a range of clinical terminology
2. Describe the importance of the sequence of codes, the primary diagnosis and procedures/interventions
3. Describe a **range of uses** of clinical coded data
4. Describe ways in which health records are assembled and used
5. Describe where to find a range of sources of clinical data

### **Outcome 3 Be able to prepare to produce coded clinical data**

The learner can:

1. Explain how and where to access information relating to clinical terminology
2. Describe how rules and conventions are applied to clinical data to achieve clinical codes
3. Explain the ways in which classifications and nomenclatures are used in clinical coding
4. Agree a timescale for producing coded clinical data
5. Identify clinical data after searching the health records
6. Extract the clinical data identified
7. Identify any requirements for additional clinical data
8. Access any additional clinical data

### **Outcome 4 Be able to carry out the production of coded clinical data**

The learner can:

1. Explain when and how to refer any issues concerning the clarity and accuracy of the clinical data to the appropriate person for resolution
2. Evaluate any procedures, interventions and investigations carried out to establish the primary procedure and any relevant secondary procedures
3. Establish the level of detail of clinical data to meet national standards.

## **Outcome 5 Be able to complete the production procedure**

The learner can:

1. Establish the correct sequence and order of codes related to a single episode in accordance with national standards
2. Record data in line with local policy and protocol
3. Enter data into the system in line with local policy and protocol
4. Complete the process of assigning the correct codes from clinical data within agreed timescales
5. Select the classification cross map in accordance with national rules and standards from an identified clinical concept



## **Unit 4223-374 Produce coded clinical data for external audit purposes (HI11)**

Additional guidance

A **range of uses** of clinical coded data may include:

- national statistics
- clinical audit
- clinical research
- epidemiology
- managerial decision making
- cost referencing

# Unit 4223-375 Prepare, conduct and report the results of a clinical coding audit (HI12)

**Level:** 3  
**Credit value:** 5  
**UAN:** J/602/2692

## Unit aim

This unit is about conducting a clinical coding audit. You will need to be able to prepare for the audit by carrying out pre-audit interviews, analysing pre-audit questionnaires and agreeing aims and objectives with health professionals. You will then need to implement agreed audit methodologies looking at both the clinical coding and the supporting operational processes that facilitate the coding function. Analysis of the audit findings will inform the outline of conclusions and recommendations.

## 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 reporting on the results of a clinical coding audit
2. Be able to prepare to carry out a clinical coding audit
3. Be able to carry out a clinical coding audit
4. Be able to record and present the results of a clinical coding audit

## 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 HI12

## Assessment

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

# **Unit 4223-375 Prepare, conduct and report the results of a clinical coding audit (HI12)**

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to reporting on the results of a clinical coding audit**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the production of a clinical coding audit at local and national levels
2. Describe the clinical coding audit process in accordance with local and national standards
3. Describe the impact of the clinical audit process on data validation

### **Outcome 2 Be able to prepare to carry out a clinical coding audit**

The learner can:

1. Conduct pre-interviews with health professionals
2. Analyse pre-audit questionnaires
3. Agree the scope of the piece of work with health professional(s)
4. Agree a timescale for the piece of work
5. Define the audit methodologies
6. Implement the audit methodologies
7. Locate and abstract the specified audit data according to national standards
8. Describe how clinical data is indexed, stored and cross mapped to clinical terms within classification systems
9. Describe how to use information systems and technologies to analyse and present data
10. Explain the importance of sequence codes and the primary diagnosis

### **Outcome 3 Be able to carry out a clinical coding audit**

The learner can:

1. Carry out data validation according to national standards
2. Examine supporting operational processes
3. Analyse the audit data
4. Complete auditing processes within the agreed timescale
5. Describe where the best sources of clinical data may be found

### **Outcome 4 Be able to record and present the results of a clinical coding audit**

The learner can:

1. Complete records in line with local policy and protocol
2. Explain how health records are assembled and used
3. Present the audit data
4. Produce a final report in line with local policy and protocol

## Unit 4223-376 Examine the feet of individuals with diabetes (HSS/HAS003.1)

**Level:** 3  
**Credit value:** 4  
**UAN:** Y/602/4009

### Unit aim

This unit is aimed at those who conduct foot examinations on individuals who have diabetes. Learners will have the opportunity to develop knowledge, understanding and skills required to conduct a foot examination and to communicate with individuals regarding how diabetes can affect foot health.

### Learning outcomes

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

1. Understand good practice in diabetic foot care
2. Understand the factors affecting foot health in individuals with diabetes
3. Be able to prepare to conduct an examination on the feet of individuals who have diabetes
4. Be able to conduct an examination on the feet of an individual with diabetes
5. Be able to report the outcome of foot examinations

### 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 HAS3.1

### Assessment

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

# Unit 4223-376 Examine the feet of individuals with diabetes (HSS/HAS003.1)

## Assessment criteria

### **Outcome 1 Understand good practice in diabetic foot care**

The learner can:

1. Summarise national and local guidelines on diabetes healthcare
2. Describe local referral pathways for foot health
3. Explain how to gather necessary information from the individual prior to conducting an examination
4. Explain how to inform the individual/carer about the relationship between diabetes and foot health
5. Explain how to work in partnership with individuals/carers.

### **Outcome 2 Understand the factors affecting foot health in individuals with diabetes**

The learner can:

1. Explain the causes of diabetes
2. Describe the signs and symptoms of diabetes
3. Identify the risks of diabetes to foot health
4. Explain the importance of footwear to foot health for individuals with diabetes
5. Explain the impact of nutrition, health and physical exercise on an individual with diabetes.

### **Outcome 3 Be able to prepare to conduct an examination on the feet of individuals who have diabetes**

The learner can:

1. Confirm the individual's identity and gain **valid consent** prior to beginning the examination
2. Gather information about the individual's general health, including any relevant symptoms
3. Explain the procedures used for examining foot health and identifying risks to foot health linked to diabetes

### **Outcome 4 Be able to conduct an examination on the feet of an individual with diabetes**

The learner can:

1. Apply health and safety measures relevant to the procedure and environment
2. Apply standard precautions for infection control
3. Explain the foot examination process to the individual
4. Select the equipment used to examine foot health
5. Use tools to assess for peripheral sensory neuropathy
6. Palpate pedal pulses to assess for peripheral vascular disease
7. Check feet for gross deformities, trauma, current infection and ulcerations
8. Examine the individual's footwear to assess suitability and risk status
9. Advise the individual/carer about how diabetes can affect foot health
10. Assess factors which may limit an individual's ability to self-care

## **Outcome 5 Be able to report the outcome of foot examinations**

The learner can:

1. Record outcomes of activities in line with local policy and protocol, seeking advice for any concerns identified
2. Obtain and pass on relevant information on individual's care requirements to other team members in line with local policy and protocol

## Unit 4223-377 Provide advice on foot care for individuals with diabetes (HSS/HAS003.2)

**Level:** 3  
**Credit value:** 3  
**UAN:** L/602/4010

### Unit aim

This unit is aimed at those who care for individuals who have diabetes. Learners will have the opportunity to develop knowledge, understanding and skills required to provide advice to individuals with diabetes in order to help them care for their feet.

### Learning outcomes

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

1. Understand good practice in diabetic foot care
2. Understand the factors affecting foot health in individuals with diabetes
3. Be able to discuss foot examination results with individuals/carers
4. Be able to advise individuals/carers on the management of foot health
5. Be able to complete 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 HAS3.2.

### Assessment

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

## **Unit 4223-377 Provide advice on foot care for individuals with diabetes (HSS/HAS003.2)**

### Assessment criteria

#### **Outcome 1 Understand good practice in diabetic foot care**

The learner can:

1. Summarise national and local guidelines on diabetes healthcare
2. Describe local referral pathways for foot health

#### **Outcome 2 Understand the factors affecting foot health in individuals with diabetes**

The learner can:

1. Explain the causes of diabetes
2. Describe the signs and symptoms of diabetes
3. Identify the risks of diabetes to foot health
4. Explain the importance of footwear to foot health for individuals with diabetes
5. Explain the impact of nutrition, health and physical exercise on an individual with diabetes
6. Explain the treatment options for specific foot disorders often experienced by individuals with diabetes

#### **Outcome 3 Be able to discuss foot examination results with individuals/carers**

The learner can:

1. Discuss the results of the foot examination with the individual/carer
2. Discuss and agree arrangements for review with the individual/carer or the need for referral on for further tests

#### **Outcome 4 Be able to advise individuals/carers on the management of foot health**

The learner can:

1. Discuss with the individual/carer the best options for managing foot health
2. Provide written information on foot health to support the individual/carer

#### **Outcome 5 Be able to complete records**

The learner can:

1. Update records in line with local policy and protocol
2. Record any actions to be taken by the individual/carer and other members of the care team



# Unit 4223-378 Support independence in the tasks of daily living (HSC 2007)

**Level:** 2  
**Credit value:** 5  
**UAN:** T/601/8637

## 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 in the tasks of daily living and promote their independence in these areas.

## Learning outcomes

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

1. Understand principles for supporting independence in the tasks of daily living
2. Be able to establish what support is required for daily living tasks
3. Be able to provide support for planning and preparing meals
4. Be able to provide support for buying and using household and personal items
5. Be able to provide support for keeping the home clean and secure
6. Be able to identify and respond to changes needed in support for daily living tasks

## 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 the HSC 27, HSC 29.

## Assessment

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

# Unit 4223-378 Support independence in the tasks of daily living (HSC 2007)

## Assessment criteria

### **Outcome 1 Understand principles for supporting independence in the tasks of daily living**

The learner can:

1. explain how individuals can benefit from being as independent as possible in the tasks of daily living
2. explain how active participation promotes independence in the tasks of daily living
3. describe how daily living tasks may be affected by an individual's culture or background
4. explain the importance of providing support that respects the individual's culture and preferences
5. describe how to identify suitable opportunities for an individual to learn or practise skills for daily living
6. explain why it is important to establish roles and responsibilities for providing support.

### **Outcome 2 Be able to establish what support is required for daily living tasks**

The learner can:

1. access information about support for daily living tasks, using an individual's care plan and agreed ways of working
2. clarify with the individual and others the requirements for supporting an individual's independence in daily living tasks
3. describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks.

### **Outcome 3 Be able to provide support for planning and preparing meals**

The learner can:

1. support the individual to plan meals that contribute to a healthy diet and reflect the individual's culture and preferences
2. support the individual to store food safely
3. support the individual to prepare food in a way that promotes active participation and safety.

### **Outcome 4 Be able to provide support for buying and using household and personal items**

The learner can:

1. identify different ways of buying household and personal items
2. work with the individual to identify household and personal items that are needed
3. support the individual to buy items in their preferred way
4. support the individual to store items safely
5. support the individual to use items safely..

## **Outcome 5 Be able to provide support for keeping the home clean and secure**

The learner can:

1. support the individual to keep their home clean, in a way that promotes active participation and safety
2. describe different risks to home security that may need to be addressed
3. support the individual to use agreed security measures.

## **Outcome 6 Be able to identify and respond to changes needed in support for daily living tasks**

The learner can:

1. enable the individual to express views about the support provided to increase independence in daily living tasks
2. record changes in the individual's circumstances that may affect the type or level of support required
3. adapt support in agreed ways to address concerns, changes or increased independence.

## Unit 4223-378 Support independence in the tasks of daily living (HSC 2007)

### Additional guidance

An **individual** is someone requiring care or support

**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.

**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.

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

**Others** may include:

- Family or friends of the individual
- Advocate
- Line manager.

**Difficulties** or **concerns** may include:

- risks to the individual's health, safety or security
- concerns about the ability, skills or willingness of the individual to participate in daily living tasks
- insufficient time, equipment or other resources to provide agreed support.

A **healthy diet** is one that:

- follows current guidelines for healthy eating
- meets any specific nutritional requirements for the individual.

## Unit 4223-379 Provide support for mobility (HSC 2002)

**Level:** 2  
**Credit value:** 2  
**UAN:** H/601/9024

### 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 mobility activities. It covers preparation, support and observations of mobility activities.

### Learning outcomes

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

1. Understand the importance of mobility
2. Be able to prepare for mobility activities
3. Be able to support individuals to keep mobile
4. Be able to observe, record and report on activities to support mobility

### 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 215.

# Unit 4223-379 Provide support for mobility (HSC 2002)

## Assessment Criteria

### Outcome 1 Understand the importance of mobility

The learner can:

1. define mobility
2. explain how different health conditions may affect and be affected by mobility
3. outline the effects that reduced mobility may have on an individual's well-being
4. describe the benefits of maintaining and improving mobility.

### Outcome 2 Be able to prepare for mobility activities

The learner can:

1. agree **mobility activities** with the **individual** and **others**
2. remove or minimise hazards in the environment before beginning a mobility activity
3. check the suitability of an individual's clothing and footwear for safety and mobility
4. check the safety and cleanliness of **mobility equipment and appliances**.

### Outcome 3 Be able to support individuals to keep mobile

The learner can:

1. promote the **active participation** of the individual during a mobility activity
2. assist an individual to use mobility appliances correctly and safely
3. give feedback and encouragement to the individual during mobility activities.

### Outcome 4 Be able to observe, record and report on activities to support mobility

The learner can:

1. observe an individual to monitor changes and responses during a mobility activity
2. record observations of mobility activity
3. report on progress and/or problems relating to the mobility activity including:
  - choice of activities
  - equipment
  - appliances
  - the support provided.

## Unit 4223-379 Provide support for mobility (HSC 2002)

### Additional guidance

**Mobility activities** may include:

- exercises
- physiotherapy
- occupational therapy
- household activities
- group activities

An **individual** is someone requiring care or support

**Others** may include:

- family
- friends
- advocates
- mobility specialists
- line manager
- others who are important to the individual's well-being

**Mobility equipment and appliances** may include:

- wheel chairs
- sticks
- walking frames
- custom-made appliances

**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 4223-380 Support individuals to access and use services and facilities (HSC 3013)

**Level:** 3  
**Credit value:** 4  
**UAN:** F/601/7927

### 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 review services and facilities.

### Learning outcomes

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

1. Understand factors that influence individuals' access to services and facilities
2. Be able to support individuals to select services and facilities
3. Be able to support individuals to access and use services and facilities
4. Be able to support individuals' to review their access to and use of services and facilities

### 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 HSC 330.

### Assessment

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



# Unit 4223-380 Support individuals to access and use services and facilities (HSC 3013)

## Assessment Criteria

### **Outcome 1 Understand factors that influence individuals' access to services and facilities**

The learner can:

1. describe how accessing a range of **services and facilities** can be beneficial to an **individual's** well being
2. identify barriers that individuals may encounter in accessing services and facilities
3. describe ways of overcoming barriers to accessing services and facilities
4. explain why it is important to support individuals to challenge **information** about services that may present a barrier to participation.

### **Outcome 2 Be able to support individuals to select services and facilities**

The learner can:

1. work with an individual to identify a range of services and facilities likely to meet their assessed needs
2. agree with an individual their preferred options for accessing services and facilities
3. work with an individual to select services or facilities that meet their assessed needs and preferences.

### **Outcome 3 Be able to support individuals to access and use services and facilities**

The learner can:

1. identify with an individual the resources, support and assistance required to access and use selected services and facilities
2. carry out agreed responsibilities to enable the individual to access and use services and facilities
3. explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities.

### **Outcome 4 Be able to support individuals' to review their access to and use of services and facilities**

The learner can:

1. work with an individual to evaluate whether services or facilities have met their assessed needs and preferences
2. support an individual to provide feedback on their experience of accessing and using services or facilities
3. work with an individual to evaluate the support provided for accessing and using services or facilities
4. identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities.

## Unit 4223-380 Support individuals to access and use services and facilities (HSC 3013)

### Additional guidance

**Services and facilities** may include:

- Services provided within an individual's home
- Services to enable an individual to meet their social care needs
- Community facilities

An **individual** is someone requiring care or support

**Information** to be challenged may include information that is

- Misleading
- Inaccurate
- Discriminatory
- Inaccessible
- Excluding individuals

# Unit 4223-381 Support individuals to live at home (HSC 3022)

**Level:** 3  
**Credit value:** 4  
**UAN:** Y/601/7903

## 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 live at home.

## Learning outcomes

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

1. Understand the principles of supporting individuals to live at home
2. Be able to contribute to planning support for living at home
3. Be able to work with individuals to secure additional services and facilities to enable them to live at home
4. Be able to work in partnership to introduce additional services for individuals living at home
5. Be able to contribute to reviewing support for living at home

## 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 HSC 343.

## Assessment

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

# Unit 4223-381 Support individuals to live at home (HSC 3022)

## Assessment Criteria

### **Outcome 1 Understand the principles of supporting individuals to live at home**

The learner can:

1. describe how being supported to live at home can benefit an individual
2. compare the roles of people and agencies who may be needed to support an individual to live at home
3. explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home
4. explain how risk management contributes to supporting individuals to live at home.

### **Outcome 2 Be able to contribute to planning support for living at home**

The learner can:

1. identify with an individual the strengths, skills and existing networks they have that could support them to live at home
2. identify with an individual their **needs** that may require additional support and their preferences for how the needs may be met
3. agree with the individual and **others** the risks that need to be managed in living at home and ways to address them.

### **Outcome 3 Be able to work with individuals to secure additional services and facilities to enable them to live at home**

The learner can:

1. support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home
2. work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks
3. contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes **active participation**
4. obtain permission to provide additional information about the individual in order to secure resources, services and facilities.

### **Outcome 4 Be able to work in partnership to introduce additional services for individuals living at home**

The learner can:

1. agree roles and responsibilities for introducing additional support for an individual to live at home
2. introduce the individual to new resources, services, facilities or support groups
3. record and report on the outcomes of additional support measures in required ways.

### **Outcome 5 Be able to contribute to reviewing support for living at home**

The learner can:

1. work with the individual and others to agree methods and timescales for on-going review
2. identify any changes in an individual's **circumstances** that may indicate a need to adjust the type or level of support
3. work with the individual and others to agree revisions to the support provided.

## Unit 4223-381 Support individuals to live at home (HSC 3022)

### Additional guidance

An **individual** is someone requiring care or support

**Others** may include:

- family
- friends
- advocates
- others who are important to the individual's well-being

**Needs** may include:

- Personal
- Physical
- Financial
- Social
- Environmental
- Safety

**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

**Circumstances** may include:

- Health
- Social situation
- Financial circumstances
- Legal status

# Unit 4223-382 Provide support to maintain and develop skills for everyday life (HSC 3003)

**Level:** 3  
**Credit value:** 4  
**UAN:** L/601/8028

## 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 required to work with individuals to retain, regain and develop skills for everyday life.

## Learning outcomes

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

1. Understand the context of supporting skills for everyday life
2. Be able to support individuals to plan for maintaining and developing skills for everyday life
3. Be able to support individuals to retain, regain or develop skills for everyday life
4. Be able to evaluate support for developing or maintaining skills for everyday life

## Guided learning hours

It is recommended that **28** 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 HSC344.

## Assessment

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

# Unit 4223-382 Provide support to maintain and develop skills for everyday life (HSC 3003)

## Assessment Criteria

### **Outcome 1 Understand the context of supporting skills for everyday life**

The learner can:

1. compare methods for developing and maintaining skills for everyday life
2. analyse reasons why **individuals** may need support to maintain, regain or develop skills for everyday life
3. explain how maintaining, regaining or developing skills can benefit individuals.

### **Outcome 2 Be able to support individuals to plan for maintaining and developing skills for everyday life**

The learner can:

1. work with an individual and **others** to identify skills for everyday life that need to be supported
2. agree with the individual a **plan** for developing or maintaining the skills identified
3. analyse possible sources of conflict that may arise when planning and ways to resolve them
4. support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it.

### **Outcome 3 Be able to support individuals to retain, regain or develop skills for everyday life**

The learner can:

1. provide agreed support to develop or maintain skills, in a way that promotes **active participation**
2. give positive and constructive feedback to the individual during activities to develop or maintain their skills
3. describe actions to take if an individual becomes distressed or unable to continue.

### **Outcome 4 Be able to evaluate support for developing or maintaining skills for everyday life**

The learner can:

1. work with an individual and others to agree criteria and processes for evaluating support
2. carry out agreed role to evaluate progress towards goals and the effectiveness of methods used
3. agree revisions to the plan
4. record and report in line with **agreed ways of working**.

## Unit 4223-382 Provide support to maintain and develop skills for everyday life (HSC 3003)

### Additional guidance

An **individual** is someone requiring care or support

**Others** may include:

- Family
- Advocates
- Team members
- Line Manager
- Specialists
- Others who are important to the individual's well-being

The **plan** may include:

- Goals (short, medium and long term)
- The type and level of support needed to achieve goals
- Roles and responsibilities
- Ways to address any associated risks
- Ways to monitor the plan

**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 4223-383 Provide support to continue recommended therapies (HSC 3002)

**Level:** 3  
**Credit value:** 3  
**UAN:** A/601/9028

## 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 continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

## Learning outcomes

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

1. Understand the importance of supporting individuals to continue recommended therapies
2. Be able to encourage individuals to complete activities recommended by therapists
3. Be able to provide support to continue recommended therapy
4. Be able to observe, record and report on observations during recommended therapy
5. Be able to contribute to evaluation and review of recommended therapies

## 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 HSC352.

## Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

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

# Unit 4223-383 Provide support to continue recommended therapies (HSC 3002)

## Assessment Criteria

### **Outcome 1 Understand the importance of supporting individuals to continue recommended therapies**

The learner can:

1. analyse the potential benefits of recommended **therapies** to an **individual's** health and wellbeing
2. describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation.

### **Outcome 2 Be able to encourage individuals to complete activities recommended by therapists**

The learner can:

1. establish agreement on an individual's needs and preferences about continuing a recommended therapy
2. provide opportunities for an individual to access information about the benefits of continuing the recommended therapy
3. describe how to overcome an individual's fears or concerns about continuing the recommended therapy.

### **Outcome 3 Be able to provide support to continue recommended therapy**

The learner can:

1. clarify with the therapist the **information** needed before providing support for the therapy
2. promote **active participation** during therapy
3. **address difficulties** encountered during therapy
4. provide constructive feedback and encouragement to the individual during therapy.

### **Outcome 4 Be able to observe, record and report on observations during recommended therapy**

The learner can:

1. establish with the individual and **others** what observations need to be made during therapy sessions
2. carry out agreed observations
3. record agreed observations as required
4. report on the findings of observations to individuals and others.

### **Outcome 5 Be able to contribute to evaluation and review of recommended therapies**

The learner can:

1. work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
2. carry out agreed role to support the evaluation, using observations and feedback from the individual and others
3. agree changes to therapy sessions or the support provided.

## Unit 4223-383 Provide support to continue recommended therapies (HSC 3002)

### Additional guidance

**Therapies** may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

An **individual** is someone requiring care or support

**Information** may include:

- intended outcomes of the therapy
- activities needed to continue the therapy
- learner's role and responsibilities
- how to set up the environment and use equipment and materials
- most effective ways of supporting an individual

**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.

Ways to **address difficulties** may include

- making adjustments to the level or type of support provided
- stopping therapy activities if individual is in pain or distress
- seeking additional support from therapists and others when problems and difficulties are beyond own competence

**Others** may include:

- family
- friends
- advocates
- specialist therapists
- others who are important to the individual's well-being.

# Unit 4223-384 Support individuals during a period of change (HSN 3033)

**Level:** 3  
**Credit value:** 4  
**UAN:** M/601/7907

## 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 during a period of change.

## Learning outcomes

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

1. Understand reasons for and responses to change
2. Be able to support individuals to plan how to manage or adapt to change
3. Be able to support individuals to manage or adapt to change
4. Be able to evaluate the support provided during a period of change

## Guided learning hours

It is recommended that **29** 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 HSC 382 Support individuals to prepare for, adapt to and manage change.

## Assessment

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

# Unit 4223-384 Support individuals during a period of change (HSN 3033)

## Assessment Criteria

### Outcome 1 Understand reasons for and responses to change

The learner can:

1. describe **types of change** that may occur in the course of an **individual's** life
2. analyse factors that may make change a positive or a negative experience
3. describe approaches likely to enhance an individual's capacity to manage change and experience change positively.

### Outcome 2 Be able to support individuals to plan how to manage or adapt to change

The learner can:

1. work with individuals and **others** to identify recent or imminent changes affecting them
2. support the individual to assess the implications and likely impacts of the change identified
3. work with the individual and others to **plan** how to adapt to or manage the change
4. explain the importance of both practical support and emotional support during a time of change
5. identify and agree roles and responsibilities for supporting a change.

### Outcome 3 Be able to support individuals to manage or adapt to change

The learner can:

1. carry out agreed role and responsibilities for supporting change, in ways that promote **active participation**
2. provide information and advice to support the individual to manage change
3. support the individual to express preferences and anxieties when going through change
4. adapt support methods to take account of preferences or anxieties
5. describe how and when to seek additional expertise and advice when supporting an individual through change.

### Outcome 4 Be able to evaluate the support provided during a period of change

The learner can:

1. agree with the individual and others how the support provided will be evaluated, and who will be involved
2. work with the individual and others to identify positive and negative aspects of a change
3. work with the individual and others to evaluate the effectiveness of methods used to support the change process
4. record and report on the effectiveness of support for the change process.

## Unit 4223-384 Support individuals during a period of change (HSN 3033)

### Additional guidance

**Types of change** include changes that are:

- positive
- negative
- chosen
- unchosen
- temporary
- permanent

An **individual** is someone requiring care or support

**Others** may include:

- Carers
- Friends and relatives
- Professionals
- Others who are important to the individual's well-being

The **plan** to manage a change may incorporate:

- the individual's preferences associated with the change
- existing skills or knowledge the individual has that will help them manage the change
- new skills or knowledge the individual may need to develop in order to manage the change
- resources and expertise for managing the change that exist within the individual's personal network
- additional resources, support or expertise needed
- ways to address risks that may arise from a change

**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 4223-385 Support individuals who are bereaved (HSC 3035)

**Level:** 3  
**Credit value:** 4  
**UAN:** A/601/7909

## 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 who are bereaved.

## Learning outcomes

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

1. Understand the effects of bereavement on individuals
2. Understand principles for supporting individuals who are bereaved
3. Be able to support individuals to express their response to loss
4. Be able to support individuals who are bereaved
5. Understand the role of specialist agencies in supporting individuals who are bereaved
6. Be able to manage own feelings when providing support for individuals who are bereaved

## 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 HSC 384.

## Assessment

Learning outcomes 3, 4 and 6 must be assessed in a real work environment but in ways that do not intrude on the individual's privacy.

# Unit 4223-385 Support individuals who are bereaved (HSC 3035)

## Assessment Criteria

### Outcome 1 Understand the effects of bereavement on individuals

The learner can:

1. describe how an individual may feel immediately following the death of a loved one
2. analyse how the bereavement journey may be different for different individuals.

### Outcome 2 Understand principles for supporting individuals who are bereaved

The learner can:

1. compare the key points of theories of bereavement that assist in supporting individuals who are bereaved
2. explain the importance of acting in accordance with an individual's culture and beliefs when providing support for bereavement
3. explain the importance of empathy in supporting a bereaved individual.

### Outcome 3 Be able to support individuals to express their response to loss

The learner can:

1. create an environment where the individual has privacy to express their emotions
2. demonstrate **active listening** skills to support the individual to express their thoughts, feelings and distress.

### Outcome 4 Be able to support individuals who are bereaved

The learner can:

1. assess the individual's level of distress and their capacity for resilience
2. agree a programme of support with the individual and **others**
3. carry out own role within the support programme
4. support the individual to identify any changes they may need to make as a result of their loss
5. explain the importance of working at the individual's pace during the bereavement journey
6. support the individual to manage conflicting emotions, indecision or fear of the future.

### Outcome 5 Understand the role of specialist agencies in supporting individuals who are bereaved

The learner can:

1. compare the roles of specialist agencies in supporting individuals who are bereaved
2. describe how to assess whether a bereaved individual requires specialist support
3. explain the importance of establishing agreement with the individual about making a referral to a specialist agency.



## **Outcome 6 Be able to manage own feelings when providing support for individuals who are bereaved**

The learner can:

1. identify ways to manage own feelings while providing support for an individual who is bereaved
2. use support systems to help manage own feelings.

## Unit 4223-385 Support individuals who are bereaved (HSC 3035)

### Additional guidance

An **individual** is someone requiring care or support

**Active Listening** includes:

- Ability to pick up on non-verbal cues
- Listening for key words as signposts to emotions
- Understanding the meaning of silence
- Using body language and facial expression to indicate interest and empathy

**Others** may include:

- Carers
- Friends and relatives
- Line manager
- Others who are important to the individual's well-being

# Unit 4223-386 Support individuals at the end of life (HSC 3048)

**Level:** 3  
**Credit value:** 7  
**UAN:** 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

This unit will be assessed by:

- Portfolio of Evidence..

# Unit 4223-386 Support individuals at the end of life (HSC 3048)

## Assessment Criteria

### Outcome 1 Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life

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 2 Understand factors affecting end of life care

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 3 Understand advance care planning in relation to end of life care

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 4 Be able to provide support to individuals and key people during end of life care**

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 5 Understand how to address sensitive issues in relation to end of life care**

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 6 Understand the role of organisations and support services available to individuals and key people in relation to end of life care**

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 7 Be able to access support for the individual or key people from the wider team**

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 8 Be able to support individuals through the process of dying**

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 9 Be able to take action following the death of individuals**

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 10 Be able to manage own feelings in relation to the dying or death of individuals**

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 4223-387 Work in partnership with families to support individuals (HSC 3038)

**Level:** 3  
**Credit value:** 4  
**UAN:** H/601/8147

## 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 work in partnership with families to support individuals.

## Learning outcomes

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

1. Understand partnership working with families
2. Be able to establish and maintain positive relationships with families
3. Be able to plan shared approaches to the care and support of individuals with families
4. Be able to work with families to access support in their role as carers
5. Be able to exchange and record information about partnership work with families
6. Be able to contribute to reviewing partnership work with families
7. Be able to provide feedback about support for families

## 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 HSC 387 and HSC 388.

## Assessment

Learning outcomes 2, 3, 4, 5, 6 and 7 must be assessed in a real work environment.



# Unit 4223-387 Work in partnership with families to support individuals (HSC 3038)

## Assessment Criteria

### Outcome 1 Understand partnership working with families

The learner can:

1. analyse the contribution of families to the care and/or support of **individuals**
2. identify factors that may affect the level of involvement of family members in care and/or support
3. describe dilemmas or conflicts that may arise when working in partnership with families to support individuals
4. explain how the attitudes of a worker affect partnership working with families.

### Outcome 2 Be able to establish and maintain positive relationships with families

The learner can:

1. interact with family members in ways that respect their culture, experiences and expertise
2. demonstrate dependability in carrying out actions agreed with families
3. describe principles for addressing dilemmas or conflicts that may arise in relationships with families.

### Outcome 3 Be able to plan shared approaches to the care and support of individuals with families

The learner can:

1. agree with the individual, family members and **others** the proposed outcomes of partnership working with a family
2. clarify own role, role of family members, and roles of others in supporting the individual
3. support family members to understand person centred approaches and **agreed ways of working**
4. plan ways to manage risks associated with sharing care or support
5. agree with the individual and family members processes for monitoring the shared support plan.

### Outcome 4 Be able to work with families to access support in their role as carers

The learner can:

1. work with family members to identify the support they need to carry out their role
2. provide accessible information about available **resources** for support
3. work with family members to access resources.

## **Outcome 5 Be able to exchange and record information about partnership work with families**

The learner can:

1. exchange information with the individual and family members about:
  - implementation of the plan
  - changes to needs and preferences
2. record information in line with agreed ways of working about:
  - progress towards outcomes
  - effectiveness of partnership working.

## **Outcome 6 Be able to contribute to reviewing partnership work with families**

The learner can:

1. agree criteria and processes for reviewing partnership work with families
2. agree criteria and processes for reviewing support for family members
3. encourage the individual and family members to participate in the review
4. carry out own role in the review of partnership working.

## **Outcome 7 Be able to provide feedback about support for families**

The learner can:

1. provide feedback to others about the support accessed by family members
2. report on any gaps in the provision of support for family members
3. describe ways to challenge information or support that is discriminatory or inaccessible.

## Unit 4223-387 Work in partnership with families to support individuals (HSC 3038)

### Additional guidance

An **individual** is someone requiring care or support

**Others** may include:

- organisations providing support to family members
- other professionals

**Resources** may include:

- Materials and equipment
- Training
- Financial support
- Transport
- Support groups
- Therapeutic services
- Other professionals

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

# Unit 4223-388 Implement therapeutic group activities (HSC 3008)

**Level:** 3  
**Credit value:** 4  
**UAN:** D/601/9491

## 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 plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.

## Learning outcomes

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

1. Understand the principles of therapeutic group activities
2. Be able to plan and prepare for therapeutic group activities
3. Be able to support individuals during therapeutic group activities
4. Be able to contribute to the evaluation of therapeutic group activities

## 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 HSC 393.

## Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

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

# Unit 4223-388 Implement therapeutic group activities (HSC 3008)

## Assessment Criteria

### Outcome 1 Understand the principles of therapeutic group activities

The learner can:

1. explain how participating in **therapeutic group activities** can benefit an individual's identity, self-esteem and well-being
2. analyse reasons why a group activity rather than one to one work may be recommended in particular circumstances
3. compare key points of theories about group dynamics.

### Outcome 2 Be able to plan and prepare for therapeutic group activities

The learner can:

1. work with **individuals** and **others** to agree:
  - the nature and purpose of a therapeutic group
  - specific activities to fit the purpose of the group
2. address any **risks** that may be associated with the planned activities
3. prepare the environment for a therapeutic group activity
4. prepare equipment or resources needed for the activity.

### Outcome 3 Be able to support individuals during therapeutic group activities

The learner can:

1. support group members to understand the purpose and proposed activity of the group
2. support group members during the activity in ways that encourage effective communication, **active participation** and co-operation
3. give direction, praise, reassurance and constructive feedback during the activity
4. support the group to bring the activity to a safe and timely end.

### Outcome 4 Be able to contribute to the evaluation of therapeutic group activities

The learner can:

1. encourage and support individuals to give feedback during and after group activities
2. agree processes and criteria for evaluating the therapeutic benefits of the group and its activities
3. carry out own responsibilities for supporting the evaluation and agreeing any revisions
4. record and report on outcomes and any revisions in line with **agreed ways of working**.

## Unit 4223-388 Implement therapeutic group activities (HSC 3008)

### Additional guidance

**Therapeutic group activities** may include:

- Reminiscence therapy
- Relaxation and anxiety management
- Remedial games
- Health-related group activities
- Art or music therapy.

**Individuals** are those requiring care or support

**Others** may include

- Carers and family members
- Line manager.
- Therapists or other specialists who may recommend therapeutic group activities

**Risks** may include those associated with

- The health, safety and well-being of those in the group
- Unintentional exclusion of some group members
- Others involved with the group's activities
- The environment
- Equipment and resources used.

**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 4223-389 Support individuals to develop and run support groups (HSC 3010)

**Level:** 3  
**Credit value:** 3  
**UAN:** H/601/9492

## 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 develop and run support groups.

## Learning outcomes

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

1. Understand the role of support groups
2. Be able to support individuals to assess the need for additional support groups
3. Be able to support individuals to develop their own support groups
4. Be able to support individuals to run support groups
5. Be able to support individuals to evaluate support groups

## 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 HSC394.

## Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

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

# Unit 4223-389 Support individuals to develop and run support groups (HSC 3010)

## Assessment Criteria

### Outcome 1 Understand the role of support groups

The learner can:

1. explain the benefits of support groups to **individuals**
2. explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals
3. compare key points of theories about group dynamics.

### Outcome 2 Be able to support individuals to assess the need for additional support groups

The learner can:

1. work with individuals to identify the support a group could provide for them
2. contribute to accessing sources of information about existing support groups
3. work with individuals to evaluate existing support groups and identify gaps in provision.

### Outcome 3 Be able to support individuals to develop their own support groups

The learner can:

1. work with individuals to identify ways to develop their own support group where there is a gap in provision
2. work with individuals to agree the nature and purpose of the support group
3. establish with individuals the level and type of support they require to **set up a group**
4. carry out own role as agreed to support the setting up of the group.

### Outcome 4 Be able to support individuals to run support groups

The learner can:

1. establish with group members the support they need to **run the group**
2. support the group to operate **safely**
3. support the group to resolve **conflicts**.

### Outcome 5 Be able to support individuals to evaluate support groups

The learner can:

1. support the group to monitor its activities and outcomes
2. support the group to:
  - agree processes and criteria for evaluating its activities and outcomes
  - evaluate its activities and outcomes
3. report on the effectiveness of the support group in line with **agreed ways of working**.



## Unit 4223-389 Support individuals to develop and run support groups (HSC 3010)

### Additional guidance

Support to **set up a group** may include:

- Putting individuals in touch with others who have the same interests and purpose
- Accessing resources
- Providing advice and encouragement

Support to **run the group** may include:

- Providing advice and sharing expertise
- Developing guidelines on roles and responsibilities
- Developing ground rules
- Giving advice on respecting and valuing all members

Operating **safely** may need to take account of:

- Health and safety
- The environment
- Equipment and materials
- Use and abuse of power
- Risk of harm or abuse

**Conflicts** may include those relating to:

- Rights and responsibilities
- Health and safety
- Managing risk
- Costs
- Ethical concerns
- Interpersonal relationships

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

## Unit 4223-390 Develop and sustain effective working relationships with staff in other agencies (ASM24)

**Level:** 3  
**Credit value:** 4  
**UAN:** R/601/3526

### Unit aim

This unit is about sustaining and developing working relationships with staff in other organisations. Effective working is a key feature of, and increasing importance in justice, social care and health organisations. Workers are not expected to set up effective working agreements from scratch, but are expected to contribute to optimising the value of them.

### Learning outcomes

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

1. Understand the context of working in partnership
2. Be able to develop effective working relationships with staff in other agencies
3. Be able to sustain effective working relationships

### 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 the Skills for Justice National Occupational Standard: F403 Develop and sustain effective working relationships with staff in other agencies.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Any skills-based element within the unit must be assessed within the workplace or by using workplace evidence

# **Unit 4223-390 Develop and sustain effective working relationships with staff in other agencies (ASM24)**

## Assessment Criteria

### **Outcome 1 Understand the context of working in partnership**

The learner can:

1. identify the nature, roles and functions, policies and procedures of principal agencies.
2. identify structures, function, and methods of communication and decision making.
3. identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements.
4. identify the effect agency structure and culture may have upon the policy and practice of joint working.
5. identify the effect of agency culture and structure upon policy and practice of working in partnership.
6. explain the principles and benefits of working in partnership.

### **Outcome 2 Be able to develop effective working relationships with staff in other agencies**

The learner can:

1. develop clear action plans for joint work which clarify roles and responsibilities of the respective parties.
2. reach agreements about roles and responsibilities and arrangements for decision making.
3. apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies.
4. confirm arrangements for joint work which are
  - appropriate to the nature and purpose of the work
  - likely to be effective in establishing and maintaining relationships
  - respect confidentiality while balancing risks of sharing or not sharing information.
5. identify effective methods to monitor and review the progress of joint work.
6. obtain advice and support promptly when team discussion and supervision are appropriate.
7. complete records accurately and clearly and store them according to agency requirements.
8. communicate information to people who are authorised to have it.

### **Outcome 3 Be able to sustain effective working relationships**

The learner can:

1. identify the benefits and advantages of joint working and use these to develop own practice.
2. identify factors which might hinder joint working.
3. explain methods of identifying and resolving conflict within and between agencies and between individuals.
4. demonstrate methods of assessing the effectiveness of joint working relationships.
5. explain and defend the views of your agency and its policies.
6. contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved.
7. complete records accurately and clearly and store them according to agency requirements.
8. communicate information to people who are authorised to have it.

# Unit 4223-391 Support the development of community partnerships (HSC 3007)

**Level:** 4  
**Credit value:** 5  
**UAN:** M/601/9494

## 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 the development of community partnerships.

## Learning outcomes

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

1. Understand the role of community partnerships
2. Be able to identify where community partnerships could inform and support practice
3. Be able to bring people together to set up community partnerships
4. Be able to support the setting up of community partnerships
5. Be able to contribute to the running of community partnerships
6. Be able to contribute to the review of community partnerships

## 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 3101, HSC 3102 and HSC 3104.

## Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# Unit 4223-391 Support the development of community partnerships (HSC 3007)

## Assessment Criteria

### Outcome 1 Understand the role of community partnerships

The learner can:

1. explain the concept of community partnerships
2. analyse the benefits of community partnerships
3. describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships.

### Outcome 2 Be able to identify where community partnerships could inform and support practice

The learner can:

1. work with **others** to identify needs that could be met through community partnerships
2. gather and disseminate information about existing community partnerships that may meet identified needs
3. contribute to evaluating information about existing community partnerships and identifying gaps
4. work with others to determine how a community partnership could fill a gap in provision.

### Outcome 3 Be able to bring people together to set up community partnerships

The learner can:

1. identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision
2. disseminate information about the proposed partnership to those identified
3. invite participation in the proposed partnership.

### Outcome 4 Be able to support the setting up of community partnerships

The learner can:

1. gather information about good practice from partnerships with similar purposes
2. gather information on potential costs and sources of funding for the partnership
3. provide information gathered to potential members of the partnership
4. work with others to agree:
  - membership of the partnership
  - aims and objectives
  - **roles and responsibilities**
  - activities and practices.

### Outcome 5 Be able to contribute to the running of community partnerships

The learner can:

1. carry out own responsibilities to support the purpose of the partnership
2. support the community partnership to **operate effectively**
3. describe ways to support the partnership when a member disengages.

## **Outcome 6 Be able to contribute to the review of community partnerships**

The learner can:

1. support members of the partnership to monitor its activities
2. support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives
3. contribute to evaluating the partnership
4. contribute to agreeing changes to the partnership's practice.

# Unit 4223-391 Support the development of community partnerships (HSC 3007)

## Additional guidance

**Others** may include:

- Individuals
- Families and friends of individuals
- Colleagues within the organisation
- Colleagues outside the organisation.

**Roles and responsibilities** may include:

- Contribution of resources
- Commitment of time
- Allocation of tasks.

**Operating effectively** will include:

- Working inclusively
- Respecting and valuing all members
- Supporting members to participate
- Abiding by agreements
- Resolving conflicts.

# Unit 4223-392 Monitor and solve customer service problems (ICS C5)

**Level:** 3  
**Credit value:** 6  
**UAN:** J/601/1515

## Unit aim

The learner's job involves delivering and organising excellent customer service. However good the service provided, some of their customers will experience problems and the learner will spot and solve other problems before their customers even know about them. This unit is about the part of their job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of their customer service by the way that the learner solves customer service problems. The learner can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

## Learning outcomes

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

1. Be able to solve immediate customer service problems
2. Be able to identify repeated customer service problems and options for solving them
3. Be able to take action to avoid the repetition of customer service problems
4. Understand how to monitor and solve customer service problems

## Guided learning hours

It is recommended that **40** 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 Unit C5 of the Customer Service NOS 2010.

## Assessment

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.



# **Unit 4223-392 Monitor and solve customer service problems (ICS C5)**

## Assessment criteria

### **Outcome 1 Be able to solve immediate customer service problems**

The learner can:

1. respond positively to customer service problems following organisational guidelines
2. solve customer service problems when they have sufficient authority
3. work with others to solve customer service problems
4. keep customers informed of the actions being taken
5. check with customers that they are comfortable with the actions being taken
6. solve problems with service systems and procedures that might affect customers before customers become aware of them
7. inform managers and colleagues of the steps taken to solve specific problems.

### **Outcome 2 Be able to identify repeated customer service problems and options for solving them**

The learner can:

1. identify repeated customer service problems
2. identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option
3. work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation.

### **Outcome 3 Be able to take action to avoid the repetition of customer service problems**

The learner can:

1. obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated
2. action their agreed solution
3. keep their customers informed in a positive and clear manner of steps being taken to solve any service problems
4. monitor the changes they have made and adjust them if appropriate

### **Outcome 4 Understand how to monitor and solve customer service problems**

The learner can:

1. describe organisational procedures and systems for dealing with customer service problems
2. describe the organisational procedures and systems for identifying repeated customer service problems
3. explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers
4. explain how to negotiate with and reassure customers while their problems are being solved.

# Unit 4223-393 Deliver training through demonstration and instruction (HSS/DEMO)

**Level:** 3  
**Credit value:** 3  
**UAN:** M/602/4520

## Unit aim

This unit provides learners with the knowledge and skill to train others using demonstration and instruction as a teaching strategy in the psychomotor domain. It is particularly suitable for the training of others where there may be a requirement for learners to develop practical skills and techniques involving the hand-eye co-ordination and manual dexterity for the manipulation/handling of clients, objects, tools or equipment.

## Learning outcomes

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

1. Understand how to deliver training through demonstration and instruction
2. Be able to deliver training by demonstration and instruction
3. Be able to review learning and training

## 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

Currently there is no specific NOS for the delivery of training through demonstration and instruction.

This unit is indicative of LLUK NOS:

- 1) Learning Delivery standards 1 and 9
- 2) Learning and Development standards 3,4 and 5.

## Assessment

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

# Unit 4223-393 Deliver training through demonstration and instruction (HSS/DEMO)

## Assessment criteria

### **Outcome 1 Understand how to deliver training through demonstration and instruction**

The learner can:

1. Identify key current national guidelines, policies or protocols relevant to the subject area in which the training is to be delivered
2. Describe the **resources** required to deliver the training
3. Describe what constitutes an appropriate environment for the delivery of the training
4. Explain how to overcome barriers that learners may encounter whilst undertaking training
5. Assess the use of demonstration and instruction as a teaching strategy
6. Explain the skills required for the effective delivery of demonstration and instruction as a teaching method

### **Outcome 2 Be able to deliver training by demonstration and instruction**

The learner can:

1. Explain the learning aims and objectives of the training session to the learners
2. Deliver the training programme to the learners through demonstration and instruction
3. Maintain communication with learners during demonstration and instruction
4. Check the learners' understanding at regular intervals
5. Encourage learners to ask questions and seek clarification during training
6. Provide learners with opportunities and support to demonstrate the learning achieved through the training
7. Respond to the learners' needs during the training
8. Provide constructive feedback to learners on their progress

### **Outcome 3 Be able to review learning and training**

The learner can:

1. Gather feedback from learners on the effectiveness of the training
2. Assess whether the training programme delivers the required learning outcomes
3. Review the effectiveness of the training programme
4. Identify ways to improve or adapt the training

## Unit 4223-393 Deliver training through demonstration and instruction (HSS/DEMO)

Additional guidance

**Resources:** refers to any physical resource that supports demonstration and instruction led training. This may include technical equipment, people or simulation devices, handouts, workbooks or Information Technology based aides.

This unit covers the training of individuals or groups of learners.

This unit covers the training of single or multiple tasked practical activities.

## Unit 4223-394 Influencing others at work (M3.31)

**Level:** 3  
**Credit value:** 1  
**UAN:** D/501/3826

### Unit aim

To develop knowledge and understanding of influencing others as required by a practising or potential first line manager.

### Learning outcomes

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

1. Understand the value of networking
2. Know how to influence and negotiate with others to achieve objectives

### Guided learning hours

It is recommended that **6** 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 MSC 2004 NOS: D1.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 4223-394 Influencing others at work (M3.31)**

### Assessment criteria

#### **Outcome 1 Understand the value of networking**

The learner can:

1. Explain the value to the first line manager of networking
2. Identify an appropriate network for a first line manager and describe methods to establish and maintain effective professional relationships with the identified network

#### **Outcome 2 Know how to influence and negotiate with others to achieve objectives**

The learner can:

1. Explain the general principles of negotiation
2. Explain a relevant technique for influencing others to achieve workplace objectives
3. Describe how to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations

## Unit 4223-394 Influencing others at work (M3.31)

### Additional guidance

#### Indicative Content:

1

- Nature, purpose and value of networking
- Identification of relevant networks
- Effective networking practices and skills
- Network and contact creation
- Methods to establish and maintain effective professional relationships at various levels

2

- Formal and informal negotiation
- Negotiation strategy, tactics and behaviour
- Non-verbal communication and social skills
- Techniques for influencing others
- Value systems and other barriers to acceptance
- Conflict and its resolution to achieve a win-win situation
- Levels of power and authority, and the impact on negotiation

## Unit 4223-395 Planning and monitoring work (M2.03)

**Level:** 2  
**Credit value:** 2  
**UAN:** R/501/3774

### Unit aim

To develop an understanding of effective planning and monitoring of work as required by a practising or potential team or cell leader.

### Learning outcomes

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

1. Understand how to work within the organisation's policies, procedures and priorities
2. Understand how to plan and allocate work
3. Understand how to monitor a team's work

### 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

This unit is linked to the Links to MSC 2004 NOS: D5.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.



## **Unit 4223-395 Planning and monitoring work (M2.03)**

### Assessment criteria

#### **Outcome 1 Understand how to work within the organisation's policies, procedures and priorities**

The learner can:

1. Identify one organisational policy that is relevant to the work of the team
2. Give one example of a target or objective that the team is working to achieve
3. Give one example of conflict or incompatibility between different targets or objectives in the workplace

#### **Outcome 2 Understand how to plan and allocate work**

The learner can:

1. Explain how work is planned or allocated to meet the target or objective selected in 1.2 above
2. Describe one way of checking that team members understand what work is required of them.

#### **Outcome 3 Understand how to monitor a team's work**

The learner can:

1. List two ways to monitor the team's work
2. Describe one action the team leader could take to rectify performance that does not meet the required standard

# Unit 4223-395 Planning and monitoring work (M2.03)

## Additional guidance

### Indicative Content:

1

- Role and purpose of objectives and targets
- Setting SMART work targets to meet customer specifications and organisational requirements
- Causes of conflict and incompatibility between targets/objectives in the workplace
- Distinction between policies and procedures
- Working according to organisation's objectives, policies, procedures, and priorities

2

- The roles people play in a team
- The importance of knowing individual team members' strengths in their work roles
- Simple techniques for scheduling work, eg rotas/shifts
- Effective methods of communication to give instructions and achieve performance standards
- Supervised practice or simulation to develop the ability to communicate instructions effectively

3

- Methods to monitor actual performance against production targets and time-scales, and identify variances
- Ways to ensure team members understand monitoring systems
- Recording outputs/variances/actions
- Types of quality standards and their purpose
- Quality checks/inspections vs standards
- Taking remedial/corrective action
- Progress chasing
- Effective reporting back to manager

# Unit 4223-396 Contribute to the prevention of aggressive and abusive behaviour of people (LANTRA)

**Level:** 3  
**Credit value:** 4  
**UAN:** J/502/1631

## Unit aim

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to contribute to the prevention of aggressive and abusive behaviour. The learner will identify signs of disruptive behaviour and how their own actions and behaviour can affect that of others.

## Learning outcomes

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

1. Be able to take action to discourage aggressive and abusive behaviour of people.
2. Understand the actions to take to discourage aggressive and abusive behaviour of people.

## 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 029NAC15.1

## Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# **Unit 4223-396 Contribute to the prevention of aggressive and abusive behaviour of people (LANTRA)**

## Assessment criteria

### **Outcome 1 Be able to take action to discourage aggressive and abusive behaviour of people.**

The learner can:

1. Approach individual/s in a manner which is likely to be perceived as non-threatening and which is consistent with any legal and organisational constraints.
2. Communicate with individual/s in a manner which:
  - is free from discrimination and oppression
  - is not likely to antagonise the situation
  - encourages an open exchange of information
  - is appropriate
  - acknowledges the rights of everyone present.
3. Explain clearly to the individual what your role is and the required outcome of the encounter.
4. Ensure your behaviour towards individual/s is supportive of diverting aggression or abuse, and resolving the situation peacefully.
5. Monitor the situation and give appropriate warnings to people who are becoming aggressive or abusive consistent with good practice and relevant legislation.
6. Take appropriate action if the situation deteriorates.

### **Outcome 2 Understand the actions to take to discourage aggressive and abusive behaviour of people.**

The learner can:

1. Describe the signs of potentially disruptive behaviour - verbal and non-verbal.
2. Explain how the principles of equality, diversity and anti-discriminatory practice apply and the dangers of stereotyping.
3. Explain how to communicate effectively and how this may promote the behaviour wanted.
4. Explain how your own behaviour and language could be interpreted.
5. Describe the types of constructive behaviour and techniques which can be taken to diffuse situations.
6. Describe actions that could trigger aggressive or abusive behaviour.
7. Explain the warnings which may be necessary to give people in relation to their behaviour.
8. Explain the importance of constantly assessing the risks of a situation and what actions to take if the situation deteriorates.
9. Summarise how to report and record incidents of abusive and aggressive behaviour.

## **Unit 4223-396 Contribute to the prevention of aggressive and abusive behaviour of people (LANTRA)**

### Additional guidance

There should be clear organisational guidelines and guidance regarding the managing of potentially aggressive and abusive behaviour of people which the candidate should be familiar with. Learners should be aware of their limitations of responsibilities in the advice they give and the actions they take. It should be ensured that the assessment does not endanger or cause additional risk to the persons involved. Learners should work within the data protection legislation.

## Unit 4223-397 Plan, allocate and monitor work of a team (D5)

\*This unit has been replaced by unit 597. Learners registered before 1st July 2017 should use this unit. Learners registered after 1st July 2017 should use unit 597.

**Level:** 3  
**Credit value:** 5  
**UAN:** Y/600/9669

### Unit aim

This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

### Learning outcomes

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

1. Be able to plan work for a team
2. Be able to allocate work across a team
3. Be able to manage team members to achieve team objectives
4. Be able to monitor and evaluate the performance of team members
5. Be able to improve the performance of a team

### 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 MSC D5 Allocate and check work in your team.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## Assessment criteria

### **Outcome 1 Be able to plan work for a team**

The learner can:

1. Agree team objectives with own manager
2. Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team

### **Outcome 2 Be able to allocate work across a team**

The learner can:

1. Discuss team plans with a team
2. Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members
3. Agree standard of work required by team

### **Outcome 3 Be able to manage team members to achieve team objectives**

The learner can:

1. Support all team members in order to achieve team objectives

### **Outcome 4 Be able to monitor and evaluate the performance of team members**

The learner can:

1. Assess team members' work against agreed standards and objectives
2. Identify and monitor conflict within a team
3. Identify causes for team members not meeting team objectives

### **Outcome 5 Be able to improve the performance of a team**

The learner can:

1. Identify ways of improving team performance
2. Provide constructive feedback to team members to improve their performance
3. Implement identified ways of improving team performance

## Unit 4223-398 Contribute to effective multidisciplinary team working (HSS/GEN039)

**Level:** 3  
**Credit value:** 3  
**UAN:** T/602/0968

### Unit aim

This unit is about developing and sustaining the smooth and consistent working of the multidisciplinary team in order to achieve the goal of best care for patients. This is achieved through fostering a climate in which there is open exchange of information and views between members.

### Learning outcomes

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

1. Understand the workings of the multidisciplinary team
2. Be able to participate in multidisciplinary team working
3. Be able to communicate effectively when working in a multidisciplinary team

### 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 GEN39.

### Assessment

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



## **Unit 4223-398 Contribute to effective multidisciplinary team working (HSS/GEN039)**

### Assessment criteria

#### **Outcome 1 Understand the workings of the multidisciplinary team**

The learner can:

1. Describe roles and responsibilities within the multidisciplinary team
2. Explain the contribution that different professions can make to the evaluation and planning of patient care
3. Summarise the communication structures in own organisation

#### **Outcome 2 Be able to participate in multidisciplinary team working**

The learner can:

1. Identify examples of good and poor practice and make suggestions for improvements to team practice
2. Clarify any team issues and the views of colleagues
3. Provide examples of ways to address issues within the group positively and constructively
4. Record any issues in the team that cannot be resolved, passing this information on to someone who has the authority and capability to reach a solution
5. Identify development needs against the demands of the work role and requirements of the team

#### **Outcome 3 Be able to communicate effectively when working in a multidisciplinary team**

The learner can:

1. Provide information on work in progress to enable the team to effectively carry out their work
2. Provide colleagues with help and advice when requested and when this is consistent with other responsibilities
3. Explain how to adapt communication styles in ways which are appropriate to different people
4. Maintain confidentiality of information relating to other members of the team

## Unit 4223-401 Deal with disorderly and aggressive behaviour (SLP12)

**Level:** 2  
**Credit value:** 2  
**UAN:** L/601/9213

### Unit aim

This unit provides for the development of the knowledge, understanding and skills for dealing with adverse behaviour, which could be criminal or anti-social. This is more than just reacting to unacceptable behaviour; it is also about deterring adverse behaviour.

### Learning outcomes

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

1. Be able to deter adverse behaviour through visible security presence
2. Be able to deal with adverse behaviour

### 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 NOS: SLP 12.

### 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

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# Unit 4223-401 Deal with disorderly and aggressive behaviour (SLP12)

## Assessment criteria

### Outcome 1 Be able to deter adverse behaviour through visible security presence

The learner can:

- 1 State the organisation's instructions for discouraging and dealing with **adverse behaviour**
- 2 Provide a visible presence in designated areas that deters adverse behaviour
- 3 Comply with the required company and customer standards for appearance and behaviour
- 4 Recognise adverse behaviour promptly
- 5 Discourage adverse behaviour before it escalates, using professional judgement and skills to defuse conflict situations
- 6 Take appropriate action to reduce risks to security or safety whilst maintaining own health safety and welfare, and that of others
- 7 Describe how to recognise criminal activity, including drug handling
- 8 Describe the layout and geography of the locations where security services are provided in line with assignment instructions.

### Outcome 2 Be able to deal with adverse behaviour

The learner can:

1. Respond promptly to adverse behaviour in a polite, professional and calming manner
2. Demonstrate how to recognise and defuse aggressive or abusive behaviour, using both verbal and non-verbal communication
3. Demonstrate how to politely encourage people involved to refrain from adverse behaviour
4. Segregate individuals involved in adverse behaviour to minimise the effect on others
5. Describe how to get immediate help from other people when it is needed
6. Take appropriate, prompt and permitted action to prevent further adverse behaviour, in line with legal constraints and instructions
7. Record the details of situations of adverse behaviour, in line with legal requirements and within required timescales
8. Explain how and when reasonable and necessary force can be used.

## **Unit 4223-401 Deal with disorderly and aggressive behaviour (SLP12)**

Additional guidance

### **Evidence requirements**

Learners should demonstrate their competence through naturally occurring evidence. Simulation is not permitted in this unit.

**Adverse behaviour** could include any behaviour that is:

- anti-social
- criminal.

## Unit 4223-402 Perform biomedical specimen/sample preparation (HSS/CHS185)

**Level:** 3  
**Credit value:** 3  
**UAN:** L/602/3147

### Unit aim

This unit provides the learner with the knowledge and skills required for biomedical specimen and sample preparation.

### 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 biomedical specimen/sample preparation
2. Understand how to prepare biomedical specimen/samples
3. Be able to prepare biomedical specimens/samples
4. Be able to complete the biomedical specimen/sample preparation process

### 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 CHS185.

### Assessment

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

## **Unit 4223-402 Perform biomedical specimen/sample preparation (HSS/CHS185)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to biomedical specimen/sample preparation**

The learner can:

1. Summarise current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines appropriate for preparation of a biomedical specimen/sample which maintains traceability

#### **Outcome 2 Understand how to prepare biomedical specimen/samples**

The learner can:

1. Describe the method of preparation for different types of biomedical specimen/samples
2. Describe the measures to be taken for the preparation of a **high risk** biomedical specimen/sample
3. Describe the factors that influence the quality of the biomedical specimen/sample

#### **Outcome 3 Be able to prepare biomedical specimens/samples**

The learner can:

1. Manage workload taking into account the prioritisation and urgency of requests and the efficient use of resources
2. Check that the unique identifier corresponds to the individual details and procedures requested
3. Confirm the biomedical specimen/sample is of suitable quality for preparation
4. Confirm that any equipment to be used is fit for purpose and practice
5. Prepare the biomedical specimen/sample in accordance with the procedural requirements
6. Describe the action to take when adverse situations, problems or events occur when performing biomedical specimen/sample preparation

#### **Outcome 4 Be able to complete the biomedical specimen/sample preparation process**

The learner can:

1. **Place** the prepared biomedical specimen/sample where it is needed for the next stage
2. Notify others of the status of the biomedical specimen/sample

## **Unit 4223-402 Perform biomedical specimen/sample preparation (HSS/CHS185)**

### Additional guidance

**Place** the prepared biomedical specimen/sample where it is needed for the next stage may include

- in the fridge/freezer
- ready for further analysis/processing
- packed for dispatch

**High risk specimens/samples** – are those which are known or suspected to contain high risk pathogens e.g. HIV, hepatitis, TB etc.

# Unit 4223-403 Store biomedical specimens and samples (HSS/CHS186)

**Level:** 2  
**Credit value:** 2  
**UAN:** R/602/3148

## Unit aim

This unit provides the learner with the knowledge and skills required to store biomedical specimens and samples.

## 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 related to storing biomedical specimens and samples
2. Know how to store biomedical specimens and samples
3. Be able to store biomedical specimens and samples
4. Be able to meet quality standards for storage of biomedical specimens and samples

## 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 the CHS186

## Assessment

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



## **Unit 4223-403 Store biomedical specimens and samples (HSS/CHS186)**

### Assessment criteria

#### **Outcome 1 Know current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to storing biomedical specimens and samples**

The learner can:

1. Identify key current legislation, national guidelines, policies, protocols, standard operating procedures, protocols and good practice guidelines appropriate for storing biomedical specimens/samples which maintains traceability

#### **Outcome 2 Know how to store biomedical specimens and samples**

The learner can:

1. Describe the conditions that are necessary for storing biomedical specimens and samples
2. Describe factors that affect the condition of biomedical specimens and samples during storage
3. Describe the storage or retention requirements for specialised specimens and samples

#### **Outcome 3 Be able to store biomedical specimens and samples**

The learner can:

1. Store the biomedical specimen/sample in accordance with local policies and procedures
2. Maintain sample integrity and identification

#### **Outcome 4 Be able to meet quality standards for storage of biomedical specimens and samples**

The learner can:

1. Demonstrate how to respond if biomedical specimen/sample integrity is compromised due to storage conditions failure
2. Monitor storage condition records to meet quality and audit trail criteria
3. Record storage conditions to meet quality and audit trail criteria
4. Demonstrate how to respond when records indicate a storage conditions failure
5. Notify others of the status of the biomedical specimen/sample

# Unit 4223-404 Dispose safely of biomedical specimens and samples (HSS/CHS187)

**Level:** 3  
**Credit value:** 3  
**UAN:** Y/602/3149

## Unit aim

This unit is aimed at those who are responsible for disposing biomedical specimens and samples in a safe manner, in accordance with policies and procedures.

## 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 disposal of biomedical specimens and samples
2. Understand requirements for the retention or disposal of biomedical specimens and samples
3. Be able to safely dispose of biomedical specimens and samples
4. Be able to record and report on disposal of biomedical specimens and samples

## 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 CHS187.

## Assessment

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

## **Unit 4223-404 Dispose safely of biomedical specimens and samples (HSS/CHS187)**

Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to the disposal of biomedical specimens and samples**

The learner can:

1. Summarise current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines for the safe disposal of biomedical specimens/samples which maintains traceability

### **Outcome 2 Understand requirements for the retention or disposal of biomedical specimens and samples**

The learner can:

1. Differentiate between samples and specimens which should or should not be retained
2. Explain the potential hazards and risks associated with the disposal of biomedical specimens/samples
3. Describe the procedure for preparing specimen and sample waste containers for collection

### **Outcome 3 Be able to safely dispose of biomedical specimens and samples**

The learner can:

1. Select and use personal protective equipment for the disposal of biomedical specimens and samples in accordance with policies and procedures
2. Dispose of different biomedical specimens and samples safely in accordance with guidelines relevant to the type of specimen and associated risks

### **Outcome 4 Be able to record and report on disposal of biomedical specimens and samples**

The learner can:

1. Maintain and store records of disposal in line with legislation, policies and procedures
2. Notify others of the status of the biomedical specimen/sample

## Unit 4223-405 Prepare culture media and solutions (HSS/CHS188)

**Level:** 3  
**Credit value:** 4  
**UAN:** R/602/3151

### Unit aim

This unit has a wide application and provides learners with the knowledge and skills needed to produce suitable culture media and a variety of solutions including stains, buffers and reagents.

### 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 preparation of **culture media** and solutions
2. Understand the hazards and risks associated with the preparation of culture media and solutions
3. Be able to prepare culture media and solutions
4. Be able to store products required for the preparation of culture media and solutions

### 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 the CHS 188.

### Assessment

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

## **Unit 4223-405 Prepare culture media and solutions (HSS/CHS188)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to the preparation of culture media and solutions**

The learner can:

1. Summarise current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines for the preparation of culture media and solutions
2. Describe the storage conditions required for prepared culture media and solutions

#### **Outcome 2 Understand the hazards and risks associated with the preparation of culture media and solutions**

The learner can:

1. Explain how to assess and manage potential hazards and risks associated with the preparation of culture media and solutions
2. Identify situations, problems or events that may occur when preparing culture media and solutions
3. Describe the remedial action to be taken when products do not meet the required standard
4. Explain the significance of checking the expiry dates of culture media and solutions

#### **Outcome 3 Be able to prepare culture media and solutions**

The learner can:

1. Manage workload taking into account the prioritisation and urgency of requests and the efficient use of resources
2. Follow standard operating procedures, policies and procedures appropriate to the method of preparation used
3. Apply aseptic techniques during the preparation of culture media and solutions
4. Confirm the equipment to be used is fit for purpose and practice ensuring cleanliness and sterility
5. Weigh, measure and dispense any powders and solutions
6. Use equipment in line with policies and procedures

#### **Outcome 4 Be able to store products required for the preparation of culture media and solutions**

The learner can:

1. Record all batch information in the format and at the level of detail required for audit purposes
2. Check expiry dates
3. Maintain rotation of stock

## **Unit 4223-405 Prepare culture media and solutions (HSS/CHS188)**

Additional guidance

### **Culture Media**

Any liquid or solid media which is used to grow or support the growth of micro organisms.

## Unit 4223-406 Perform quality control of culture media and solutions (HSS/CHS189)

**Level:** 3  
**Credit value:** 4  
**UAN:** Y/602/3152

### Unit aim

This unit is aimed at those who perform quality control processes following the preparation of suitable culture media and a variety of solutions including stains, buffers and reagents.

### Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice related to the quality control of culture media and solutions
2. Be able to use equipment, materials and procedures during the quality control process
3. Be able to carry out the quality control process for culture media and solutions

### Guided learning hours

It is recommended that **29** 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 CHS 189.

### Assessment

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

## **Unit 4223-406 Perform quality control of culture media and solutions (HSS/CHS189)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to the quality control of culture media and solutions**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing **quality control** of **culture media** and solutions
2. Explain the importance of performing quality control procedures for culture media and solutions

#### **Outcome 2 Be able to use equipment, materials and procedures during the quality control process**

The learner can:

1. Select personal protective equipment to use during the quality control process
2. Apply aseptic techniques during the quality control process
3. Use equipment and utensils to perform quality control of culture media and solutions
4. Describe the remedial action to take if adverse situations, problems or events occur when performing manual assays

#### **Outcome 3 Be able to carry out the quality control process for culture media and solutions**

The learner can:

1. Select the quality control testing method for the culture media or solution
2. Follow the standing operating procedures, policies and protocols for the method of quality control
3. Check quality assurance results against expected performance parameters
4. Act in response to the results in accordance with policies and procedures
5. Complete records in accordance with policies and procedures



## **Unit 4223-406 Perform quality control of culture media and solutions (HSS/CHS189)**

Additional guidance

### **Quality Control**

A process to determine if the culture media/solution is fit for purpose

### **Culture Media**

Any liquid or solid media which is use to grow micro-organisms.

## Unit 4223-407 Investigate biomedical specimens/samples at a microscopic level (HSS/CHS190)

**Level:** 3  
**Credit value:** 4  
**UAN:** D/602/3153

### Unit aim

This unit is aimed at health care professionals in a variety of clinical settings who use a microscope and is applicable to all forms of microscopic investigation except electron microscopy.

### Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to investigations at a microscopic level
2. Understand the purpose of and considerations when preparing a microscopic investigation
3. Be able to prepare to investigate biomedical specimen/samples at a microscopic level
4. Be able to investigate biomedical specimen/samples at a microscopic level
5. Be able to record and conclude a microscopic investigation

### 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 CHS 190

### Assessment

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

## **Unit 4223-407 Investigate biomedical specimens/samples at a microscopic level (HSS/CHS190)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to investigations at a microscopic level**

The learner can:

1. Summarise current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines appropriate to carrying out investigations of biomedical specimen/samples at a microscopic level

#### **Outcome 2 Understand the purpose of and considerations when preparing a microscopic investigation**

The learner can:

1. Explain the purpose of different types of microscopic investigation methods
2. Describe methods of preparing biomedical specimens/samples for microscopic investigation
3. Describe the factors that may prevent successful microscopic investigation
4. Describe the hazards that relate to the microscopic investigation of biomedical specimens/samples
5. Explain how to ensure the unique identification of specimens and why it is important to do so

#### **Outcome 3 Be able to prepare to investigate biomedical specimen/samples at a microscopic level**

The learner can:

1. Manage workload taking into account the prioritisation and urgency of requests and the efficient use of resources
2. Confirm the equipment to be used is fit for purpose and practice
3. Prepare and set up equipment taking into account different circumstances and microscopic techniques
4. Position the biomedical specimens/samples to be investigated in accordance with the **microscopic technique** being used
5. Check the biomedical specimen/sample is suitable for investigation once it is on the stage

#### **Outcome 4 Be able to investigate biomedical specimen/samples at a microscopic level**

The learner can:

1. Follow standard operating procedures, policies and quality assurance methods for the type of microscopic investigation and biological containment level requirements
2. Use a microscope to differentiate between normal and abnormal findings
3. Recognise artefacts in microscopic investigations
4. Describe the remedial action to take if adverse situations, problems or events occur when using a microscope

## **Outcome 5 Be able to record and conclude a microscopic investigation**

The learner can:

1. Record the findings of an investigation in accordance with policies, procedures and confidentiality requirements
2. Remove the biomedical specimen/sample once the investigation is complete
3. Leave the microscope in a suitable condition for future use

## **Unit 4223-407 Investigate biomedical specimens/samples at a microscopic level (HSS/CHS190)**

Additional guidance

### **Microscopic technique may include:**

- Light microscopy and its applications
- UV microscopy and its applications
- Phased contrast microscopy and its applications
- Dark ground microscopy and its applications
- Inverted microscopy and its applications

**NB.** This excludes electron microscopy

# Unit 4223-408 Stain biomedical specimens and samples (HSS/CHS191)

**Level:** 3  
**Credit value:** 3  
**UAN:** H/602/3154

## Unit aim

This unit has a broad application and is relevant to all types of staining techniques for biomedical specimens and samples.

## 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 staining biomedical specimens and samples
2. Be able to prepare biomedical specimens/samples and equipment for the staining process
3. Be able to stain biomedical specimens and samples for investigation

## 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 CHS 191.

## Assessment

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

## **Unit 4223-408 Stain biomedical specimens and samples (HSS/CHS191)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols, standard operating procedures and good practice related to staining biomedical specimens and samples**

The learner can:

1. Summarise current legislation, national guidelines, policies, protocols, standard operating procedures and good practice guidelines appropriate for staining a biomedical specimen/sample
2. Explain why it is important to maintain the link between the stained biomedical specimen/sample and its documentation
3. Identify different staining techniques, equipment and procedures

#### **Outcome 2 Be able to prepare biomedical specimens/samples and equipment for the staining process**

The learner can:

1. Manage workload taking into account the prioritisation and urgency of requests and the efficient use of resources
2. Confirm that the primary sample has a unique identifier attached and linkage is maintained throughout the investigation
3. Select the staining procedure for the biomedical specimen/sample under analysis
4. Follow the method for preparation and storage of staining solutions
5. Select, use and monitor quality control methods in accordance with policies and procedures to ensure accuracy and precision of results
6. Set up equipment according to test protocols when an automated staining process is used
7. Describe the remedial action to take when adverse situations, problems or events occur when performing biomedical specimen/sample preparation.

#### **Outcome 3 Be able to stain biomedical specimens and samples for investigation**

The learner can:

1. Follow the standard operating procedures, policies and protocols within the appropriate biological containment level
2. Inspect and confirm the biomedical specimen/sample is of suitable quality for staining
3. Identify factors that may influence the staining quality of the biomedical specimen/sample
4. Apply the staining solutions when a manual staining process is used in accordance with local protocol and procedures
5. Update records in accordance with local protocol and procedures

## **Unit 4223-408 Stain biomedical specimens and samples (HSS/CHS191)**

Additional guidance

### **Staining technique may include:**

- Manual
- Semi-automated
- Automated



# Unit 4223-409 Perform standard tests on biomedical specimen/samples using an automated analyser (HSS/CHS192)

**Level:** 3  
**Credit value:** 3  
**UAN:** M/602/3156

## Unit aim

This unit provides learners with the knowledge and skills required to use an automated analyser to perform standard tests on biomedical specimen/samples. The unit is suitable for all types of analyser. Analysers may be in a variety of clinical settings or may be providing Point of Care Testing.

## Learning outcomes

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

1. Understand current national guidelines, policies, protocols, standard operating procedures and good practice related to performing standard tests using an **automated analyser**
2. Be able to confirm that samples are suitable for analysis using an automated analyser
3. Be able to quality control an automated analyser
4. Be able to perform standard tests using an automated analyser

## 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 CHS 192.

## Assessment

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

## **Unit 4223-409 Perform standard tests on biomedical specimen/samples using an automated analyser (HSS/CHS192)**

### Assessment criteria

#### **Outcome 1 Understand current national guidelines, policies, protocols, standard operating procedures and good practice related to performing standard tests using an automated analyser**

The learner can:

1. Summarise current national guidelines, policies, protocols, standard operating procedures and good practice guidelines for using an automated analyser
2. Describe the contingency arrangements to be followed when an automated analyser is non-operational
3. Describe the purpose of quality control for standard automated tests
4. Outline the policies and procedures relating to the disposal of biomedical specimen/samples

#### **Outcome 2 Be able to confirm that samples are suitable for analysis using an automated analyser**

The learner can:

1. Manage workload taking into account the prioritisation and urgency of requests and the efficient use of resources
2. Check that the unique identifier corresponds to the procedures requested
3. Check that the biomedical sample/specimen has been prepared in accordance with the test requirements
4. Describe the factors that influence the quality of biomedical specimens/samples
5. Check the biomedical specimen/sample is of suitable quality for testing
6. Select the correct method of testing of the biomedical specimen/sample

#### **Outcome 3 Be able to quality control an automated analyser**

The learner can:

1. Prepare quality control material in line with policies and procedures
2. Describe the storage conditions for relevant quality control material
3. Perform a quality control check on an automated analyser
4. Check quality control results against expected performance parameters
5. Describe the possible causes and remedial action to be undertaken in the event of an erroneous quality control result

## **Outcome 4 Be able to perform standard tests using an automated analyser**

The learner can:

1. Follow the standard operating procedures for performing tests using an automated analyser
2. Act on any outlying test results that require immediate action in line with policies and procedures
3. Store or dispose of the biomedical specimen/sample once testing is complete in line with policies and procedures
4. Update records in accordance with policies and procedures
5. Describe the remedial action to take when adverse situations, problems or events occur

**Unit 4223-409 Perform standard tests on biomedical specimen/samples using an automated analyser (HSS/CHS192)**

Additional guidance

**Automated analyser:** this is a fully or semi automated machine used to perform standard tests.

## **Unit 4223-410 Perform standard tests on biomedical specimen/samples using manual methodologies or commercial kits (HSS/CHS193)**

**Level:** 3  
**Credit value:** 3  
**UAN:** A/602/3158

### **Unit aim**

This unit provides the learner with the knowledge and skills required to carry out all types of manual tests of biomedical specimen and samples. The tests may be carried out in a variety of clinical settings or may be providing community Point of Care Testing.

### **Learning outcomes**

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

1. Understand current national guidelines, policies, protocols, standard operating procedures and good practice related to performing standard tests using manual methodologies or commercial kits
2. Be able to prepare to perform standard tests using manual methodologies or commercial kits
3. Be able to perform standard tests on biomedical specimen/samples using manual methodologies or commercial kits
4. Be able to record and conclude standard tests using manual methodologies or commercial kits

### **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 the CHS 193.

### **Assessment**

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

## **Unit 4223-410 Perform standard tests on biomedical specimen/samples using manual methodologies or commercial kits (HSS/CHS193)**

### Assessment criteria

#### **Outcome 1 Understand current national guidelines, policies, protocols, standard operating procedures and good practice related to performing standard tests using manual methodologies or commercial kits**

The learner can:

1. Summarise current national guidelines, policies, protocols, standard operating procedures and good practice guidelines for performing standard tests using **manual methodologies or commercial kits**
2. Summarise the policies and procedures relating to the disposal of biomedical specimens/samples

#### **Outcome 2 Be able to prepare to perform standard tests using manual methodologies or commercial kits**

The learner can:

1. Manage workload taking into account the prioritisation and urgency of requests and the efficient use of resources
2. Check that the unique identifier corresponds to the individual's details and the test(s) required
3. Check that the biomedical sample/specimen has been prepared in accordance with the test requirements
4. Describe the factors that influence the quality of biomedical specimens/samples
5. Check the biomedical specimen/sample is of suitable quality for testing
6. Select the correct method of testing of the biomedical specimen/sample
7. Check batch/lot numbers and expiry dates for reagents and kits

#### **Outcome 3 Be able to perform standard tests on biomedical specimen/samples using manual methodologies or commercial kits**

The learner can:

1. Follow the standard operating procedures for performing tests using manual methods
2. Explain the purpose of quality control for performing tests using manual methods
3. Check quality control results against expected performance parameters
4. Describe the contingency arrangements to be followed when the test can not be performed
5. Describe the remedial action to take when adverse situations, problems or events occur

## **Outcome 4 Be able to record and conclude standard tests using manual methodologies or commercial kits**

The learner can:

1. Act on any outlying test results that require immediate action in accordance with local policies and procedures
2. Store or dispose of the biomedical specimen/sample once testing is complete in accordance with local policies and procedures
3. Dispose of used reagents, solutions and/or kits in accordance with local policies and procedures
4. Update records in accordance with local policies and procedures

## **Unit 4223-410 Perform standard tests on biomedical specimen/samples using manual methodologies or commercial kits (HSS/CHS193)**

Additional guidance

### **Commercial kits**

This test method is when the reagents are prepared and ready for use and may be incorporated in the reaction vessel by the manufacturer. There may also be an internal quality control system incorporated as well.

### **Manual methodologies**

This is when a test is performed where the specimen/sample and the reagents are placed in a reaction vessel using manual or automated pipettes. The resultant reaction can be detected visually or by using laboratory equipment eg colorimeter. The reaction may be reported qualitatively or quantitatively.



# Unit 4223-411 Despatch biomedical samples (GEN24)

**Level:** 3  
**Credit value:** 4  
**UAN:** Y/602/4012

## Unit aim

This unit is aimed at those who prepare and despatch biomedical samples for screening, analysis, investigation or diagnosis. The learner will have the opportunity to develop knowledge, understanding and skills required to safely work with biomedical samples, including how to manage risks and hazards.

## 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 despatching biomedical samples
2. Understand methods for containing and transporting biomedical samples
3. Understand how to manage risks and hazards when handling, storing and transporting biomedical samples
4. Be able to prepare biomedical samples for dispatch
5. Be able to complete records and documentation associated with despatching biomedical 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 the GEN24.

## Assessment

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

# Unit 4223-411 Despatch biomedical samples (GEN24)

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to despatching biomedical samples**

The learner can:

1. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to despatching biomedical samples
2. Outline how current legislation, national guidelines, policies, protocols and good practice guidelines affect work related to despatching biomedical samples

### **Outcome 2 Understand methods for containing and transporting biomedical samples**

The learner can:

1. Identify containers used to transport biomedical samples of histology, haematology, microbiology, cytology, biochemistry and immunology
2. Identify methods for transporting biomedical samples
3. Explain how the method of transport is relevant to the sample type, urgency and analytical requirements
4. Describe the factors which may affect the safety and integrity of biomedical samples
5. Describe safety precautions to follow when containing and transporting biomedical samples
6. Explain the corrective action to take when dealing with transport failure and difficulties of biomedical samples

### **Outcome 3 Understand how to manage risks and hazards when handling, storing and transporting biomedical samples**

The learner can:

1. Identify risks and hazards associated with handling, storing and transporting biomedical samples
2. Explain how to deal with damage, spillages and decontamination of biomedical samples in line with local policy and protocol
3. Identify the personal protective equipment to use when handling, storing and transporting biomedical samples

### **Outcome 4 Be able to prepare biomedical samples for dispatch**

The learner can:

1. Apply standard precautions for infection control
2. Apply health and safety measures relevant to the procedure and environment
3. Select a container that protects the integrity, confidentiality and safety of the sample
4. Prepare, pack and label the container in line with local policy and protocol
5. Address the package for transport

## **Outcome 5 Be able to complete records and documentation associated with despatching biomedical samples**

The learner can:

1. Update records and documents in line with local policy and protocol
2. Store records and documentation in line with local policy and protocol.

## Unit 4223-412 Perform point of care testing (HSS/CHS217a)

**Level:** 3  
**Credit value:** 3  
**UAN:** T/602/3160

### Unit aim

This unit relates to clinical or pathology testing applied at the point of care. Point of care testing may involve single test devices or equipment with wider applications and involves adherence to approved protocols and quality performance checks. Point of care testing may be undertaken by health care individuals or external health agencies and organisations within a wide range of environments.

### Learning outcomes

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

1. Understand national guidelines, policies, protocols and good practice related to point of care testing
2. Be able to prepare for point of care testing
3. Be able to perform point of care testing
4. Be able to record and report the results of point of care testing

### Guided learning hours

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

### Assessment

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

## Unit 4223-412 Perform point of care testing (HSS/CHS217a)

### Assessment criteria

#### **Outcome 1 Understand national guidelines, policies, protocols and good practice related to point of care testing**

The learner can:

1. Summarise current national guidelines, policies, protocols and good practice guidelines for point of care testing
2. Define 'point of care testing'

#### **Outcome 2 Be able to prepare for point of care testing**

The learner can:

1. Confirm the identity of the individual and/or sample, gaining **valid consent** as appropriate
2. Explain the procedure to an individual and confirm their understanding
3. Match the point of care request against the tests planned, raising queries if discrepancies occur
4. Select and position the equipment, resources and systems for the point of care procedure
5. Describe the purpose of quality control in a point of care testing environment
6. Check external quality assurance results against expected performance parameters
7. Describe the possible causes and remedial action to be undertaken in the event of an erroneous quality control check
8. Apply health and safety measures relevant to point of care testing
9. Apply standard precautions for infection prevention and control

#### **Outcome 3 Be able to perform point of care testing**

The learner can:

1. Check that the specimen/sample is of suitable quality for testing in accordance with policy and procedures
2. Conduct the point of care testing in accordance with policy and procedures
3. Check the test results against accepted performance parameters
4. Describe the action to take when encountering limitations/sources of error when performing point of care testing.
5. Dispose of waste materials in accordance with policy and procedures
6. Decontaminate equipment used in accordance with policy and procedures

#### **Outcome 4 Be able to record and report the results of point of care testing**

The learner can:

1. Record the results in accordance with policy and procedures
2. Report results in accordance with policy and procedures

## **Unit 4223-412 Perform point of care testing (HSS/CHS217a)**

Additional guidance

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

# Unit 4223-413 Provide support to those undertaking point of care testing (HSS/CHS217b)

**Level:** 3  
**Credit value:** 3  
**UAN:** F/602/3145

## Unit aim

This unit is aimed at laboratory staff who are involved in supporting the quality management of point of care testing. This may include supporting others to undertake point of care testing.

## Learning outcomes

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

1. Understand national guidelines, policies, protocols and good practice related to point of care testing
2. Understand the role of the laboratory in point of care testing
3. Be able to support point of care testing quality assurance
4. Be able to support those carrying out point of care testing
5. Be able to record and report point of care testing data

## Guided learning hours

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

## Assessment

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

# **Unit 4223-413 Provide support to those undertaking point of care testing (HSS/CHS217b)**

## Assessment criteria

### **Outcome 1 Understand national guidelines, policies, protocols and good practice related to point of care testing**

The learner can:

1. Summarise current national guidelines, policies, protocols and good practice guidelines for point of care testing
2. Define 'point of care testing'

### **Outcome 2 Understand the role of the laboratory in point of care testing**

The learner can:

1. Explain the pathology laboratory's responsibility for the management of point of care testing
2. Outline the function of the point of care testing committee
3. Explain the benefits and risks of point of care testing as an alternative to laboratory based testing

### **Outcome 3 Be able to support point of care testing quality assurance**

The learner can:

1. Define the purpose of internal quality control
2. Describe the action to take when encountering situations, problems or events that cause out of range internal quality control results
3. Describe the purpose of external quality assurance
4. Despatch external quality assurance proficiency material to end users
5. Collate results from external quality assurance scheme returns
6. Check external quality assurance results against expected performance parameters
7. Comply with the referral mechanism for external quality assurance results which do not fulfil the control criteria

### **Outcome 4 Be able to support those carrying out point of care testing**

The learner can:

1. List the locations currently performing point of care testing across own organisation and the corresponding tests
2. Describe sample types, quality and quantities for point of care testing assays encounter in own role
3. Describe the action to take when encountering limitations/sources of error when performing PoCT
4. Monitor available levels of consumable materials used in point of care testing and replenish and replace in accordance with procedures and protocols
5. Perform first line technical troubleshooting and diagnosis of routine faults
6. Perform routine corrective action on point of care testing equipment



## **Outcome 5 Be able to record and report point of care testing data**

The learner can:

1. Complete all records in accordance with procedures and protocols
2. Perform data collection for audit purposes
3. Maintain the laboratory inventory of point of care testing equipment
4. Maintain the laboratory training and competency records for point of care testing operators

## **Unit 4223-413 Provide support to those undertaking point of care testing (HSS/CHS217b)**

### Additional guidance

Currently there is no NOS for Pathology's role in supporting PoCT. Where possible, elements of CHS217 have been retained and other PCs & K have been imported from other NOS used in the Pathology suite.

Where gaps still existed, additional NOS components have been used e.g. GEN6 PC 14 forms the basis for AC4.4

Point of care testing may be undertaken by health care individuals or external health agencies and organisations within a wide range of environments

Point of care testing may involve single test devices or equipment with wider applications and involves adherence to approved protocols and quality performance checks.

# Unit 4223-414 Assist in implementing treatment programmes for individuals with severely reduced movement/mobility (HSS/CHS/136)

**Level:** 3  
**Credit value:** 5  
**UAN:** Y/602/3197

## Unit aim

This unit develops the learner's ability to assist the practitioner in providing assistance to the practitioner to implement treatment programmes. Knowledge of the rationale for the programmes and associated anatomy and physiology is required.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice which inform own role in assisting in treatment programmes for individuals with severely reduced movement/mobility
2. Understand anatomical and physiological issues related to providing treatment programmes for individuals with severely reduced movement/mobility
3. Understand treatment programmes for individuals with severely reduced movement/mobility
4. Be able to implement treatment programmes for individuals with severely reduced movement/mobility

## Guided learning hours

It is recommended that **29** 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 CHS136.

## Assessment

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

# **Unit 4223-414 Assist in implementing treatment programmes for individuals with severely reduced movement/mobility (HSS/CHS/136)**

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice which inform own role in assisting in treatment programmes for individuals with severely reduced movement/mobility**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role

### **Outcome 2 Understand anatomical and physiological issues related to providing treatment programmes for individuals with severely reduced movement/mobility**

The learner can:

1. Describe the aspects of the anatomy and physiology of the skin and lungs which inform treatment programmes for individuals with severely reduced movement/mobility
2. Explain the principles of 24-hour posture management and pressure area care
3. Describe the physiological benefits of movement
4. Describe the basic reaction to pain within the body.

### **Outcome 3 Understand treatment programmes for individuals with severely reduced movement/mobility**

The learner can:

1. Describe the types and purpose of treatment programmes used for different conditions.
2. Identify potential adverse reactions to different treatment programmes,
3. Explain the actions to be taken when adverse reactions occur and the potential consequences of not taking action
4. Explain the rationale for and importance of monitoring an individual's condition
5. Identify the functions of equipment and materials used in different treatment programmes
6. Identify the potential dangers associated with
  - treatment programmes for individuals with severely reduced movement/mobility
  - the equipment and the materials used

## **Outcome 4 Be able to implement treatment programmes for individuals with severely reduced movement/mobility**

The learner can:

1. Position the individual appropriately for the treatment programme
2. Obtain **valid consent**
3. Carry out activities specified in the individual's treatment plan
4. Monitor the individual's condition during and after treatment
5. Provide verbal and physical support and encouragement during and after treatment
6. Give feedback to the practitioner on the progress of the treatment programme in line with local policy or protocol
7. Explain the importance of seeking advice and assistance on problems beyond own scope of competence
8. Make records of the treatment in line with national/local policy and protocol.

**Unit 4223-414 Assist in implementing treatment programmes for individuals with severely reduced movement/mobility (HSS/CHS/136)**

Additional guidance

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

## **Unit 4223-415 Assist in the implementation of programmes to increase mobility, movement and functional independence (HSS/CHS138)**

**Level:** 3  
**Credit value:** 4  
**UAN:** D/602/3198

### **Unit aim**

This unit aims to develop the learner's ability to apply knowledge and understanding of health topics and treatment programmes to implementing programmes to restore mobility, movement and functional independence. The learner supports the practitioner.

### **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 implementation of programmes to restore mobility, movement and functional independence
2. Understand health topics related to restoring movement and functional independence
3. Understand treatment programmes related to restoring movement and functional independence
4. Be able to assist in implementing programmes to restore mobility, movement and functional independence
5. Be able to make records and provide information to the practitioner

### **Guided learning hours**

It is recommended that **28** 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 CHS138.

### **Assessment**

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

## **Unit 4223-415 Assist in the implementation of programmes to increase mobility, movement and functional independence (HSS/CHS138)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to the implementation of programmes to restore mobility, movement and functional independence**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role and accountability when assisting in programmes to restore mobility, movement and functional independence

#### **Outcome 2 Understand health topics related to restoring movement and functional independence**

The learner can:

1. Describe the physical and psychological benefits of functional exercise
2. Identify and describe the functions of the main muscle groups and joints in the body
3. Describe a range of psychological effects of physical disability on individuals
4. Describe the conditions which can cause difficulties in movements and mobility, in relation to those encountered in own role

#### **Outcome 3 Understand treatment programmes related to restoring movement and functional independence**

The learner can:

1. Describe the treatment programmes for individuals with restricted movements and mobility encountered in own role
2. Explain the functions of equipment and materials used in own role and the hazards associated with them
3. Describe potential signs of adverse reactions to mobility and movement programmes

#### **Outcome 4 Be able to assist in implementing programmes to restore mobility, movement and functional independence**

The learner can:

1. Obtain **valid consent** from the individual
2. Position the individual
3. Carry out therapeutic activities which fulfil the individual's needs and goals as outlined in the treatment plan
4. Support and encourage the individual to practise existing and newly developed skills during the treatment programme
5. Encourage the individual to practise skills developed during treatment in their daily life
6. Monitor the individual during and after treatment in line with the treatment plan
7. Describe monitoring processes used and their importance in treatment programmes.



## **Outcome 5 Be able to make records and provide information to the practitioner**

The learner can:

1. Feed back information to the practitioner to inform future treatment in line with local policy and protocol
2. Make records of treatment activities and the individual's condition in line with national/local policy and protocol
3. Explain the importance of seeking advice and guidance when the treatment activity is beyond own competence
4. Explain the importance of reporting adverse reactions and the potential consequences of poor practice.

**Unit 4223-415 Assist in the implementation of programmes to increase mobility, movement and functional independence (HSS/CHS138)**

Additional guidance

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

# Unit 4223-416 Implement hydrotherapy programmes for individuals and groups (HSS/CHS139)

**Level:** 3  
**Credit value:** 5  
**UAN:** F/602/3517

## Unit aim

This unit aims to develop the learner's ability to implement hydrotherapy programmes under the overall direction of the therapist. Knowledge and understanding of the musculo skeletal anatomy of the human body and the principles and practices of hydrotherapy underpin work practice.

## 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 implementing hydrotherapy programmes
2. Know musculo skeletal aspects of the body
3. Understand the principles of hydrotherapy practice
4. Be able to implement hydrotherapy programmes
5. Be able to report to the practitioner on the outcomes of the hydrotherapy programme

## Guided learning hours

It is recommended that **35** 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 CHS139.

## Assessment

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

# Unit 4223-416 Implement hydrotherapy programmes for individuals and groups (HSS/CHS139)

## Assessment criteria

### Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to implementing hydrotherapy programmes

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role when implementing hydrotherapy programmes
2. Explain the importance of only working within own scope of practice

### Outcome 2 Know musculo skeletal aspects of the body

The learner can:

1. Identify the main bones, muscle groups and joints of the body
2. Describe the functions of muscle, ligaments and tendons
3. Describe the normal ranges of movement of the main joints in the body

### Outcome 3 Understand the principles of hydrotherapy practice

The learner can:

1. Describe the principles and main benefits of hydrotherapy
2. Identify the potential dangers and adverse reactions related to hydrotherapy and the actions to be taken
3. Describe response procedures to follow in emergency situations in hydrotherapy
4. Explain the reasons for respecting the **vulnerability** of individuals in the hydrotherapy environment
5. Explain the importance of taking refreshment and rest during hydrotherapy programmes
6. Describe the applications of hydrotherapy equipment

### Outcome 4 Be able to implement hydrotherapy programmes

The learner can:

1. Check the environment is suitable for hydrotherapy programmes
2. Obtain **valid consent** from the individual
3. Assist the individual to enter/exit the pool
4. Carry out specified activities under direction of the practitioner as outlined in the treatment goals
5. Monitor the safety and well-being of the individual during and after treatment in line with national/local policy and protocol
6. Explain the importance of monitoring an individual's condition during hydrotherapy programmes
7. Ensure self and individual take rest and refreshment as appropriate

## **Outcome 5 Be able to report to the practitioner on the outcomes of the hydrotherapy programme**

The learner can:

1. Make records of the programme activities and the individual's condition in line with national/local policy and protocol
2. Feed back information to the practitioner to inform future planning

## **Unit 4223-416 Implement hydrotherapy programmes for individuals and groups (HSS/CHS139)**

Additional guidance

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

**Vulnerability** may be due to not being fully dressed, having cultural issues around modesty or use of professional touch

# Unit 4223-417 Assist in testing individuals' abilities prior to planning physical activities (HSS/CHS143)

**Level:** 3  
**Credit value:** 5  
**UAN:** L/602/3519

## Unit aim

This unit aims to develop the learner's ability to assist in assessment prior to exercise and physical activities. Knowledge of health related topics is required as well as an understanding of the tests used in assessment.

## 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 assisting in testing individuals prior to planning physical activities
2. Understand health related topics in relation to physical activities
3. Understand motivation factors for physical activities
4. Be able to carry out preparations to assess individuals' ability to exercise
5. Be able to assist the practitioner to administer tests to assess individuals' ability to exercise

## 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 CHS143.

## Assessment

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

## Unit 4223-417 Assist in testing individuals' abilities prior to planning physical activities (HSS/CHS143)

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to assisting in testing individuals prior to planning physical activities**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role

#### **Outcome 2 Understand health related topics in relation to physical activities**

The learner can:

1. Outline cardiovascular:
  - Anatomy
  - Physiology
  - Biochemistry
2. Describe the bio-physical-social model of health as it relates to own role
3. Identify factors which cause limitations to physical activity
4. Define **rating of perceived exertion** and the methods used to calculate this

#### **Outcome 3 Understand motivation factors for physical activities**

The learner can:

1. Explain how to motivate individuals to become involved in exercise regimes
2. Explain factors which could motivate individuals to change behaviour and/or lifestyle

#### **Outcome 4 Be able to carry out preparations to assess individuals' ability to exercise**

The learner can:

1. Obtain the individual's **valid consent** to the assessment process
2. Prepare environmental conditions for carrying out assessment in line with national/local policy and protocol
3. Consult previous assessments and check individual's medication history
4. Explain the importance of accessing previous assessments and medication history.



## **Outcome 5 Be able to assist the practitioner to administer tests to assess individuals' ability to exercise**

The learner can:

1. Outline the tests used in own work practice to assess individuals' physical abilities
2. Assist the practitioner to administer tests to assess the individual's ability to exercise
3. Identify the individual's present and former levels of physical activity
4. Establish the individual's goals in relation to physical activity
5. Report any medical limitations on the individual's physical activity
6. Identify the individual's **rating of perceived exertion**
7. Record the individual's exercise capacity in line with national/local policy and protocol.

## **Unit 4223-417 Assist in testing individuals' abilities prior to planning physical activities (HSS/CHS143)**

Additional guidance

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

**Rating of perceived exertion** is a method of monitoring exercise intensity that allows exercisers to rate how they feel while exercising using a numerical scale. In most RPE scales, the higher the number, the higher the exertion.

## **Unit 4223-418 Deliver exercise sessions to improve individuals' health and wellbeing (HSS/CHS144)**

**Level:** 3  
**Credit value:** 5  
**UAN:** F/602/3520

### **Unit aim**

This unit aims to develop the learner's ability to deliver exercise sessions for individuals or groups. Knowledge of the roles of exercise in promoting health and well being is required as well as an understanding of exercise programme rationales.

### **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 delivering exercise sessions
2. Understand the role of exercise and its physical effects
3. Understand the principles and rationales for exercise programmes
4. Understand the use of exercise equipment
5. Be able to deliver exercise sessions

### **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 CHS144.

### **Assessment**

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

# **Unit 4223-418 Deliver exercise sessions to improve individuals' health and wellbeing (HSS/CHS144)**

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to delivering exercise sessions**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in delivering exercise sessions

### **Outcome 2 Understand the role of exercise and its physical effects**

The learner can:

1. Describe the physical effects of exercise
2. Outline main aspects of cardiovascular anatomy and physiology which are relevant to exercise
3. Explain the role of exercise in improving self esteem, confidence and motivation

### **Outcome 3 Understand the principles and rationales for exercise programmes**

The learner can:

1. Explain what is meant by **FITT** principles and their application to exercise sessions
2. Describe the principles used in designing and developing exercise sessions
3. Explain the importance of using warm up and cool down exercises as part of a session
4. Describe potential adverse reactions to exercise and the procedures for dealing with them
5. Explain factors in risk assessment for exercise sessions for individuals and groups
6. Describe ways to measure and evaluate individuals' responses to exercise

### **Outcome 4 Understand the use of exercise equipment**

The learner can:

1. Describe the functions and limitations of exercise equipment encountered in own work practice

### **Outcome 5 Be able to deliver exercise sessions**

The learner can:

1. Instruct individuals to carry out exercise activities
2. Adapt exercise sessions in response to changes in the individuals' condition, needs, abilities and goals
3. Give encouragement and feedback to promote individuals' confidence and motivation
4. Collaborate with individuals to agree on intended outcomes of exercise sessions
5. Plan future goals with individuals to meet their needs and abilities
6. Make records of all aspects of exercise sessions in line with national/local policy and protocol

## **Unit 4223-418 Deliver exercise sessions to improve individuals' health and wellbeing (HSS/CHS144)**

Additional guidance

**FITT principles** are rules that relate to the frequency, intensity, type and time of exercise.

These four principles of fitness training are applicable to individuals exercising at low to moderate training levels and may be used to establish guidelines for both cardio respiratory and resistance training.

# Unit 4223-419 Collaborate in the assessment of environmental and social support in the community (HSS/GEN075)

**Level:** 3  
**Credit value:** 4  
**UAN:** A/602/4519

## Unit aim

This unit is aimed at those who work together with others in the assessment of the need for, and provision of, environmental and social support in the community.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of environmental and social support in the community
2. Understand how to assess the need for, and provision of, environmental and social support in the community
3. Be able to carry out assessments in collaboration with others to establish the need for, and provision, of environmental and social support in the community
4. Be able to plan changes to be made to the environment and social support with individuals and relevant others

## 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 GEN 75.

## Assessment

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

## **Unit 4223-419 Collaborate in the assessment of environmental and social support in the community (HSS/GEN075)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of environmental and social support in the community**

The learner can:

1. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect work with the provision of environmental and social support in the **community**
2. Identify when good practice suggests it may be necessary to seek assistance

#### **Outcome 2 Understand how to assess the need for, and provision of, environmental and social support in the community**

The learner can:

1. Describe situations when individuals may need to be provided with environmental or social support
2. Describe the types, purpose and function of materials, equipment and support that may be required in relation to assessing environmental and social support in the community
3. Describe the purpose of the assessment tools used in the workplace
4. Explain the procedures relating to carrying out an assessment of environmental and social support in the community
5. Explain the roles of individuals involved in assessing environmental and social support in the community

#### **Outcome 3 Be able to carry out assessments in collaboration with others to establish the need for, and provision, of environmental and social support in the community**

The learner can:

1. Communicate with the individual and relevant others in a way that encourages personal choice
2. Undertake the assessment in line with local policy and protocol
3. Identify and prioritise the individual's needs, in conjunction with relevant others if necessary
4. Record the outcomes of the assessment in line with local policy and protocol
5. Pass on the outcomes of the assessment in line with local policy and protocol

## **Outcome 4 Be able to plan changes to be made to the environment and social support with individuals and relevant others**

The learner can:

1. Confirm the availability of the resources required
2. Communicate the options for support and equipment to the **individual and relevant others**
3. Identify any difficulties with providing the support or equipment, discussing possible solutions
4. Agree any proposed changes to the environment and social support and gain **valid consent** to carry these out
5. Record the agreed actions in line with local policy and protocol



## **Unit 4223-419 Collaborate in the assessment of environmental and social support in the community (HSS/GEN075)**

Additional guidance

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

**Individuals** may be children, young people, adults or older people

**Community** could be the individual's own home, a community home, a day centre or the individual's place of work.

**Relevant others** may include

- Colleagues
- Family
- Carers
- Anyone else involved in the care and wellbeing of the individual

# Unit 4223-420 Facilitate learning and development activities to meet individual needs and preferences (HSC 3004)

**Level:** 3  
**Credit value:** 5  
**UAN:** L/601/8644

## 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 plan, take part in and evaluate learning or development activities.

## Learning outcomes

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

1. Understand the role of learning and development activities in meeting individual needs
2. Be able to identify learning and development activities to meet individual needs and preferences
3. Be able to plan learning and development activities with individuals
4. Be able to prepare for learning and development activities
5. Be able to facilitate learning and development activities with individuals
6. Be able to evaluate and review learning and development activities

## Guided learning hours

It is recommended that **35** 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 HSC351.

## Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

## Assessment

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

# Unit 4223-420 Facilitate learning and development activities to meet individual needs and preferences (HSC 3004)

## Assessment Criteria

### Outcome 1 Understand the role of learning and development activities in meeting individual needs

The learner can:

1. describe the benefits to **individuals** of engaging in learning or development activities
2. analyse the purpose of a range of learning or development activities in which individuals may participate
3. explain how individual needs and preferences may influence how learning and development activities are accessed or delivered.

### Outcome 2 Be able to identify learning and development activities to meet individual needs and preferences

The learner can:

1. support the individual to communicate their goals, needs and preferences about learning or development activities
2. provide the individual and **others** with information on possible learning or development activities
3. assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities
4. work with the individual and others to agree learning or development activities that will suit the individual.

### Outcome 3 Be able to plan learning and development activities with individuals

The learner can:

1. describe factors that may affect the way a programme of learning or development activities is implemented and supported
2. establish with the individual and others a **plan** for implementing the programme of activities
3. assess risks in line with **agreed ways of working**.

### Outcome 4 Be able to prepare for learning and development activities

The learner can:

1. obtain or prepare resources or equipment needed for the activity
2. describe how resources or equipment might be adapted to meet the needs of an individual
3. support the individual to prepare for an activity so as to minimise risks and maximise their participation
4. prepare the environment so that the activity can be carried out safely and effectively.

## **Outcome 5 Be able to facilitate learning and development activities with individuals**

The learner can:

1. carry out agreed role in facilitating the activity
2. support the individual to engage with the activity in a way that promotes **active participation**
3. encourage the individual to give feedback about how the activity is implemented and the support provided
4. make adjustments in response to feedback.

## **Outcome 6 Be able to evaluate and review learning and development activities**

The learner can:

1. agree with the individual and others the process and criteria for evaluation of the activity and the support provided
2. collate and present information for evaluation as agreed
3. use agreed criteria to evaluate the activity with the individual and others
4. make recommendations for any changes in the activity, its implementation or the support provided
5. explain the importance of recognising progress achieved through a learning or development activity.

## Unit 4223-420 Facilitate learning and development activities to meet individual needs and preferences (HSC 3004)

### Additional guidance

**Learning and development activities** may include:

- Intellectual pursuits
- Activities to promote fitness or mobility
- Activities relating to skills development
- Activities to promote participation and interaction

An **individual** is someone requiring care or support

**Others** may include:

- Family members
- Advocates
- Line Manager
- Specialists
- Others who are important to the individual's well-being

A **plan** for a learning or development activity may include:

- The purpose of the activity
- How the activity will be implemented
- Timescales for implementation
- The roles and responsibilities of those involved
- The level and type of support required
- Resources or equipment needed
- Ways to minimise risks

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

**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 4223-421 Support individuals to manage their finances (HSC 3023)

**Level:** 3  
**Credit value:** 3  
**UAN:** D/601/7904

## 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 manage and review their financial affairs, in accordance with their needs and preferences.

## Learning outcomes

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

1. Know how to access information and advice about financial affairs
2. Be able to provide support for individuals to manage their finances
3. Be able to contribute to applying for financial assistance
4. Be able to contribute to reviewing support for managing finances

## 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 HSC 345.

## Assessment

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

# Unit 4223-421 Support individuals to manage their finances (HSC 3023)

## Assessment Criteria

### Outcome 1 Know how to access information and advice about financial affairs

The learner can:

1. identify sources of information and advice about **methods and services for managing personal finances**
2. identify sources of information and advice about benefits and allowances
3. describe the role of **others** who may be involved in supporting individuals to manage their own finances
4. describe how and when to access specialist expertise about managing financial affairs
5. explain how to access advice on safeguarding against financial abuse.

### Outcome 2 Be able to provide support for individuals to manage their finances

The learner can:

1. identify legislation, codes of practice and **agreed ways of working** that apply when providing support to manage financial affairs
2. work with the **individual** to identify the skills they have for managing their own finances
3. identify an individual's preferred methods and services for managing their finances
4. provide support for managing finances in a way that promotes **active participation** and safeguards the individual
5. contribute to records and reports about finances in line with agreed ways of working.

### Outcome 3 Be able to contribute to applying for financial assistance

The learner can:

1. provide support for an individual to check the benefits and allowances to which they are entitled
2. contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation.

### Outcome 4 Be able to contribute to reviewing support for managing finances

The learner can:

1. agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances
2. work with the individual to evaluate methods, services and support for managing finances
3. agree with the individual any changes to methods, services and support for managing finances
4. provide feedback to an organisation or agency about the effectiveness of financial information or support
5. explain the importance of providing feedback to organisations or agencies about any shortfalls in their financial services or support.

## Unit 4223-421 Support individuals to manage their finances (HSC 3023)

### Additional guidance

**Methods and services for managing personal finances** may include those for

- budgeting
- tracking income and expenditure
- making payments
- keeping money safely
- managing debts
- keeping financial records

**Agreed ways of working** will include policies and procedures where these exist and will indicate where others need to be involved

An **individual** is someone requiring care or support

**Others** may include

- family
- friends
- advocates
- professionals
- 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 4223-422 Support individuals to access housing and accommodation services (HSC 3027)

**Level:** 3  
**Credit value:** 4  
**UAN:** K/601/7906

## 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 access housing and accommodation services.

## Learning outcomes

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

1. Understand support available to access housing and accommodation services
2. Be able to work with individuals to identify housing and accommodation services that meet their needs
3. Be able to work with individuals to plan to access housing and accommodation services
4. Be able to work with individuals to access housing and accommodation services
5. Be able to work with housing and accommodation services to meet the needs of individuals
6. Be able to contribute to the review of housing and accommodation services for 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 the HSC 349.

## Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

## Assessment

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

# Unit 4223-422 Support individuals to access housing and accommodation services (HSC 3027)

## Assessment Criteria

### **Outcome 1 Understand support available to access housing and accommodation services**

The learner can:

1. identify sources of funding and benefits that are available for housing and accommodation services
2. analyse the range of housing and accommodation services available
3. explain how and where to access specialist information and advice about housing and accommodation services.

### **Outcome 2 Be able to work with individuals to identify housing and accommodation services that meet their needs**

The learner can:

1. work with an **individual** to identify their accommodation requirements
2. work with the individual to understand the range of accommodation services that could meet their needs
3. support the individual to understand requirements that may be made by housing and accommodation services.

### **Outcome 3 Be able to work with individuals to plan to access housing and accommodation services**

The learner can:

- 1 work with the individual and others to agree a **plan** for accessing housing and accommodation services
- 2 establish with an individual which housing and accommodation services will be approached.

### **Outcome 4 Be able to work with individuals to access housing and accommodation services**

The learner can:

1. support the individual to prepare to attend meetings with housing and accommodation services
2. work with the individual to provide accurate and complete information to express their requirements and preferences
3. support the individual to understand the outcome of decisions made by a housing or accommodation service
4. describe ways to challenge discrimination in accessing housing and accommodation services.

## **Outcome 5 Work with housing and accommodation services to meet the needs of individuals**

The learner can:

1. provide housing and accommodation services with information about own role and responsibilities
2. demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met.

## **Outcome 6 Contribute to the review of housing and accommodation services for individuals**

The learner can:

1. work with the individual and **others** to:
  - monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences
  - identify any additional support needed
2. consult with others about any problems and proposed solutions
3. record and report on the review in line with **agreed ways of working**.

## Unit 4223-422 Support individuals to access housing and accommodation services (HSC 3027)

### Additional guidance

An **individual** is someone requiring care or support

A **plan** may include:

- realistic and achievable goals
- actions the individual will take
- the level and type of support required
- roles and responsibilities
- timescales
- how and when progress towards goals will be reviewed

**Others** may include:

- carers
- friends and relatives
- professionals
- others who are important to the individual's well-being

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

## **Unit 4223-423 Facilitate and monitor housing and accommodation services to support individuals with mental health needs (HSS/MH034)**

**Level:** 3  
**Credit value:** 5  
**UAN:** A/602/4410

### **Unit aim**

This unit is intended for those who work directly with housing and accommodation services to enable them to support individuals with mental health needs.

### **Learning outcomes**

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

1. Understand legislation, national guidelines, policies, protocols and good practice guidelines related to working with housing and accommodation agencies supporting individuals with mental health needs
2. Understand the nature and operation of the housing sector as related to people with mental health needs
3. Be able to facilitate the arrangement of housing and accommodation services for individuals with mental health needs
4. Be able to monitor the provision of housing and accommodation services for individuals with mental health needs
5. Be able to keep records relating to individuals housing and accommodation

### **Guided learning hours**

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Assessment**

This unit must be assessed in accordance with Skills for Health's Assessment Principles.

## **Unit 4223-423 Facilitate and monitor housing and accommodation services to support individuals with mental health needs (HSS/MH034)**

### Assessment Criteria

#### **Outcome 1 Understand legislation, national guidelines, policies, protocols and good practice guidelines related to working with housing and accommodation agencies supporting individuals with mental health needs**

The learner can:

1. identify sources of funding and benefits that are available for housing and accommodation services
2. analyse the range of housing and accommodation services available
3. explain how and where to access specialist information and advice about housing and accommodation services.

#### **Outcome 2 Understand the nature and operation of the housing sector as related to people with mental health needs**

The learner can:

1. Explain the role of the principal agencies within the housing sector who develop housing and accommodation for individuals with mental health needs
2. Explain the impact of homelessness on mental health needs
3. Describe the different types of accommodation that are available with reference to an individual's mental health needs
4. Compare different types of accommodation in terms of the support they offer to an individual with mental health needs
5. Explain the influence of age and type of mental health needs on decisions made relating to housing
6. Describe the practical and emotional skills required to live independently

#### **Outcome 3 Be able to facilitate the arrangement of housing and accommodation services for individuals with mental health needs**

The learner can:

1. Support the individual in making preparations to attend housing and accommodation services
2. Discuss with housing and accommodation services the individual's housing and accommodation needs
3. Explain the factors that need to be considered in arranging housing and accommodation to meet the individual's needs
4. Confirm that steps have been taken to maintain an individual's privacy and dignity at all times
5. Confirm that steps have been taken to treat individuals with equality and that they are not discriminated against due to mental health needs
6. Provide information to the housing and accommodation services in line with local policy and protocol
7. Explain own role in assisting housing and accommodation services

8. Explain the procedures for raising concerns relating to an individual with mental health needs in line with local policy and protocol.

**Outcome 4 Be able to monitor the provision of housing and accommodation services for individuals with mental health needs**

The learner can:

1. Maintain contact with housing and accommodation workers to review arrangements in line with local policy and protocol
2. Monitor an individual's progress in maintaining housing responsibilities
3. Respond to any issues that interfere with the housing and accommodation arrangements
4. Support partnership arrangements in maintaining housing and accommodation for an individual with mental health needs

**Outcome 5 Be able to keep records relating to individuals housing and accommodation**

The learner can:

1. Update records on the individual's progress with their housing and accommodation in line with local policy and protocol
2. Collate records in order to contribute to data collection on work carried out with housing and accommodation services

## **Unit 4223-423 Facilitate and monitor housing and accommodation services to support individuals with mental health needs (HSS/MH034)**

Additional guidance

**Housing and accommodation** covers

- affordable housing
- housing association properties
- accommodation for rent in the private and public sectors
- supported housing
- community housing and residential care places.



# Unit 4223-424 Monitor individuals' progress in relation to managing their body weight and nutrition

**Level:** 3  
**Credit value:** 3  
**UAN:** Y/602/3121

## Unit aim

This unit is aimed at those who support and monitor adults and/or young people's progress in managing their body weight and nutrition. There will be opportunities to develop knowledge, understanding and skills related to assessing an individual's current body weight and nutritional status and working with them to re-establish goals for further progress.

## Learning outcomes

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

1. Understand how to monitor individuals' progress in relation to managing their weight and nutrition in line with current legislation, national guidelines, policies, protocols and good practice guidelines
2. Be able to monitor individuals' progress in managing their body weight
3. Be able to support individuals in re-establishing goals for further progress

## 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 CHS146.

## Assessment

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

# Unit 4223-424 Monitor individuals' progress in relation to managing their body weight and nutrition

## Assessment criteria

### **Outcome 1 Understand how to monitor individuals' progress in relation to managing their weight and nutrition in line with current legislation, national guidelines, policies, protocols and good practice guidelines**

The learner can:

- 1 Explain how to develop weight and nutritional management plans in line with current legislation, national guidelines, policies, protocols and good practice guidelines
- 2 Outline the types of information to gather from an individual in order to assess their progress
- 3 Explain how to provide constructive feedback and encouragement to an individual regarding their progress in line with policy and protocol
- 4 Explain how to interpret **body measurements** to inform the type of support provided in line with policy and protocol
- 5 Explain when to refer the **individual** to other practitioners for modifications of plans

### **Outcome 2 Be able to monitor individuals' progress in managing their body weight**

The learner can:

1. Prepare an environment which is suitable for open and confidential discussions and for taking body measurements
2. Confirm the individual's identity and gain **valid consent** prior to taking body measurements
3. Take the individuals body measurements in line with local policy and protocol
4. Interpret body measurements to inform the type of advice to give
5. Discuss, with the individual/carer, the progress they have made and any difficulties they have experienced
6. Support the individual to identify factors which have adversely affected their plan
7. Evaluate the effectiveness of current interventions in achieving agreed goals.

### **Outcome 3 Be able to support individuals in re-establishing goals for further progress**

The learner can:

1. Agree new goals with the individual/carer
2. Agree review dates with the individual/carer
3. Provide encouragement to the individual by reinforcing the benefits of adhering to a weight management plan
4. Update records in line with local policy and protocol.

## Unit 4223-424 Monitor individuals' progress in relation to managing their body weight and nutrition

### Additional guidance

The use of **individuals** in this unit refers only to adults and young people (not infants or children).

**Body measurements** should include

- waist circumference,
- skinfold thickness,
- weight and height but may also include Body Mass Index (BMI),
- percentage weight loss,
- Bioelectrical impedance,
- Waist-hip ratio and
- calculation of nutritional requirements

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

## **Unit 4223-425 Provide information and advice to individuals on eating to maintain optimal nutritional status (CHS148)**

**Level:** 3  
**Credit value:** 5  
**UAN:** D/602/3122

### **Unit aim**

This unit is aimed at those who provide advice and information to individuals on how to maintain optimum nutritional status.

### **Learning outcomes**

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

1. Know factors which can affect the nutritional status of individuals
2. Know how to advise individuals on maintaining optimal nutritional status
3. Be able to obtain specific body measurements from individuals
4. Be able to provide individuals with information and advice on eating to maintain optimum nutritional status

### **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 CHS148.

### **Assessment**

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

## **Unit 4223-425 Provide information and advice to individuals on eating to maintain optimal nutritional status (CHS148)**

### Assessment criteria

#### **Outcome 1 Know factors which can affect the nutritional status of individuals**

The learner can:

- 1 Identify factors which can affect an individual's nutritional intake
- 2 Describe the relationship between exercise and weight management
- 3 Describe the link between different foods and nutritional composition
- 4 Outline basic anatomy and physiology in relation to maintaining optimum nutritional status.

#### **Outcome 2 Know how to advise individuals on maintaining optimal nutritional status**

The learner can:

1. Identify local and national services for an individual who needs information and support about changing their health behaviour
2. Identify contact details of registered dietitians
3. Identify when to seek advice from a qualified practitioner
4. Outline the components of an ideal nutritional plan for the specific needs of an individual
5. Outline the importance of gaining specific **body measurements** from an individual in order to inform the type of support needed to obtain optimum nutritional status.

#### **Outcome 3 Be able to obtain specific body measurements from individuals**

The learner can:

1. Prepare an environment which is suitable for confidential discussions and for taking **body measurements**
2. Gain **valid consent** from the individual prior to taking body measurements
3. Obtain **background information** from the individual
4. Take an individual's **body measurements** in line with local policy and protocol
5. Interpret results against standard measures.

#### **Outcome 4 Be able to provide individuals with information and advice on eating to maintain optimum nutritional status**

The learner can:

1. Explain the **nutritional composition** of different foods to the individual/carer
2. Support an individual to assess their eating habits and set nutritional objectives
3. Provide information to the individual/carer on how to maintain optimum nutritional status
4. Update records in line with local policy and protocol
5. Record any actions to be taken by the individual/carer.

## **Unit 4223-425 Provide information and advice to individuals on eating to maintain optimal nutritional status (CHS148)**

### Additional guidance

**Body measurements** should include

- waist circumference,
- skinfold thickness,
- weight and height but may also include Body Mass Index (BMI),
- percentage weight loss,
- Bioelectrical impedance,
- Waist-hip ratio and
- calculation of nutritional requirements.

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

**Background information** may include: any medical, cultural, financial, or social information pertinent to managing the individual's body weight; blood health, eating habits, diet history

**Nutritional composition** may include:

- fibre,
- salt content,
- sugar content,
- calories/energy values,
- proteins,
- saturated and unsaturated fat content,
- carbohydrate vitamins and minerals,
- additives and preservatives,
- fluid.

## **Unit 4223-426 Monitor and review individuals' progress in relation to maintaining optimum nutritional status (HSS/CHS149)**

**Level:** 3  
**Credit value:** 3  
**UAN:** H/602/3123

### **Unit aim**

This unit is aimed at those who support individuals to maintain nutritional status by monitoring and reviewing their progress.

### **Learning outcomes**

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

1. Understand how to monitor and review individuals' progress in relation to maintaining optimum nutritional status
2. Be able to monitor individuals' progress in maintaining optimum nutritional status
3. Be able to support individuals to review their own progress in relation to maintaining optimum nutritional status.

### **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 CHS149.

### **Assessment**

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

## **Unit 4223-426 Monitor and review individuals' progress in relation to maintaining optimum nutritional status (HSS/CHS149)**

### Assessment criteria

#### **Outcome 1 Understand how to monitor and review individuals' progress in relation to maintaining optimum nutritional status**

The learner can:

- 1 Explain how to create a suitable environment for open and confidential discussions and for taking body measurements
- 2 Outline the types of information to gather from an individual in order to assess their progress
- 3 Identify the body measurements which must be taken in order to assess an individual's progress
- 4 Explain how to review an individual's food diary
- 5 Explain how to provide constructive feedback and encouragement to an individual regarding their progress.

#### **Outcome 2 Be able to monitor individuals' progress in maintaining optimum nutritional status**

The learner can:

1. Prepare an environment which is suitable for open and confidential discussions and for taking body measurements
2. Confirm the individual's identity and gain **valid consent** prior to taking body measurements
3. Obtain information from the individual regarding their experience in following a nutritional plan
4. Take an individual's body measurements in line with local policy and protocol
5. Interpret body measurements against standard measures.

#### **Outcome 3 Be able to support individuals to review their own progress in relation to maintaining optimum nutritional status.**

The learner can:

1. Support an individual to review their own progress against agreed objectives
2. Provide constructive feedback and affirm the individual's progress
3. Suggest potential modifications to the nutritional plan which are consistent with nutritional objectives
4. Reaffirm the benefits of adhering to the nutritional plan and lifestyle changes in relation to their effect on health
5. Update records in line with local policy and protocol
6. Record any further actions to be taken by the individual.



Unit 4223-426 Monitor and **review individuals' progress in relation to maintaining optimum nutritional status (HSS/CHS149)**

Additional guidance

**Body measurements** should include

- waist circumference,
- skinfold thickness,
- weight and height but may also include Body Mass Index (BMI),
- percentage weight loss,
- Bioelectrical impedance,
- Waist-hip ratio
- calculation of nutritional requirements.

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

**Further actions** may include

- future review dates

## **Unit 4223-427 Develop and prepare speech and language therapy resources for alternative and augmentative communication (AAC) use (HSS/CHS154)**

**Level:** 3  
**Credit value:** 4  
**UAN:** K/602/3124

### **Unit aim**

This unit is aimed at those who support individuals who use alternative and augmentative communication systems (AAC). Learners will have the opportunity to develop knowledge, understanding and skills required to determine the resource needs of individuals and to produce appropriate resources to support speech and language therapies.

### **Learning outcomes**

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

1. Understand how resources are used to support individuals who use alternative and augmentative communication (AAC) systems
2. Be able to determine the resource needs of individuals who use AAC systems
3. Be able to cost and order materials, equipment and resources for individuals who use AAC systems
4. Be able to develop resources for individuals who use AAC systems

### **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 CHS154.

### **Assessment**

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

## **Unit 4223-427 Develop and prepare speech and language therapy resources for alternative and augmentative communication (AAC) use (HSS/CHS154)**

### Assessment criteria

#### **Outcome 1 Understand how resources are used to support individuals who use alternative and augmentative communication (AAC) systems**

The learner can:

- 1 Outline the factors to take into account when determining the type of resources required by individuals
- 2 Explain why different therapies may require different resources
- 3 Explain why resources must match the specified communication goals of an individual
- 4 Explain the importance of working with professionals in the development of resources
- 5 Explain how copyright impacts on use of resources.

#### **Outcome 2 Be able to determine the resource needs of individuals who use AAC systems**

The learner can:

1. Discuss with the individual his/her communication needs
2. Discuss with the Speech and Language Therapist the types of resources required by the individual in relation to:
  - the AAC system used
  - the type of therapy required
  - specified communication goals
  - ability and interests
3. Identify relevant materials, equipment and resources that are suitable for the individual

#### **Outcome 3 Be able to cost and order materials, equipment and resources for individuals who use AAC systems**

The learner can:

1. Cost materials, equipment and resources that are suitable for the individual
2. Order materials, equipment and resources that are suitable for the individual in line with policy and protocol

#### **Outcome 4 Be able to develop resources for individuals who use AAC systems**

The learner can:

1. Develop and/or adapt resources for an individual who uses AAC systems
2. Check that the resources are not hazardous to the individual or self
3. Implement health and safety measures relevant to developing resources for individuals who use AAC systems.

## **Unit 4223-428 Assist and support individuals to use alternative and augmentative communication systems (AAC) (HSS/CHS155)**

**Level:** 3  
**Credit value:** 5  
**UAN:** M/602/3125

### **Unit aim**

This unit is aimed at those who assist and support individuals who use alternative and augmentative communication (AAC) systems. It will provide learners with the opportunity to develop knowledge, understanding and skills required to prepare resources and equipment for individuals and to assist and support an individual's active participation in using AAC systems to communicate.

### **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 assisting and supporting individuals to use alternative and augmentative communication (AAC) systems
2. Understand how to assist and support the use of AAC systems
3. Understand how AAC systems support the needs of individuals
4. Be able to prepare AAC equipment for individuals to use
5. Be able to assist and support individuals to use AAC systems

### **Guided learning hours**

It is recommended that **35** 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 CHS155

### **Assessment**

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

# Unit 4223-428 Assist and support individuals to use alternative and augmentative communication systems (AAC) (HSS/CHS155)

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to assisting and supporting individuals to use alternative and augmentative communication (AAC) systems**

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines for assisting and supporting individuals to use **AAC systems**
- 2 Explain own responsibilities and accountability in relation to local policy and protocol for **AAC systems**

### **Outcome 2 Understand how to assist and support the use of AAC systems**

The learner can:

1. Explain how **AAC systems** work
2. Explain how to deal with defects and problems to ensure functionality of equipment
3. Describe how to manage mobility issues in individuals using communication systems
4. Identify issues which may affect the physical comfort of individuals using communication systems.

### **Outcome 3 Understand how AAC systems support the needs of individuals**

The learner can:

1. Describe how the use of **AAC systems** can support an individual with particular medical and physical conditions
2. Describe how the use of **AAC systems** affect interaction patterns
3. Compare the use of objects, signs, symbols, written and spoken language in communication systems
4. Compare the cognitive and symbolic development and speech and language development of a group of individuals.

### **Outcome 4 Be able to prepare AAC equipment for individuals to use**

The learner can:

1. Establish the type of **AAC system** used by the individual prior to making contact with them
2. Prepare **resources and equipment** safely, referring to the Speech and Language Therapist where necessary
3. Set out equipment and furniture according to health and safety procedures and guidelines.

## **Outcome 5 Be able to assist and support individuals to use AAC systems**

The learner can:

1. Gain **valid consent** from the individual, or a third party where the individual is not in a position to provide this consent independently
2. Position the individual and self comfortably so that the individual can access the **AAC system**
3. Support the individual's active participation in the communication process
4. Use appropriate signs and symbols to communicate with the individual
5. Use the **AAC system** in line with local policy and protocol to communicate with the individual
6. Support others to communicate with individuals using **AAC systems**

## **Unit 4223-428 Assist and support individuals to use alternative and augmentative communication systems (AAC) (HSS/CHS155)**

Additional guidance

**Individuals** may be adults, children, young people or older people

**Alternative and Augmentative Communications (AAC) systems** are augmentative communication systems and include the supplementary or alternative ways in which individuals communicate such as gestures, signs and symbols, and voice output communication aids.

**Resources and equipment** include those:

- commercially available
- prepared by the worker
- required for speech and language therapy, including equipment, materials, environment and activities

### **Valid consent**

This must be specific to the individual, in line with agreed 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 4223-429 Develop activities and material to enable individuals to reach specific communication goals (HSS/CHS156)**

**Level:** 3  
**Credit value:** 5  
**UAN:** T/602/3126

### **Unit aim**

This unit is aimed at those who work with individuals who require speech and language therapy. Learners will have the opportunity to obtain the knowledge, understanding and skills required to develop and adapt therapy programmes for individuals to achieve identified communication goals.

### **Learning outcomes**

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

1. Know the normal patterns of learning and communication development of individuals
2. Understand how speech and language disorders can affect an individual's learning, communication development and lifestyle
3. Understand how therapy programmes can enable individuals to achieve communication goals
4. Be able to develop activities and materials for therapy programmes based on the identified communication goals of individuals

### **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 CHS156.

### **Assessment**

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



## Unit 4223-429 Develop activities and material to enable individuals to reach specific communication goals (HSS/CHS156)

### Assessment criteria

#### **Outcome 1 Know the normal patterns of learning and communication development of individuals**

The learner can:

- 1 Describe normal developmental patterns of visual and auditory perception
- 2 Describe normal patterns of processing with regard to stimuli, at different stages of development and functioning.

#### **Outcome 2 Understand how speech and language disorders can affect an individual's learning, communication development and lifestyle**

The learner can:

1. Describe the **factors** which can affect developmental patterns
2. Describe common causes of speech and language disorders
3. Explain how the potential future patterns of disorders can affect the lifestyle of **individuals**
4. Explain how various **factors** can affect an **individual's** ability to learn, sustain concentration, access and use **materials** and equipment and process information.

#### **Outcome 3 Understand how therapy programmes can enable individuals to achieve communication goals**

The learner can:

1. Explain the purpose of different types of speech and language therapy
2. Explain how **therapy programmes** can be adapted, within set boundaries, to increase their effectiveness
3. Explain how to break the therapy programme down into manageable goals for the individual
4. Identify the **factors** which must be considered when **designing activities** and **materials** for different **individuals**.

#### **Outcome 4 Be able to develop activities and materials for therapy programmes based on the identified communication goals of individuals**

The learner can:

1. Work with others to identify and agree the communication goals of an **individual**, seeking advice from the speech and language therapist when necessary
2. Establish a hierarchy of necessary tasks and skills needed by the **individual** in order to meet communication goals
3. Use information sources to identify the **individual's** needs, abilities and interests
4. Select **therapeutic techniques** which can be applied to the needs of the **individual**
5. Develop **activities** and **materials** for **therapy programmes** for the **individual** based on their needs, abilities, interests and communication goals
6. Develop **activities** and **materials** that enable **active participation** in group therapy.

## Unit 4223-429 Develop activities and material to enable individuals to reach specific communication goals (HSS/CHS156)

### Additional guidance

**Individuals** may be adults, children and young people or older people

**Therapy programmes** include both individual and group therapy such as:

- language: aim to develop pre-language and language skills (including comprehension and expression)
- phonological/articulatory: aim to develop or recover patterns and systems of speech sounds
- social communication: aim to develop or recover social communication skills (including parent/child interaction)

**Factors** to planning and designing **activities** and **materials** may include

- age,
- level of functioning and behaviour,
- level and method of communication,
- needs and abilities (physical, medical, sensory, emotional, perceptual and cognitive),
- culture and ethnic background,
- personal beliefs,
- interests and
- experiences

**Others** can be members of the care team

**Therapeutic techniques** may include:

- modelling: the therapy goal is demonstrated to the individual
- facilitating and eliciting: the individual is assisted to achieve the demonstrated goal
- prompting and cueing: the individual is given a clue to assist them to achieve a previously elicited goal (e.g. by signing, gesture, lip and tongue movements, paired words)
- reinforcing: additional ways are identified to assist the individual to strengthen the elicited goal
- generalising: the therapy goal is practised during wider interaction than in previous techniques, in order to set it in position during communication
- enabling: individual/parent/carer
- advice to parent/carers to implement programme

**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 his/her own care or support, rather than a passive recipient.

# Unit 4223-430 Support individuals with speech and language disorders to develop their communication skills (HSS/CHS157)

**Level:** 2  
**Credit value:** 4  
**UAN:** A/602/3127

## Unit aim

This unit is aimed at those who work under the direction of a speech and language therapist to support individuals with speech and language disorders to develop their communication skills. Learners will have the opportunity to develop knowledge, understanding and skills to implement and adapt therapeutic activities for individual communication needs.

## 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 supporting individuals with speech and language disorders to develop their communication skills
2. Know the factors affecting individuals' ability to communicate
3. Understand how therapeutic programmes and activities are used to support and enhance communication
4. Be able to prepare to support individuals with speech and language disorders during agreed therapeutic activities
5. Be able to support the implementation of agreed therapeutic programmes and activities to help individuals with speech and language disorders to develop their communication skills

## Guided learning hours

It is recommended that **28** 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 CHS157

## Assessment

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

# Unit 4223-430 Support individuals with speech and language disorders to develop their communication skills (HSS/CHS157)

## Assessment criteria

### **Outcome 1 Know current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with speech and language disorders to develop their communication skills**

The learner can:

- 1 Identify key legislation, national guidelines, policies, protocols and good practice related to supporting **individuals** with speech and language disorders to develop their communication skills
- 2 Outline own responsibilities and accountability in relation to providing support to **individuals** with speech and language disorders to develop their communication skills.

### **Outcome 2 Know the factors affecting individuals' ability to communicate**

The learner can:

1. Outline how speech sounds are produced
2. Describe the factors which influence the stages of language development
3. Outline how common speech and language disorders can affect an **individual's** ability to communicate and learn
4. Outline the effect that developmental delay and acquired disorders can have upon an **individual's** communication
5. Describe the effects of unusual patterns of interaction, psychological changes, stress and distress on communication and social interaction.

### **Outcome 3 Understand how therapeutic programmes and activities are used to support and enhance communication**

The learner can:

1. Identify factors which affect attention span, memory and the ability to learn for different client groups needing speech and language therapy
2. Explain the nature and purpose of different **therapeutic activities**
3. Explain how **therapeutic activities** can be adapted for use within the boundaries of a specified **therapy programme**
4. Explain the meaning and uses of augmentative sign and symbol systems for communication disorders and social interaction

### **Outcome 4 Be able to prepare to support individuals with speech and language disorders during agreed therapeutic activities**

The learner can:

1. Provide a model for the **individual** in terms of verbal and non-verbal communication
2. Gain **valid consent** from the individual, or a third party where the **individual** is not in a position to provide this consent independently
3. Explain and agree the **therapeutic activities** with the **individual**, taking appropriate action if this is not possible.

## **Outcome 5 Be able to support the implementation of agreed therapeutic programmes and activities to help individuals with speech and language disorders to develop their communication skills**

The learner can:

1. Carry out **therapeutic activities** using methods as directed and detailed within the **individual's** care plan, seeking advice when an activity is beyond own scope of practice
2. Use motivators and provide levels of stimulation that are appropriate to the age and communication ability of the **individual**
3. Provide the **individual** with sufficient time, opportunity and encouragement to practise existing and newly developed skills
4. Provide encouragement to the **individual** to promote their own communication skills by taking advantage of opportunities to integrate skills and implement the programme into their normal daily activities
5. Provide support to **relevant others** to enable them to develop skills which they can use with the **individual** in a functional setting
6. Provide feedback to the **individual's** care team to support future planning of the **individual's** care
7. Record outcomes of the programme activities, taking any necessary action in response to factors which indicate adverse reaction to the programme.

## **Unit 4223-430 Support individuals with speech and language disorders to develop their communication skills (HSS/CHS157)**

Additional guidance

**Individuals** can be adults, children, young people or older people

**Therapeutic programmes and activities** are those devised by the Speech and Language Therapist and agreed with the individual to address developmental needs such as:

- language (development or recovery of words and concepts to convey meaning)
- phonological/articulatory (development or recovery of patterns and systems of speech sound)
- social communication (development or recovery of social communication skills including parent/child interactions)
- comprehension and expression

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

**Relevant others** are those with whom the individual is in routine contact and whom they elect to involve in their care programme

# Unit 4223-431 Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services (HSS/CHS158)

**Level:** 3  
**Credit value:** 5  
**UAN:** F/602/3128

## Unit aim

This unit is aimed at those who assist the work of professionals who support the speech and language therapy needs of individuals whose first language is not English. A competent use of an individual home language is essential.

## 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 supporting individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services
2. Understand the communication needs and abilities of individuals from diverse linguistic and cultural backgrounds
3. Understand how to provide speech and language therapy related care and support for individuals from diverse linguistic and cultural backgrounds
4. Know the types of information and materials required to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services
5. Be able to assist professionals in providing support for individuals and significant others from diverse linguistic and cultural backgrounds

## Guided learning hours

It is recommended that **35** 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 CHS157.

## Assessment

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

## **Unit 4223-431 Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services (HSS/CHS158)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for supporting **individuals** from diverse linguistic and cultural backgrounds to access
- 2 Explain own responsibilities and accountability in relation to providing assistance as an interpreter.

#### **Outcome 2 Understand the communication needs and abilities of individuals from diverse linguistic and cultural backgrounds**

The learner can:

1. Explain the difference in developmental norms between English and another specialist language
2. Describe the factors which affect the patterns of development and breakdown of language, phonology and articulatory accuracy of a group of **individuals** from a particular linguistic and cultural background
3. Describe the factors which must be considered when developing activities and materials for different **individuals** from diverse linguistic and cultural backgrounds.

#### **Outcome 3 Understand how to provide speech and language therapy related care and support for individuals from diverse linguistic and cultural backgrounds**

The learner can:

1. Identify potential barriers to **individuals** from diverse linguistic and cultural backgrounds accessing **speech and language** therapy services
2. Explain how to tailor **speech and language** care and support for different age groups and cultural needs
3. Describe ways of working with appropriate professionals to support **individual** care pathways

#### **Outcome 4 Know the types of information and materials required to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services**

The learner can:

1. Identify the types of linguistic and cultural advice and information required by professionals to support **individuals** to access **speech and language** therapy services
2. Identify support materials and equipment required to support an individual's therapy
3. Outline how to prepare, produce and order materials and equipment.



## **Outcome 5 Be able to assist professionals in providing support for individuals and significant others from diverse linguistic and cultural backgrounds**

The learner can:

1. Provide interpretations between professionals, the individual and **significant others**
2. Advise professionals on linguistic and phonetic aspects that are specific to the language of the individual
3. Provide **speech and language** therapy related care and support to professionals, the individual and **significant others**
4. Provide linguistic, phonetic and cultural advice to professionals in order to support the individual's care pathway
5. Assist professionals to identify potential barriers to the individual accessing services
6. Assist professionals to prepare, produce and order materials for use with bilingual/non-English speaking **individuals**.

## **Unit 4223-431 Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services (HSS/CHS158)**

Additional guidance

**Individuals** can be adults, children and young people or older people

**Speech and language** therapy related care and support may include:

- working within a range of settings e.g. school, clinic, home according to the needs of bilingual/non-English speaking individuals
- providing training programmes and workshops, under supervision by a therapist, to parents and carers of individuals with communication difficulties
- screening appropriate individuals for signs of communication and swallowing disorders and bringing those with difficulties to the attention of the Speech and Language Therapist
- comprehension and expression

**Significant others** are those who play a supportive role in the individual's life and may include:

- family,
- friends,
- carers,
- partners or
- spouses.

## Unit 4223-432 Assist in planning and evaluating learning activities (HSS/GEB084)

**Level:** 2  
**Credit value:** 3  
**UAN:** J/602/3129

### Unit aim

This unit develops the individual's ability to work with the therapist when planning and evaluating learning activities. Knowledge of learning styles, time management and an understanding of roles and responsibilities is required.

### Learning outcomes

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

1. Know about current legislation, national guidelines, policies, protocols and good practice which inform planning and evaluating learning activities
2. Understand adult learning styles
3. Understand roles and responsibilities in planning, implementing and evaluating learning activities
4. Be able to assist in planning learning activities
5. Be able to evaluate learning 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 the GEN84.

### Assessment

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

## **Unit 4223-432 Assist in planning and evaluating learning activities (HSS/GEB084)**

### Assessment criteria

#### **Outcome 1 Know about current legislation, national guidelines, policies, protocols and good practice which inform planning and evaluating learning activities**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role.

#### **Outcome 2 Understand adult learning styles**

The learner can:

1. Describe adult learning styles and how they inform planning and evaluating learning activities

#### **Outcome 3 Understand roles and responsibilities in planning, implementing and evaluating learning activities**

The learner can:

1. Identify the roles and responsibilities of self, and others in planning, implementing and evaluating learning activities
2. Identify own role and responsibilities in supporting individuals' learning
3. Describe own strengths, experience, expertise and areas for development in supporting different types of learning.

#### **Outcome 4 Be able to assist in planning learning activities**

The learner can:

1. Work with the therapist to identify the learning styles and needs of an individual
2. Work with the therapist to clarify expected learning outcomes
3. Maintain working relationships with colleagues when dealing with any differences of opinions
4. Plan learning activities with the therapist offering constructive suggestions on ideas, options, improvements and any difficulties which could occur
5. Confirm own contribution to implementing the plan
6. Plan own time to meet responsibilities for implementing learning activities

#### **Outcome 5 Be able to evaluate learning activities**

The learner can:

1. Explore the strengths and areas for development of the learning activities, taking into account the context of the activity
2. Feed back on the success of the learning activities
3. Offer constructive suggestions for improving the learning activities.

## **Unit 4223-433 Provide support for individuals with communication and interaction difficulties (HSS/GEN085)**

**Level:** 3  
**Credit value:** 5  
**UAN:** Y/602/3099

### **Unit aim**

This unit requires the learner to have an understanding of different communication methods, normal and impaired communication and factors in interacting with individuals with communication and interaction difficulties. This enables the learner to support learning tasks and activities in work practice

### **Learning outcomes**

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

1. Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with communication and interaction difficulties
2. Understand roles and responsibilities of those supporting individuals with communication and interaction difficulties
3. Understand normal and impaired communication
4. Understand methods of interacting with individuals with communication difficulties
5. Be able to support individuals with communication and interaction difficulties to carry out learning tasks and activities
6. Be able to support individuals with communication and interaction difficulties to communicate with others

### **Guided learning hours**

It is recommended that **39** 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 GEN85

### **Assessment**

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

## **Unit 4223-433 Provide support for individuals with communication and interaction difficulties (HSS/GEN085)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with communication and interaction difficulties**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role.

#### **Outcome 2 Understand roles and responsibilities of those supporting individuals with communication and interaction difficulties**

The learner can:

1. Describe the roles and responsibilities of others within own work environment
2. Describe the roles and responsibilities of others external to own work environment.

#### **Outcome 3 Understand normal and impaired communication**

The learner can:

1. Explain the differences between normal communication and that of individuals with communication disorders
2. Identify the role of communication in developing self esteem and expression
3. Describe how emotional and physical factors can affect communication and how these may be minimised or overcome
4. Explain the relationship between:
  - sensory deficit
  - delayed language acquisition
  - cognitive development
5. Describe the communication impairments and disorders encountered in own role and the effects these have on social interaction and learning

#### **Outcome 4 Understand methods of interacting with individuals with communication difficulties**

The learner can:

1. Explain how to adapt vocabulary to meet the needs of individuals with communication difficulties
2. Describe visual and auditory teaching approaches
3. Explain the importance of recognising how different cultures, upbringing and home circumstances can affect communication
4. Explain the use of educational/behaviour Support plans.

## **Outcome 5 Be able to support individuals with communication and interaction difficulties to carry out learning tasks and activities**

The learner can:

1. Describe the language and communication needs of an individual encountered in own work role
2. Obtain information about the individual's competence in communication and the therapist's planned learning **tasks and activities**
3. Organise the environment and equipment to facilitate participation in planned learning **tasks and activities**
4. Use modes of communication to encourage and assist the individual to participate in learning **tasks and activities**
5. Assist the individual to use **augmented and alternative means of communication**.

## **Outcome 6 Be able to support individuals with communication and interaction difficulties to communicate with others**

The learner can:

1. Encourage the individual to converse with **relevant others**
2. Provide opportunities for the individual to initiate, respond and maintain communication and relationships with **relevant others**
3. Encourage and support **relevant others** to respond to the individual with communication and interaction difficulties
4. Promote the individual's autonomy with regard to expressive and receptive language
5. Provide constructive feedback to the individual on their participation and progress
6. Provide feedback to the therapist on significant aspects of the individual's participation levels and progress.

## **Unit 4223-433 Provide support for individuals with communication and interaction difficulties (HSS/GEN085)**

Additional guidance

**Relevant others** could include friends, relatives, peers, other therapists, carers etc

**Tasks and activities** May include:

- physical
- creative
- cognitive

**Augmented and Alternative means of Communication** May include:

- sign communication systems
- Braille
- specialised equipment



## Unit 4223-434 Support individuals with cognition and learning difficulties (HSS/GEN086)

**Level:** 3  
**Credit value:** 5  
**UAN:** L/602/3097

### Unit aim

This unit aims to develop the learner's ability to support individuals with cognition and learning difficulties at the direction of the therapist. Knowledge of cognition and learning difficulties is paramount in order to apply theory to practice

### 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 supporting individuals with cognition and learning difficulties
2. Understand cognitive and learning difficulties
3. Be able to assist the therapist to prepare learning activities
4. Be able to support individuals with learning tasks
5. Be able to assist in reviewing learning

### 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 GEN86.

### Assessment

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

# **Unit 4223-434 Support individuals with cognition and learning difficulties (HSS/GEN086)**

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with cognition and learning difficulties**

The learner can:

1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role

### **Outcome 2 Understand cognitive and learning difficulties**

The learner can:

1. Identify the cognitive skills required for learning
2. Explain the different effects on learning of global learning difficulties and specific learning difficulties
3. Explain how cognitive difficulties affect language development and communication
4. Identify the effects of learning difficulties on perception, memory and information processing
5. Describe the cognition and learning difficulties encountered in own practice and the implications on providing support for learning activities
6. Explain the importance of active learning for individuals with cognition and learning difficulties and how this can be promoted
7. Explain the potential effects of medication on individuals with cognition and learning difficulties

### **Outcome 3 Be able to assist the therapist to prepare learning activities**

The learner can:

1. Obtain information about the individual's cognition and learning needs and the planned learning activities
2. Work with the therapist to identify approaches to enable and motivate the individual to develop learning strategies
3. Obtain and use suitable equipment and materials
4. Adapt teaching and learning materials at the direction of the therapist to suit the individual's learning needs
5. Describe modifications to learning activities which can be made to improve an individual's progress

## **Outcome 4 Be able to support individuals with learning tasks**

The learner can:

1. Support, encourage, praise and reassure the individual to help them with learning tasks and following instructions
2. Provide information, advice and opportunities to enable and encourage the individual to decide on own learning
3. Monitor the individual's responses to learning activities and use appropriate strategies to improve achievement
4. Use a range of methods to help the individual understand the environment and the use of objects
5. Sequence and structure learning activities and the environment as directed by the therapist so the individual develops
  - organisational skills
  - information processing skills
  - problem solving skills
6. Explain the use of Educational/Behaviour Support plans

## **Outcome5 Be able to assist in reviewing learning**

The learner can:

1. Feed back to the therapist on the individual's learning achievements and any problems encountered
2. Help individuals to review their achievements and plan for future learning

# Unit 4223-435 Understand how to safeguard the wellbeing of children and young people (HSS/CHS159)

**Level:** 3  
**Credit value:** 3  
**UAN:** Y/601/1695

## Unit aim

This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

## Learning outcomes

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

1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people
2. Understand the importance of working in partnership with other organisations to safeguard children and young people
3. Understand the importance of ensuring children and young people's safety and protection in the work setting
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed
5. Understand how to respond to evidence or concerns that a child or young person has been bullied
6. Understand how to work with children and young people to support their safety and wellbeing
7. Understand the importance of e-safety for children and young people

## 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:

- CLD 305: Protect and promote children's rights
- LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse
- HSC 34: Promote the well-being and protection of children and young people
- CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people
- UK Codes of Practice for Social Care Workers

## Assessment

This unit will be assessed:

- in accordance with Skills for Care and Development's Assessment Principles.

# Unit 4223-435 Understand how to safeguard the wellbeing of children and young people (HSS/CHS159)

## Assessment criteria

### Outcome 1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people

The learner can:

- 1 Outline current legislation, guidelines, **policies and procedures** within own UK Home Nation affecting the safeguarding of children and young people
- 2 Explain child protection within the wider concept of safeguarding children and young people
- 3 Analyse how national and local guidelines, **policies and procedures** for safeguarding affect **day to day work** with children and young people
- 4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
- 5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.

### Outcome 2 Understand the importance of working in partnership with other organisations to safeguard children and young people

The learner can:

1. Explain the importance of safeguarding children and young people
2. Explain the importance of a child or young person centred approach
3. Explain what is meant by partnership working in the context of safeguarding
4. Describe the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed.

### Outcome 3 Understand the importance of ensuring children and young people's safety and protection in the work setting

The learner can:

1. Explain why it is important to ensure children and young people are protected from harm within the work setting
2. Explain **policies and procedures** that are in place to protect children and young people and adults who work with them
3. Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
4. Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.

### Outcome 4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

The learner can:

1. Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
2. Describe the actions to take if a child or young person alleges harm or abuse in line with **policies and procedures** of own setting
3. Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.

## **Outcome 5 Understand how to respond to evidence or concerns that a child or young person has been bullied**

The learner can:

1. Explain different types of **bullying** and the potential effects on children and young people
2. Outline the **policies and procedures** that should be followed in response to concerns or evidence of **bullying** and explain the reasons why they are in place
3. Explain how to support a child or young person and/or their family when **bullying** is suspected or alleged.

## **Outcome 6 Understand how to work with children and young people to support their safety and wellbeing**

The learner can:

1. Explain how to support children and young people's self-confidence and self-esteem
2. Analyse the importance of supporting resilience in children and young people
3. Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
4. Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety.

## **Outcome 7 Understand the importance of e-safety for children and young people**

The learner can:

1. Explain the risks and possible consequences for children and young people of being online and of using a mobile phone
2. Describe ways of reducing risk to children and young people from:
  - social networking
  - internet use
  - buying online
  - using a mobile phone.

# Unit 4223-435 Understand how to safeguard the wellbeing of children and young people (HSS/CHS159)

## Additional guidance

**Day to day work** may include:

- Childcare practice
- Child protection
- Risk assessment
- Ensuring the voice of the child or young person is heard (eg providing advocacy services)
- Supporting children and young people and others who may be expressing concerns

**Different organisations** may include:

- Social services
- NSPCC
- Health visiting
- GP
- Probation
- Police
- School
- Psychology service

**Policies and procedures** may include:

- Working in an open and transparent way
- Listening to children and young people
- Duty of care
- Whistle-blowing
- Power and positions of trust
- Propriety and behaviour
- Physical contact
- Intimate personal care
- Off site visits
- Photography and video
- Sharing concerns and recording/reporting incidents

**Bullying** may include:

- Physical (pushing, kicking, hitting, pinching and other forms of violence or threats)
- Verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing)
- Emotional (excluding, tormenting, ridicule, humiliation)
- Cyber bullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else)
- Specific types of bullying, which can relate to all the above, such as homophobic or gender-based, racist, relating to special educational needs and disabilities

# Unit 4223-436 Develop positive relationships with children and young people (HSS/CHS160)

**Level:** 3  
**Credit value:** 4  
**UAN:** A/602/3516

## Unit aim

This unit is about establishing and developing positive relationships with children and young people in order to ensure they have the support and advice they need in a range of environments.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year
2. Understand the need for developing positive relationships with children and young people
3. Be able to establish positive relationships with children and young people
4. Be able to provide information and advice to children and young people

## 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 CS19.

## Assessment

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



# Unit 4223-436 Develop positive relationships with children and young people (HSS/CHS160)

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year**

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year
- 2 Describe local policies for child safety and protection
- 3 Explain how to work in partnership with parents/carers and **significant others** in order to support them to care for babies during their first year
- 4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
- 5 Explain how to obtain advice and information to support own practice
- 6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
- 7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
- 8 Explain the importance of confidentiality when accessing records and information

### **Outcome 2 Understand the need for developing positive relationships with children and young people**

The learner can:

1. Explain why developing positive relationships with children and young people is important
2. Explain how to develop positive relationships with children and young people
3. Explain how to maintain positive relationships with children and young people.

### **Outcome 3 Be able to establish positive relationships with children and young people**

The learner can:

1. Explain how to respect privacy and confidentiality wishes
2. Check that the child or young person understands that their needs are important and are being addressed
3. Establish, through play and other methods, a rapport with the child or young person that encourages a good relationship to develop
4. Obtain support in line with local policy or protocol where there are communication or relationship issues.

## **Outcome 4 Be able to provide information and advice to children and young people**

The learner can:

1. Respond to any concerns that the child or young person might have
2. Agree with the child or young person the information which may be shared with others
3. Provide information for the child or young person using different words, phrases, and expressions to assist understanding
4. Direct the child or young person to any further sources of information, advice or support
5. Maintain records in line with local policy and protocol
6. Communicate in a way that is sensitive to the age, understanding and preferences of the child or young person.

## **Unit 4223-436 Develop positive relationships with children and young people (HSS/CHS160)**

Additional guidance

**Children and young people** are from birth to their nineteenth birthday

**Significant others** may include

- Family
- Colleagues
- Other individuals involved with the care or well-being of the child or young person

**Needs** may include:

- Physical
- Emotional
- mental health
- spiritual
- environmental
- social
- sexual
- developmental
- cultural

# Unit 4223-437 Enable children and young people to understand their health and wellbeing (CS20)

**Level:** 4  
**Credit value:** 5  
**UAN:** T/602/3515

## Unit aim

This unit is about helping children and young people to understand their situation in relation to their health and well-being.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year
2. Understand factors which impact upon enabling children and young people to understand their health and well-being
3. Be able to establish positive relationships with children, young people and relevant others to enable children and young people to understand their health and well-being
4. Be able to provide information and advice to children and young people in relation to their health and well-being

## Guided learning hours

It is recommended that **37.5** 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 the CS20.

## Assessment

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

# Unit 4223-437 Enable children and young people to understand their health and wellbeing (CS20)

## Assessment criteria

### Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year
- 2 Describe local policies for child safety and protection
- 3 Explain how to work in partnership with parents/carers and **significant others** in order to **support** them to care for babies during their first year
- 4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
- 5 Explain how to obtain advice and information to **support** own practice
- 6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
- 7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
- 8 Explain the importance of confidentiality when accessing records and information

### Outcome 2 Understand factors which impact upon enabling children and young people to understand their health and well-being

The learner can:

1. Explain how self-directed play and recreation help **children and young people** to
  - understand themselves
  - understand the world around them
  - promote their health and well-being
  - realise their potential
2. Explain the impact of **transitions** on child development
3. Explain how to recognise signs of possible developmental delay, disability, or undiagnosed health conditions
4. Explain the referral process for possible developmental delay, disability or undiagnosed health conditions
5. Describe the contributing factors that increase the risk of harm to **children and young people**
6. Describe the triggers for reporting incidents or unexpected behaviour from **children and young people**.

### **Outcome 3 Be able to establish positive relationships with children, young people and relevant others to enable children and young people to understand their health and well-being**

The learner can:

1. Communicate information about health and well-being in a way that is sensitive to the age, understanding and preferences of the child or young person
2. Observe the child or young person's behaviour and note any unexpected changes or concerns
3. **Support** the child, young person and relevant others to communicate with each other through a **partnership based** approach
4. Describe how **children and young people** see and experience the world and the implications for the way in which **support** is provided to help them understand their health and well-being

### **Outcome 4 Be able to provide information and advice to children and young people in relation to their health and well-being**

The learner can:

1. Develop a care plan in partnership with the child or young person to help them to achieve an understanding of the nature of their needs and preferences
2. Explain the options available to the child or young person and how to access **support**
3. Provide any **evidence based** information about the effectiveness, benefits and risks of the different options
4. **Support** the child or young person to take an active part in any decisions that affect them
5. Provide any information about the people, organisations and written resources that can assist the child or young person in understanding and promoting their health and well-being
6. Make records in line with local policy and protocol.

# Unit 4223-437 Enable children and young people to understand their health and wellbeing (CS20)

## Additional guidance

**Children and young people** are from birth to their nineteenth birthday

**Transitions** may include

- puberty
- changing or leaving school
- family illness
- bereavement

**Significant others** may include

- Family
- Colleagues
- Other individuals involved with the care or well-being of the child or young person

**Support** in relation to:

- advice, guidance, and counselling
- equipment
- mobility aids
- communication aids
- toys and games
- health, development or disability assessment
- treatment and management of health conditions
- self-care
- lifestyle changes
- housing/environment
- access to education, training or employment

### **Partnership based**

Work with others towards a common goal, sharing power and responsibility.

### **Evidence based**

The best current research information available based on a systematic analysis of the effectiveness of a treatment, service or other intervention and its use, in order to produce the best outcome, result or effect for the individual. In the absence of independent, large scale research, the evidence base may be derived from locally agreed good practice.

## Unit 4223-438 Understand child and young person development (CYP CORE 3.1)

**Level:** 3  
**Credit value:** 4  
**UAN:** L/601/1693

### Unit aim

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

### Learning outcomes

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

1. Understand the expected pattern of development for children and young people from birth - 19 years
2. Understand the factors that influence children and young people's development and how these affect practice
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people
5. Understand the potential effects of transitions on children and young people's development

### 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

- CCLD 303: Promote children's development
- HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans
- CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people

### Assessment

This unit will be assessed:

- in accordance with Skills for Care and Development's Assessment Principles.



## Unit 4223-438 Understand child and young person development (CYP CORE 3.1)

### Assessment criteria

#### **Outcome 1 Understand the expected pattern of development for children and young people from birth - 19 years**

The learner can:

- 1 Explain the sequence and rate of each aspect of development from birth – 19 years
- 2 Explain the difference between sequence of development and rate of development and why the difference is important.

#### **Outcome 2 Understand the factors that influence children and young people's development and how these affect practice**

The learner can:

1. Explain how children and young people's development is influenced by a range of **personal factors**
2. Explain how children and young people's development is influenced by a range of **external factors**
3. Explain how **theories of development** and **frameworks to support development** influence current practice.

#### **Outcome 3 Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern**

The learner can:

1. Explain how to monitor children and young people's development using different methods
2. Explain the **reasons why children and young people's development may not follow the expected pattern**
3. Explain how disability may affect development
4. Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern.

#### **Outcome 4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people**

The learner can:

1. Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
2. Explain how multi agency teams work together to support speech, language and communication
3. Explain how play and activities are used to support the development of speech, language and communication.

## **Outcome 5 Understand the potential effects of transitions on children and young people's development**

The learner can:

1. Explain how different types of transitions can affect children and young people's development
2. Evaluate the effect on children and young people of having positive relationships during periods of transition.

# Unit 4223-438 Understand child and young person development (CYP CORE 3.1)

## Additional guidance

### **Developmental aspects** are:

- Physical
- Communication
- Intellectual/cognitive
- Social, emotional and behavioural
- Moral

### **Personal factors** are:

- health status
- disability
- sensory impairment
- learning difficulties

### **External factors** are:

- poverty and deprivation
- family environment and background
- personal choices
- looked after/care status
- education

### **Theories of development** are:

- cognitive (eg Piaget)
- psychoanalytic (eg Freud)
- humanist (eg Maslow)
- social learning (eg Bandura)
- operant conditioning (eg Skinner)
- Behaviourist (eg Watson)

### **Frameworks to support development** are:

- social pedagogy

### **Methods of assessing development needs** may include:

- Assessment Frameworks
- Observation
- Standard measurements
- Information from carers and colleagues

**Reasons why development is not following expected pattern** may include:

- Disability
- Emotional
- Physical
- Environmental
- Cultural
- Social
- Learning needs
- Communication

**Different types of interventions** may include:

- Social worker
- Speech and language therapist
- Psychologist
- Psychiatrist
- Youth justice
- Physiotherapist
- Nurse specialist
- Additional learning support
- Assistive technology
- Health visitor

# Unit 4223-439 Promote child and young person development (CYP M3.2)

**Level:** 3  
**Credit value:** 3  
**UAN:** R/601/1694

## Unit aim

This unit provides a sound basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people going through transitions in their lives.

## Learning outcomes

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

1. Be able to assess the development needs of children or young people and prepare a development plan
2. Be able to promote the development of children or young people
3. Be able to support the provision of environments and services that promote the development of children or young people
4. Understand how working practices can impact on the development of children and young people
5. Be able to support children and young people's positive behaviour
6. Be able to support children and young people experiencing transitions

## 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:

- CCLD 303: Promote children's development
- LDSS 10: Support the child or young person's successful transfer and transition in learning and development contexts
- HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans
- CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people
- UK Codes of Practice for Social Care Workers

## Assessment

This unit will be assessed by:

- candidate portfolio of evidence or
- in accordance with Skills for Care and Development's Assessment Principles

Learning outcomes 1, 2, 3, 5 and 6 must be assessed in a real work environment. Simulation is not permitted. Some reflection on practice should be included in the assessment.

## Unit 4223-439 Promote child and young person development (CYP M3.2)

### Assessment criteria

#### Outcome 1 Be able to assess the development needs of children or young people and prepare a development plan

The learner can:

- 1 Explain the **factors that need to be taken into account when assessing development**
- 2 Assess a child or young person's development in the following areas
  - Physical
  - Communication
  - Intellectual/cognitive
  - Social, emotional and behavioural
  - Moral
- 3 Explain the selection of the assessment **methods** used
- 4 Develop a **plan** to meet the development needs of a child or young person in the work setting.

#### Outcome 2 Be able to promote the development of children or young people

The learner can:

1. Implement the **development plan** for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected
2. Evaluate and revise the **development plan** in the light of implementation
3. Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work
4. Listen to children or young people and communicate in a way that encourages them to feel valued
5. Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities.

#### Outcome 3 Be able to support the provision of environments and services that promote the development of children or young people

The learner can:

1. Explain the **features of an environment or service** that promotes the development of children and young people
2. Demonstrate **how own work environment or service is organised** to promote the development of children or young people.

#### Outcome 4 Understand how working practices can impact on the development of children and young people

The learner can:

1. Explain how own working practice can affect children and young people's development
2. Explain how institutions, agencies and services can affect children and young people's development.

## **Outcome 5 Be able to support children and young people's positive behaviour**

The learner can:

1. Demonstrate how they work with children and young people to encourage positive behaviour
2. Evaluate different approaches to **supporting positive behaviour**.

## **Outcome 6 Be able to support children and young people experiencing transitions**

The learner can:

1. Explain how to support children and young people experiencing **different types of transitions**
2. Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives.

# Unit 4223-439 Promote child and young person development (CYP M3.2)

## Additional guidance

**Factors that need to be taken into account when assessing development** may include:

- Confidentiality and when, for the safety of the child or young person confidentiality must be breached
- Children's wishes and feelings
- Ethnic, linguistic and cultural background
- Disability or specific requirements (additional needs)
- Reliability of information
- Avoiding bias

**Methods** may include:

- Assessment Framework/s
- Observations
- Standard measurements
- Information from parent, carers, children and young people, other professionals and colleagues

**Plan** should feature:

- Encouraging child or young person to take responsibility for own development should feature in plan

**A development plan** can be drawn from a lead practitioner's (eg a teacher's) overarching plan.

**Features of an environment or service** may include:

- Stimulating and attractive
- Well planned and organised
- Personalised and inclusive
- Encouraging and practising participation
- High quality policies in place and followed
- Regulatory requirements met
- Varied
- Meeting individual and group needs
- Providing appropriate risk and challenge
- Involving parents and carers where appropriate to setting or service

**How own work environment or service is organised** may include:

- Taking into account personal and external factors
- Providing specific activities such as play, learning, home visiting
- Providing services
- Measuring outcomes
- Communicating effectively and showing appropriate empathy and understanding



- Supporting participation
- Involving parents and carers where appropriate to setting or service
- Supporting children and young people's rights

**Supporting positive behaviour** may include:

- Least restrictive principle
- Reinforcing positive behaviour
- Modelling/positive culture
- Looking for reasons for inappropriate behaviour and adapting responses
- Individual behaviour planning
- Phased stages
- Planning interventions to reduce inappropriate behaviour
- Deescalate and diversion
- Containment
- Following management plans
- Boundary setting and negotiation
- Supporting children and young people's reflection on and management of own behaviour
- Anti-bullying strategies
- Time out (following up to date guidance)
- Use of physical intervention (following up to date guidance)

**Different types of transitions** may include:

- Emotional, affected by personal experience e.g. bereavement, entering/leaving care
- Physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another
- Physiological eg puberty, long term medical conditions
- Intellectual eg moving from pre school to primary to post primary
- Smaller daily transitions

# Unit 4223-440 Support disabled children and young people and those with specific requirements (CYPOP 6)

**Level:** 4  
**Credit value:** 6  
**UAN:** T/601/0134

## Unit aim

The unit is designed to assess competence in supporting disabled children or young people and those with specific needs in partnership with their carers. It also includes partnership working with other agencies and professionals.

## Learning outcomes

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

1. Understand the principles of working inclusively with disabled children and young people and those with specific requirements
2. Be able to work in partnership with families with disabled children or young people and those with specific requirements
3. Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements
4. Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements
5. Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements

## Guided learning hours

It is recommended that **45** 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 312 Support children with disabilities or special educational needs and their families
- 418 Co-ordinate and support provision for disabled children and those with special educational needs
- NOS for Sensory Services-Standards 1 – 7

## Assessment

This unit will be assessed by:

- Candidate portfolio of evidence.

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

Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed.

# Unit 4223-440 Support disabled children and young people and those with specific requirements (CYPOP 6)

## Assessment criteria

### **Outcome 1 Understand the principles of working inclusively with disabled children and young people and those with specific requirements**

The learner can:

- 1 Outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre
- 2 Compare service led and child and young person led models of provision for disabled children and young people
- 3 Critically analyse the difference between the social model and medical model of disability and how each model affects provision
- 4 Explain the importance of:
  - Advocacy
  - facilitated advocacy for children and young people who require it
  - the personal assistant role
- 5 Explain the importance of encouraging the participation of disabled children and young people

### **Outcome 2 Be able to work in partnership with families with disabled children or young people and those with specific requirements**

The learner can:

1. Explain the concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements
2. Explain the **types of support and information** carers may require
3. Demonstrate in own practice partnership working with families.

### **Outcome 3 Be able to support age and developmentally appropriate learning, play or leisure opportunities for disabled children or young people and those with specific requirements**

The learner can:

1. Demonstrate in own practice engagement with disabled children or young people
2. Encourage children or young people to express their preferences and aspirations in their chosen way of communication
3. Demonstrate in own practice how to work with children or young people and their families to **assess** a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion
4. Develop a plan with an individual child or young person to support learning, play or leisure needs
5. Implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future.

#### **Outcome 4 Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements**

The learner can:

1. Demonstrate in own practice how barriers which restrict children and young people's access are overcome
2. Explain the importance of evaluating and challenging existing practice and becoming an agent of change
3. Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour
4. Describe the impact of disability within different cultures and the importance of culturally sensitive practice
5. Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people.

#### **Outcome 5 Understand how to work in partnership with other agencies and professionals to support provision for disabled children and young people and those with specific requirements**

The learner can:

1. Explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements
2. Analyse examples of multi agency and partnership working from own practice.

# Unit 4223-440 Support disabled children and young people and those with specific requirements (CYPOP 6)

## Additional guidance

**Types of support and information** may include:

- Learning to use sign language, Makaton speech board
- Social and emotional support required in circumstances such as coming to terms with impact of disability on own family
- Financial
- Information about services and availability
- Information about children's and families rights

**Assess** a child or young person's learning, play or leisure needs may include:

- Carrying out observations
- Gathering information from others
- Finding out the preferences of the child or young person
- Finding solutions to obstacles
- Looking at how to overcome barriers

# Unit 4223-441 Support children and young people experiencing transitions (HSS/Trans)

**Level:** 3  
**Credit value:** 3  
**UAN:** H/602/4708

## Unit aim

This unit is aimed at those who support work with children, young people and their families during transitions.

## Learning outcomes

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

1. Understand the impact of transitions on children and young people
2. Understand how to support children and young people experiencing transitions
3. Understand influences on children and young people experiencing transitions

## Guided learning hours

It is recommended that **28** 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 TRANS.

## Assessment

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

# Unit 4223-441 Support children and young people experiencing transitions (HSS/Trans)

## Assessment criteria

### Outcome 1 Understand the impact of transitions on children and young people

The learner can:

- 1 Define the term '**transitions**' in relation to children and young people
- 2 Describe the types of **transitions** that children and young people can experience
- 3 Explain how different types of **transitions** impact on children and young people.

### Outcome 2 Understand how to support children and young people experiencing transitions

The learner can:

1. Outline how to recognise that a child or young person is experiencing **transition**
2. Explain how to support children and young people experiencing **transitions** to reach positive outcomes
3. Explain the importance of children and young people making choices appropriate to their age and stage of development.

### Outcome 3 Understand influences on children and young people experiencing transitions

The learner can:

1. Describe factors which influence children and young people's resilience during **transitions**
2. Explain the importance of adults and **significant others** for children and young people experiencing **transitions**.

## Unit 4223-441 Support children and young people experiencing transitions (HSS/Trans)

### Additional guidance

The term **transitions** is used to refer to:

- changes between services, such as:
  - moving from primary to secondary school, or
  - at the age of 16 moving to school, college, an apprenticeship or part-time training alongside full-time employment or volunteering
- life changes which may be:
  - common such as experiencing puberty, or
  - particular and personal, and not necessarily shared or understood by all of their peers. These can include:
    - family illness
    - the death of a close relative
    - divorce and the split of the family
    - issues related to sexuality
    - adoption
    - the process of asylum
    - leaving care
    - teenage pregnancy
    - disability
    - parental mental health
    - substance misuse
    - the consequences of crime.

**Significant others** may include

- Family
- Colleagues
- Other individuals involved with the care or well-being of the child or young person



# Unit 4223-442 Support parents/carers and those in a parental role to care for babies during their first year (HSS/HSC321)

**Level:** 3  
**Credit value:** 5  
**UAN:** T/602/4017

## Unit aim

This unit is aimed at those who provide support to parents and carers to care for and protect babies in the first year of their lives. Learners will have the opportunity to develop knowledge, understanding and skills related to offering advice regarding the health and safety needs of children and how to support their development.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies
2. Understand how to support the physical, social, emotional and cognitive development of babies during their first year
3. Be able to provide active support to parents/carers in relation to keeping their babies safe
4. Be able to provide active support to parents/carers to look after the health needs of their babies
5. Be able to provide active support to parents/carers in meeting the developmental needs of their babies

## 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 HSC 321.

## Assessment

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

## **Unit 4223-442 Support parents/carers and those in a parental role to care for babies during their first year (HSS/HSC321)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies**

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies
- 2 Describe local policies for child safety and protection
- 3 Explain how to work in partnership with parents/carers and **significant others**
- 4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
- 5 Explain how to obtain advice and information to support own practice
- 6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
- 7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
- 8 Explain the importance of confidentiality when accessing records and information

#### **Outcome 2 Understand how to support the physical, social, emotional and cognitive development of babies during their first year**

The learner can:

1. Outline the expected indicators of:
  - Physical development
  - Pre-speech development and verbal/non-verbal behaviour and cues
  - Language and communication development
  - Social and emotional developmentfor babies during their first year
2. Explain what parents/carers can do to encourage development
3. Explain the importance of play to overall development and the role of adults and other children in encouraging this
4. Describe the impact of factors that can affect the health, wellbeing, behaviour, skills, abilities and development of parents/carers and their children
5. Explain how the personal beliefs, previous experiences and preferences of parents/carers may impact on the ways in which they care for their child.

### **Outcome 3 Be able to provide active support to parents/carers in relation to keeping their babies safe**

The learner can:

1. Involve parents/carers in identifying their requirements in meeting the rights and protection needs of their baby
2. Explain to parents/carers the importance of only leaving the baby with people who are capable of caring for children
3. Support parents/carers to follow safety measures when handling their baby
4. Provide encouragement, guidance and support to parents/carers in relation to keeping their baby safe, secure and free from danger as the baby becomes mobile
5. Explain how active parenting can benefit the baby

### **Outcome 4 Be able to provide active support to parents/carers to look after the health needs of their babies**

The learner can:

1. Support parents/carers to prepare themselves, the environment and the baby for bathing
2. Support parents/carers to maintain their baby's comfort, health and wellbeing during handling, washing, nappy changing and dressing
3. Support parents/carers to monitor their baby's condition for signs of discomfort and distress
4. Explain to parents/carers how to take action in response to signs of discomfort and distress from their baby, including the need to seek immediate attention in case of an emergency
5. Reinforce advice given to parents/carers about sleeping positions, room and body temperature, coverings and clothing
6. Encourage parents/carers to seek advice and support about any aspects of their baby's care
7. Support parents/carers to make informed choices when their baby persistently cries.

### **Outcome 5 Be able to provide active support to parents/carers in meeting the developmental needs of their babies**

The learner can:

1. Discuss with parents/carers the physical, social, emotional and developmental needs of their baby during the first year, including the importance of language development
2. Support parents/carers to interact and play with their baby using play materials that promote each aspect of their developmental capabilities
3. Update records on the parents/carers progress in line with local policy and protocol, referring any concerns to an **appropriate person**.

## **Unit 4223-442 Support parents/carers and those in a parental role to care for babies during their first year (HSS/HSC321)**

Additional guidance

**Significant others** may include

- Family
- Colleagues
- Other individuals involved with the care or well-being of the baby, child or young person

An **appropriate person** could include other members of the care team

# Unit 4223-443 Develop and agree individualised care plans for babies and families (HSS/MCN12)

**Level:** 4  
**Credit value:** 5  
**UAN:** Y/602/3510

## Unit aim

This unit is aimed at practitioners who develop and agree individualised care plans for babies and families. It is relevant to practitioners who deliver services to babies, their families and those involved in the care of babies.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year
2. Understand how to gather relevant information for care planning
3. Understand the factors which impact on care planning needs
4. Be able to develop and agree individualised care plans for babies and families

## 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 MCN12.

## Assessment

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

## Unit 4223-443 Develop and agree individualised care plans for babies and families (HSS/MCN12)

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year**

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year
- 2 Describe local policies for child safety and protection
- 3 Explain how to work in partnership with parents/carers and **significant others** in order to support them to care for babies during their first year
- 4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
- 5 Explain how to obtain advice and information to support own practice
- 6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
- 7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
- 8 Explain the importance of confidentiality when accessing records and information.

#### **Outcome 2 Understand how to gather relevant information for care planning**

The learner can:

1. Explain the importance of gathering relevant information to inform care planning
2. Describe ways to access information, including information held by other practitioners and agencies.

#### **Outcome 3 Understand the factors which impact on care planning needs**

The learner can:

1. Describe how babies communicate by behaviour
2. Describe how different behaviours can be interpreted
3. Evaluate the main issues and debates relating to the health and well-being of babies
4. Describe a range of conditions affecting babies in own area of practice
5. Describe the risk factors for premature birth, including foetal, maternal and social influencing factors relative to birth history
6. Explain aspects of **neonatal development**
7. Explain the impact of parenting, family and environment on the health and well-being of a baby
8. Describe the interdependent relationship of the health and well-being of a mother and that of her baby/babies

## **Outcome 4 Be able to develop and agree individualised care plans for babies and families**

The learner can:

1. Confirm the identity of the person legally responsible for the baby and gain **valid consent**
2. Explain the preliminary and preparatory actions to take when carrying out care planning for babies and families
3. Communicate and interact with the baby and those involved in the baby's care
4. Provide information for those involved in the care of the baby
5. Support those involved in the care of the baby to take an active part in decisions affecting them
6. Explain the options for addressing the health and well-being needs of the baby, including any benefits and risks
7. Agree an individualised care plan with those involved in the care of the baby
8. Maintain records in line with local policy and protocol.

## **Unit 4223-443 Develop and agree individualised care plans for babies and families (HSS/MCN12)**

Additional guidance

**Significant others** may include

- Family
- Colleagues
- Other individuals involved with the care or well-being of the child or young person

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

**Neonatal** development eg

- physiological,
- physical,
- psychological and social development,
- taking into account gestational age or delivery



# Unit 4223-444 Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies (MSN24)

**Level:** 3  
**Credit value:** 3  
**UAN:** A/602/4018

## Unit aim

This unit is aimed at those who provide advice and information to parents to enable them to promote the health and well-being of their newborn babies, adopting a suitable lifestyle to optimise the health and well being of the babies, themselves and the whole family.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents/carers on the health and wellbeing of newborn babies
2. Understand the requirements for the health and well-being of newborn babies and their parents/carers
3. Be able to provide advice and information that enables parents/carers to meet the health and well-being needs of their newborn babies

## 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 MCN 24

## Assessment

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

## **Unit 4223-444 Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies (MSN24)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents/carers on the health and wellbeing of newborn babies**

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents/carers on the health and wellbeing of newborn babies
- 2 Describe local policies for child safety and protection
- 3 Explain how to work in partnership with parents/carers and **significant others**
- 4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
- 5 Explain how to obtain advice and information to support own practice
- 6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
- 7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
- 8 Explain the importance of confidentiality when accessing records and information.

#### **Outcome 2 Understand the requirements for the health and well-being of newborn babies and their parents/carers**

The learner can:

1. Explain the differing needs of babies at the different stages of physical, social, emotional and cognitive development
2. Describe the main trends and changes relating to the care of newborn babies
3. Explain how adopting a **healthy lifestyle** can enable parents/carers to promote their own health and well-being and that of their babies
4. Explain the benefits of empowering parents/carers to manage the care of their babies, including the involvement of the father/father figure
5. Summarise the principles and practice of infant feeding during the first year
6. Identify how the needs of newborn babies may affect those who care for them
7. Explain the impact of family and environment, including parenting capacity, on the health and well-being of babies
8. Identify the contributing factors that increase the risk of significant harm to newborn babies and how to respond to any concerns.

### **Outcome 3 Be able to provide advice and information that enables parents/carers to meet the health and well-being needs of their newborn babies**

The learner can:

1. Explain the purpose of own role and organisation to parents/carers
2. Discuss with parents/carers their understanding of how to promote and protect the health and well-being of their baby
3. Involve parents/carers in identifying their requirements for promoting and protecting the health and well-being of their baby, including the advice and information needed
4. Provide information in a way that enables parents/carers to make informed choices about the care of their baby
5. Discuss with parents/carers potential **lifestyle changes** that will increase their capacity to manage their parenting responsibilities and optimise their own health and well-being, encouraging them to set achievable targets
6. Assist parents/carers in developing realistic and achievable plans for promoting and protecting the health and well-being of their baby
7. Provide information on how to access services, information and other resources available locally or nationally for parents/carers
8. Update records in line with local policy and protocol
9. Agree dates to review progress and requirements.

## **Unit 4223-444 Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies (MSN24)**

Additional guidance

**Significant others** may include

- Family
- Colleagues
- Other individuals involved with the care or well-being of the baby, child or young person

**Healthy lifestyles** may include:

- diet,
- nutrition,
- physical exercise,
- rest

**Lifestyle changes** may include reference to:

- smoking,
- alcohol intake,
- recreational drugs

# Unit 4223-445 Work with babies and young children to promote their development and learning (CYPOP 1)

**Level:** 3  
**Credit value:** 6  
**UAN:** A/601/0121

## Unit aim

This unit is designed to assess competence to work with babies and young children to support their learning and development. This would normally cover children from birth to their third birthday.

## Learning outcomes

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

1. Understand the development and learning of babies and young children
2. Be able to promote the development and learning of babies and young children
3. Understand the attachment needs of babies and young children
4. Be able to engage with babies and young children and be sensitive to their needs
5. Be able to work in partnership with carers in order to promote the learning and development of babies and young children

## Guided learning hours

It is recommended that **45** 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 303 Promote children's development, 312 Plan and implement positive environments for babies and children under 3 years
- HSC 37 Care for and protect babies

## Assessment

This unit will be assessed by:

- Candidate portfolio of evidence.

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

Assessment of Learning outcomes 2, 4 and 5 must take place in a real work environment.

Simulation is not allowed.

# Unit 4223-445 Work with babies and young children to promote their development and learning (CYPOP 1)

## Assessment criteria

### Outcome 1 Understand the development and learning of babies and young children

The learner can:

- 1 Explain the pattern of development in the first three years of life and the skills typically acquired at each stage
- 2 Explain:
  - how development and learning are interconnected
  - how and why variations occur in rate and sequence of development and learning
  - that learning may take place in different ways
  - the importance of play
- 3 Explain the potential effects on development, of **pre conceptual, pre birth and birth experiences**
- 4 Explain the impact of current research into the development and learning of babies and young children.

### Outcome 2 Be able to promote the development and learning of babies and young children

The learner can:

1. Undertake assessments of babies or young children's development and learning needs
2. Demonstrate in own practice how the indoor and outdoor **environment** is responsive to the development and learning needs of babies and young children
3. Plan play based activities and experiences based on assessments to support development and learning
4. Demonstrate in own practice the provision of play based activities and experiences to promote development and learning that are tailored to babies or young children's needs.

### Outcome 3 Understand the attachment needs of babies and young children

The learner can:

1. Explain the benefits of the key worker/person system in early years settings
2. Explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings
3. Analyse the **possible effects of poor quality attachments** on the development of babies and children.

#### **Outcome 4 Be able to engage with babies and young children and be sensitive to their needs**

The learner can:

1. Engage sensitively with babies and young children giving them time to respond
2. Engage in playful activity with babies and young children
3. Explain how babies express their emotions, preferences and needs and demonstrate **responsive care** in own practice
4. Explain why it is important to manage transitions for babies and young children
5. Explain when and why babies and young children require periods of quiet to rest and sleep.

#### **Outcome 5 Be able to work in partnership with carers in order to promote the learning and development of babies and young children**

The learner can:

1. Explain the primary importance of carers in the lives of babies and young children
2. Demonstrate in own practice how to exchange information with carers
3. Evaluate ways of working in partnership with carers.

# Unit 4223-445 Work with babies and young children to promote their development and learning (CYPOP 1)

## Additional guidance

**Pre conceptual, pre birth and birth experiences** may include:

- Smoking
- Alcohol
- Maternal ill health
- Poor maternal diet
- Substance abuse
- Assisted birth
- Birth trauma

**Environment** may include:

- Well-equipped, clean and safe with age appropriate equipment and materials
- Provides appropriate challenge
- Offers appropriate levels of sensory stimulation
- Provides quiet calming spaces for babies and young children
- Planned and organised around individual needs of babies and young children

**Possible effects of poor quality attachments** may include:

- Effects on social and emotional development and emotional security
- Effects on ability to settle, take risks and make the most of learning opportunities
- Possible effects on short and long term mental health
- Effects on relationships with parents and professional carers

**Responsive care** may include:

- Where carer responds sensitively, consistently and promptly
- Responses are sensitive to individual needs and preferences
- Consistency of response
- Responding promptly and managing situations to avoid delay



# Unit 4223-446 Care for the physical and nutritional needs of babies and young children (CYPOP 2)

**Level:** 3  
**Credit value:** 6  
**UAN:** D/601/0130

## Unit aim

The unit is designed to assess competence in caring for the physical and nutritional needs of babies and young children. This would normally cover children from birth to their third birthday.

## Learning outcomes

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

1. Be able to provide respectful physical care for babies and young children
2. Be able to provide routines for babies and young children that support their health and development
3. Be able to provide opportunities for exercise and physical activity
4. Be able to provide safe and protective environments for babies and young children
5. Be able to provide for the nutritional needs of babies under 18 months
6. Understand how to provide for the nutritional needs of young children from 18-36 months

## Guided learning hours

It is recommended that **45** 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 303 Promote children's development, 314 Provide physical care that promotes the health and development of babies and children under 3 years
- HSC 37 Care for and protect babies

## Assessment

This unit will be assessed by:

- Candidate portfolio of evidence.

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

All Learning outcomes must be assessed in a real work environment. Simulation is not permitted, except for Learning outcome 5.2.

# Unit 4223-446 Care for the physical and nutritional needs of babies and young children (CYPOP 2)

## Assessment criteria

### Outcome 1 Be able to provide respectful physical care for babies and young children

The learner can:

- 1 Demonstrate culturally and ethnically appropriate care for babies and young children for:
  - Skin
  - Hair
  - Teeth
  - Nappy area
- 2 Demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important
- 3 Demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs
- 4 Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary.

### Outcome 2 Be able to provide routines for babies and young children that support their health and development

The learner can:

1. Plan daily and weekly routines for babies and young children suitably personalised to meet individual need
2. Demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines
3. Explain the principles of effective **toilet training** and how this is incorporated into routines.

### Outcome 3 Be able to provide opportunities for exercise and physical activity

The learner can:

1. Explain the importance of exercise and physical activity for babies and young children
2. Demonstrate in own practice how to support babies or young children's exercise and physical activity.

### Outcome 4 Be able to provide safe and protective environments for babies and young children

The learner can:

1. Explain policies and procedures in own setting that cover health, safety and protection of babies and young children
2. Demonstrate and evaluate the **safety features** within the environment for babies and young children
3. Supervise babies or young children and demonstrate a balanced approach to risk management
4. Explain current advice on minimising sudden infant death syndrome in everyday routines for babies.

## **Outcome 5 Be able to provide for the nutritional needs of babies under 18 months**

The learner can:

1. Identify, using current government guidance, the nutritional needs of babies until they are fully weaned and using information from carers plan a programme of weaning
2. Prepare formula feeds hygienically following current guidance
3. Evaluate the benefits of different types of formula that are commonly available.

## **Outcome 6 Understand how to provide for the nutritional needs of young children from 18-36 months**

The learner can:

1. Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers
2. Explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child.

# Unit 4223-446 Care for the physical and nutritional needs of babies and young children (CYPOP 2)

## Additional guidance

**Toilet training** may include:

- Encouraging and praising
- Treating child with respect and avoiding guilt
- Working in partnership with carers
- Flexible personalised approach
- Starting training when the child is ready and not rushing process
- Being positive and supportive to the child's efforts
- Structuring physical environment to facilitate training
- Avoiding confrontation
- Providing plenty of fluids and fibre to prevent hard stools

**Safety features** may include:

- Socket covers
- Safety gates
- Corner protectors
- Cupboard locks
- Finger guards on doors

# Unit 4223-447 Care for a newly born baby when the mother is unable to do so (HSS/HSC314)

**Level:** 3  
**Credit value:** 4  
**UAN:** K/602/4015

## Unit aim

This unit is aimed at those who provide care for newborn babies when their mothers are unable to do so. Learners will have the opportunity to develop understanding and skills related to the needs of newborns and be able to provide care that contributes to their development and wellbeing, whilst keeping babies safe and secure.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to caring for newborn babies when the mother is unable to do so
2. Understand how to meet the physical, social, emotional and developmental needs of newborns
3. Be able to contribute to the safety of newborn babies within care
4. Be able to feed, bathe and clothe newborn babies in line with local policy and protocol

## 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 HSC 314

## Assessment

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

## Unit 4223-447 Care for a newly born baby when the mother is unable to do so (HSS/HSC314)

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to caring for newborn babies when the mother is unable to do so**

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to caring for newborn babies when the mother is unable to do so
- 2 Describe local policies for child safety and protection
- 3 Explain how to work in partnership with parents/carers and **significant others**
- 4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
- 5 Explain how to obtain advice and information to support own practice
- 6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
- 7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
- 8 Explain the importance of confidentiality when accessing records and information.

#### **Outcome 2 Understand how to meet the physical, social, emotional and developmental needs of newborns**

The learner can:

1. Explain how babies develop in the first 10 days of life and factors that might enhance or inhibit this
2. Describe the **normal state of newborn babies**
3. Describe the physical, social and emotional developmental needs of babies during the first 10 days of life
4. Explain how to anticipate and respond to the needs of newborn babies using non-verbal cues
5. Explain the health, safety and hygiene requirements of newborn babies
6. Explain the importance of providing consistency and continuity of care for newborn babies
7. Explain how to protect the rights and interests of babies.

#### **Outcome 3 Be able to contribute to the safety of newborn babies within care**

The learner can:

1. Engage, relate to and interact with a newborn baby in ways that encourage the development of relationships
2. Create a care environment which ensures the newborn baby is safe, secure and free from danger, harm and abuse
3. Handle, move and position the baby safely to encourage interaction and help them feel secure, in line with local policy and protocol
4. Confirm the identity of anyone who wants to handle the baby, checking that identification labels are secure and visible
5. Update and store records in line with local policy and protocol.

## **Outcome 4 Be able to feed, bathe and clothe newborn babies in line with local policy and protocol**

The learner can:

1. Apply standard precautions for infection control
2. Apply health and safety measures relevant to the procedure and environment
3. Prepare the environment and equipment for feeding, bathing and clothing newborn babies
4. Prepare equipment and a feed according to the individual requirements of the baby
5. Position the baby safely, securely and comfortably, in line with local policy and protocol
6. Dispose of leftover food in line with local policy and protocol
7. Undress the baby, wash, bathe and dry them, following safe hygiene and care principles
8. Observe skin condition, treating any dryness or soreness
9. Dress the baby in a clean nappy and suitable clothes for the environmental conditions and temperature
10. Dispose of soiled nappies, clean and store equipment in line with local policy and protocol
11. Update records, referring any observations and actions to the **appropriate person**.

## Unit 4223-447 Care for a newly born baby when the mother is unable to do so (HSS/HSC314)

### Additional guidance

**Significant others** may include

- Family
- Colleagues
- Other individuals involved with the care or well-being of the baby, child or young person

**Normal state of newborn babies** should be monitored by checking their:

- temperature,
- skin,
- umbilical cord,
- eyes,
- hair,
- muscle tone,
- urine,
- stools and
- genitalia

An **appropriate person** could include other members of the care team or family of the newborn baby



# Unit 4223-448 Support parents/carers to interact with and care for their newborn baby (HSS/HSC320)

**Level:** 3  
**Credit value:** 4  
**UAN:** M/602/4016

## Unit aim

This unit is aimed at those who support parents/carers to interact with and care for their newborn baby/babies. Learners will have the opportunity to develop the knowledge, understanding and skills necessary to reinforce advice related to active parenting.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to interact with and care for their newborn baby
2. Understand the importance of supporting parents/carers to interact and care for their newborn babies
3. Be able to support parents/carers in caring for, interacting with and forming bonds with their newborn babies
4. Be able to support parents/carers in feeding and keeping their babies clean and safe

## 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 HSC320

## Assessment

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

## Unit 4223-448 Support parents/carers to interact with and care for their newborn baby (HSS/HSC320)

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to interact with and care for their newborn baby**

The learner can:

- 1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to interact with and care for their newborn baby
- 2 Describe local policies for child safety and protection
- 3 Explain how to work in partnership with parents/carers and **significant others**
- 4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
- 5 Explain how to obtain advice and information to support own practice
- 6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
- 7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
- 8 Explain the importance of confidentiality when accessing records and information.

#### **Outcome 2 Understand the importance of supporting parents/carers to interact and care for their newborn babies**

The learner can:

1. Explain the responsibilities and limits of own relationship with parents/carers and their newborn baby
2. Describe the **normal state of newborn babies**
3. Explain how care and environmental conditions impact on the normal state of the newborn baby
4. Explain why parents/carers should be encouraged to engage in active parenting
5. Explain the importance of confirming the level of assistance required by parents/carers.

#### **Outcome 3 Be able to support parents/carers in caring for, interacting with and forming bonds with their newborn babies**

The learner can:

1. Provide active support to the parent/carer, within the level of assistance required, to handle and interact with the baby and deal with their needs
2. Observe the parent/carer interacting with their baby, providing encouragement when they bond with and relate to their baby
3. Discuss with parents/carers the ways in which they can meet the physical, social and emotional needs of their baby
4. Reinforce advice that parents/carers have been given about handling and caring for their baby in ways that encourage interaction and bonding
5. Update records about the progress of the parent/carer, reporting any concerns to the person with responsibility to act.

## **Outcome 4 Be able to support parents/carers in feeding and keeping their babies clean and safe**

The learner can:

1. Encourage and support parents/carers to prepare themselves, the environment and the equipment prior to feeding, bathing or clothing the baby
2. Discuss with parents/carers approaches to feeding in line with the advice they have been given, encourage regular feeding
3. Observe and support parents attending to their baby's comfort, hygiene and wellbeing needs when feeding, handling, washing, nappy changing and dressing
4. Encourage parents to monitor their baby's condition and observe any changes in behaviour, feeding or content of nappy, seeking support if required
5. Reinforce advice given to parents about sleeping positions, room and body temperature, coverings and clothing.

## **Unit 4223-448 Support parents/carers to interact with and care for their newborn baby (HSS/HSC320)**

### Additional guidance

**Significant others** may include

- Family
- Colleagues
- Other individuals involved with the care or well-being of the baby, child or young person

**Normal state of newborn babies** should be monitored by checking their:

- temperature,
- skin,
- umbilical cord,
- eyes,
- hair,
- muscle tone,
- urine,
- stools and
- genitalia

## Unit 4223-449 Anatomy and physiology for maternity support workers (Unit 2)

**Level:** 3  
**Credit value:** 2  
**UAN:** T/601/3440

### Unit aim

The aim of this unit is to provide learners with knowledge of the anatomy and physiology of the female reproductive system and breast. Learners will develop an understanding of the physical changes that happen to the body during pregnancy.

### Learning outcomes

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

1. Know the anatomy and physiology of the female reproductive system
2. Know the anatomy and physiology of the breast
3. Understand physical changes during pregnancy

### 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 NHS KSF Core Dimensions unit 2

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# **Unit 4223-449 Anatomy and physiology for maternity support workers (Unit 2)**

## Assessment criteria

### **Outcome 1 Know the anatomy and physiology of the female reproductive system**

The learner can:

- 1 Summarise the structure and function of the female reproductive system
- 2 Outline the role of hormones in female reproduction.

### **Outcome 2 Know the anatomy and physiology of the breast**

The learner can:

1. Label the structure of the breast
2. Describe the process of lactation.

### **Outcome 3 Understand physical changes during pregnancy**

The learner can:

1. Explain the physical changes in the body due to pregnancy
2. Analyse physical changes which pose a risk to pregnancy.

# Unit 4223-450 Paediatric emergency first aid (PEFAP001)

**Level:** 2  
**Credit value:** 1  
**UAN:** F/600/2036

## Unit aim

The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric emergency first aid situations contained in this unit.

## Learning outcomes

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

1. Understand the role of the paediatric first aider
2. Be able to assess an emergency situation and act safely and effectively
3. Be able to provide first aid for an infant and a child who is unresponsive and breathing normally
4. Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally
5. Be able to provide first aid for an infant and a child who has a foreign body airway obstruction
6. Be able to provide first aid to an infant and a child who is wounded and bleeding
7. Know how to provide first aid to an infant and a child who is suffering from shock

## 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:

- Early Years Foundation Stage Practice Guidance - DCSF 2008.
- This unit is mapped against EYDC standards. (Early Years Development Childcare)

## Assessment

This unit will be assessed by:

- Candidate portfolio of evidence.

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

# Unit 4223-450 Paediatric emergency first aid (PEFAP001)

## Assessment criteria

### **Outcome 1 Understand the role of the paediatric first aider**

The learner can:

- 1 Identify the responsibilities of a paediatric first aider
- 2 Describe how to minimise the risk of infection to self and others
- 3 Describe suitable first aid equipment, including personal protection, and how it is used appropriately
- 4 Identify what information needs to be included in an accident report/incident record, and how to record it
- 5 Define an infant and a child for the purposes of first aid treatment.

### **Outcome 2 Be able to assess an emergency situation and act safely and effectively**

The learner can:

1. Demonstrate how to conduct a scene survey
2. Demonstrate how to conduct a primary survey on an infant and a child
3. Identify when and how to call for help.

### **Outcome 3 Be able to provide first aid for an infant and a child who is unresponsive and breathing normally**

The learner can:

1. Demonstrate how to place an infant and a child into the appropriate recovery position
2. Describe how to continually assess and monitor an infant and a child whilst in your care.

### **Outcome 4 Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally**

The learner can:

1. Identify when to administer CPR to an unresponsive infant and an unresponsive child who is not breathing normally
2. Demonstrate how to administer CPR using an infant and a child manikin
3. Describe how to deal with an infant and a child who is experiencing a seizure.

### **Outcome 5 Be able to provide first aid for an infant and a child who has a foreign body airway obstruction**

The learner can:

1. Differentiate between a mild and a severe airway obstruction
2. Demonstrate how to treat an infant and a child who is choking
3. Describe the procedure to be followed after administering the treatment for choking.



## **Outcome 6 Be able to provide first aid to an infant and a child who is wounded and bleeding**

The learner can:

1. Describe common types of wounds
2. Describe the types and severity of bleeding and the affect that it has on an infant and a child
3. Demonstrate the safe and effective management for the control of minor and major external bleeding
4. Describe how to administer first aid for minor injuries.

## **Outcome 7 Know how to provide first aid to an infant and a child who is suffering from shock**

The learner can:

1. Describe how to recognise and manage an infant and a child who is suffering from shock
2. Describe how to recognise and manage an infant and a child who is suffering from anaphylactic shock

# Unit 4223-451 Support individuals during emergency situations (HSS/GEN060)

**Level:** 3  
**Credit value:** 3  
**UAN:** M/602/4825

## Unit aim

This unit is about providing support for individuals who require emergency healthcare interventions. The support provided during the period of the intervention includes, arranging childminding or care for dependent family members, organising the safe custody of the individuals' possession and providing comfort and reassurance to individuals. The unit does not include identifying or arranging long term social care, emotional support, counselling or rehabilitation.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies and protocols related to supporting individuals during emergency situations
2. Understand how being involved in an emergency situation can impact on individuals' health and well being, and how the negative effects can be reduced
3. Be able to prepare to provide support to individuals during emergency situations
4. Be able to provide support to individuals during emergency situations

## 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 GEN 60

## Assessment

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

# Unit 4223-451 Support individuals during emergency situations (HSS/GEN060)

## Assessment criteria

### Outcome 1 Understand current legislation, national guidelines, policies and protocols related to supporting individuals during emergency situations

The learner can:

- 1 Outline the current legislation, national guidelines, policies and protocols related to supporting **individuals** during emergency situations
- 2 Describe the procedures to be followed when identifying, accessing and arranging **support** for an individual in an emergency situation
- 3 Explain the roles and responsibilities of self and others when providing personal and emotional **support** to **individuals** during emergency situations.

### Outcome 2 Understand how being involved in an emergency situation can impact on individuals' health and well being, and how the negative effects can be reduced

The learner can:

1. Explain the factors which may cause distress to **individuals** involved in emergency situations and how they can be minimised
2. Explain the need to monitor an individual's emotional and psychological well being following an emergency situation
3. Describe how **individuals** can be encouraged to promote their own health and well being following an emergency situation.

### Outcome 3 Be able to prepare to provide support to individuals during emergency situations

The learner can:

1. Describe the types of **support** which may be required in an emergency situation
2. Describe the nature of the **support** required by the individual
3. Assess whether the individual has any **significant others** who may be able to provide additional **support**
4. Confirm the individual's identity and gain **valid consent** before initiating **support**
5. Communicate with the individual at a pace and level appropriate to their understanding
6. Explain your role in relation to the provision of **support** and the function of the organisation you represent

### Outcome 4 Be able to provide support to individuals during emergency situations

The learner can:

1. Provide and organise physical **support**, and practical help for the individual
2. Check that an individual's privacy and dignity is maintained at all times
3. Provide comfort and reassurance to the individual, keeping them informed at all times
4. Monitor the individual's emotional and psychological well being and inform the emergency assistance team of their emotional and psychological status
5. Seek supervision and assistance for situations beyond agreed competence and authority.

## **Unit 4223-451 Support individuals during emergency situations (HSS/GEN060)**

### Additional guidance

**Individuals** include:

- A child
- A young person
- An adult

**Support** may include:

- Comfort and reassurance
- Immediate physical support
- Immediate practical help

**Significant others** may include:

- Family members
- Related/non-related carers
- Close friends or colleagues
- Others with a responsibility for the individual such as those acting in loco parentis or power of attorney

**Valid consent** must be in line with agreed UK country definition. Best interest principles must be applied in the case of an unconscious patient.

# 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 must be assessed 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 1 Understand the importance of health and safety measures when transporting, transferring and positioning individuals and equipment in the perioperative care environment

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 2 Understand the requirements for pressure area care in the perioperative environment

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 3 Be able to prepare to transport individuals within the perioperative care environment

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 4 Be able to assist in the transfer and positioning of individuals within the perioperative environment**

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.



## **Unit 4223-453 Contribute to the safe use of medical devices in the perioperative environment (HSS/PCS002)**

**Level:** 2  
**Credit value:** 4  
**UAN:** F/602/3923

### **Unit aim**

This unit is aimed at those whose responsibility it is to ensure medical devices in the perioperative environment are safe for use. Learners will have the opportunity to consolidate safe working practices which are underpinned by an understanding of sterile practices and fields within the perioperative environment.

### **Learning outcomes**

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

1. Understand the importance of following health and safety requirements when using medical devices in the perioperative environment
2. Be able to check and handle medical devices in the perioperative environment, according to health and safety procedures
3. Be able to check the integrity of instrument trays
4. Be able to dispose of used items and equipment safely

### **Guided learning hours**

It is recommended that **29** 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 PCS 2.

### **Assessment**

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

# Unit 4223-453 Contribute to the safe use of medical devices in the perioperative environment (HSS/PCS002)

## Assessment criteria

### Outcome 1 Understand the importance of following health and safety requirements when using medical devices in the perioperative environment

The learner can:

- 1 Outline how **sterile fields** are maintained in the perioperative environment
- 2 Describe the sterilisation processes used for **medical devices**
- 3 Explain the role of **traceability systems** and recording mechanisms in health and safety
- 4 Explain the importance of compliance with specific organisational health and safety policies and procedures for **medical devices** and the implications of non-compliance
- 5 Outline how to sort and dispose of equipment, instruments, soft packs and waste materials in line with local policies and protocols
- 6 Identify different types of waste and spillage and how to dispose of them.

### Outcome 2 Be able to check and handle medical devices in the perioperative environment, according to health and safety procedures

The learner can:

1. Apply **standard precautions** for infection control
2. Implement health and safety measures relevant to handling **medical devices**
3. Check equipment, instruments and soft pack items for signs of damage, returning those unsuitable for use to the appropriate location and completing the appropriate documentation
4. Use packs in strict rotation and store them in the agreed location
5. Report shortages of supplies to the appropriate member of the team and record these actions.

### Outcome 3 Be able to check the integrity of instrument trays

The learner can:

1. Check instrument trays before and after use to confirm they contain the specified items, recording and reporting any missing items to the appropriate team member
2. Locate and replace any missing items and record and report to the appropriate team member
3. Identify, report and record any faulty equipment, instruments or soft pack items to the appropriate team member

### Outcome 4 Be able to dispose of used items and equipment safely

The learner can:

1. Dispose of single use equipment in line with local policies and protocols
2. Collect, sort and store items for decontamination and sterilisation, in accordance with local policies and protocols
3. Collect empty pack containers, trays and used **medical devices** and place in the appropriate location for collection.

## Unit 4223-453 Contribute to the safe use of medical devices in the perioperative environment (HSS/PCS002)

### Additional guidance

**Traceability systems** include those designed to provide:

- evidence of the sterility of sterile surgical instruments
- a tracing system through the cleaning, packing and sterilisation processes
- information re which patient the equipment was used for

The **sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around a patient that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.

**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.

**Medical devices** includes

- medical products,
- equipment and
- packs

## Unit 4223-454 Assist in the delivery of perioperative care and support to individuals (HSS/PCS005\_7)

**Level:** 3  
**Credit value:** 4  
**UAN:** Y/602/3930

### Unit aim

This unit is aimed at those who support and monitor individuals in a perioperative environment, according to their care plan. The learner will develop their understanding of how the perioperative environment and procedures affect individuals' responses to clinical interventions.

### Learning outcomes

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

1. Understand the potential effects of the perioperative environment and procedures on individuals undergoing perioperative care
2. Be able to support individuals in a perioperative environment according to their care plan
3. Be able to monitor individuals in a perioperative environment according to the requirements of their care plans

### 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 PCS5 & PCS7

### Assessment

This unit will be assessed by: Portfolio.

## **Unit 4223-454 Assist in the delivery of perioperative care and support to individuals (HSS/PCS005\_7)**

### Assessment criteria

#### **Outcome 1 Understand the potential effects of the perioperative environment and procedures on individuals undergoing perioperative care**

The learner can:

- 1 Explain the effects of pre-medication and sedation on the individual and how these affect support and monitoring requirements
- 2 Explain the importance of ensuring the environment is suitable for the conscious /unconscious individual
- 3 Identify factors in the perioperative environment and procedures which could cause stress and distress to the individual
- 4 Describe the signs of distress which may be exhibited by the individual in the perioperative environment and how these affect support requirements.

#### **Outcome 2 Be able to support individuals in a perioperative environment according to their care plan**

The learner can:

1. Use verbal and non verbal communication to support the individual's comfort, privacy, dignity, emotional and physical care needs according to their care plan
2. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
3. Respond to the individual's questions, referring on those outside own sphere of competence in accordance with local policy and protocol
4. Provide support and care to the patient to promote their comfort in the perioperative environment.

#### **Outcome 3 Be able to monitor individuals in a perioperative environment according to the requirements of their care plans**

The learner can:

1. Explain the importance of closely monitoring the individual in the perioperative environment
2. Identify any changes in and concerns about the individual's condition
3. Seek advice about changes in and concerns about the individual's condition in line with local policy and protocol
4. Record outcomes of monitoring activities in line with local policy and protocol
5. Obtain and pass on relevant information on the individual's care requirements to other team members in line with local policy and protocol.

# Unit 4223-455 Measure and record individuals' body fluid balance in a perioperative environment (HSS/PCS006)

**Level:** 3  
**Credit value:** 4  
**UAN:** M/602/3934

## Unit aim

This unit is aimed at those who work within the perioperative environment to measure, record and review individual's fluid balance. This unit provides an opportunity to develop understanding of the procedures which underpin measuring individuals' fluid balance, and the importance of doing so.

## Learning outcomes

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

1. Understand safe procedures relating to measuring and recording individuals' fluid balance in a perioperative environment
2. Be able to measure, record and review individuals' body fluid balance in a perioperative environment
3. Be able to manage equipment after measuring individuals' body fluid balance

## 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 PCS6

## Assessment

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

## **Unit 4223-455 Measure and record individuals' body fluid balance in a perioperative environment (HSS/PCS006)**

### Assessment criteria

#### **Outcome 1 Understand safe procedures relating to measuring and recording individuals' fluid balance in a perioperative environment**

The learner can:

- 1 Describe the purposes of measuring an individual's fluid balance and wound drainage
- 2 Describe the factors that affect fluid input, output and wound drainage
- 3 Explain the potential hazards associated with measuring an individual's body fluids and wound drainage
- 4 Describe adverse circumstances related to measuring and recording an individual's fluid balance that would require immediate reporting
- 5 Describe organisational policies and procedures on correct disposal of single use equipment and other hazardous waste
- 6 Explain the organisational policies and procedures for reporting and recording faulty equipment
- 7 Explain why it is important to work within own sphere of competence.

#### **Outcome 2 Be able to measure, record and review individuals' body fluid balance in a perioperative environment**

The learner can:

1. Confirm the individual's identity and gain **valid consent**
2. Apply **standard precautions** for infection control
3. Implement health and safety measures relevant to recording an individual's body fluid balance when carrying out this task
4. Measure the individual's fluid input, output and wound drainage using equipment in line with local policy and protocol
5. Record the individual's body fluid balance in line with local policy and protocol
6. Identify the difference between body fluid and other fluids
7. Review fluid balance measurements in line with local policy and protocol
8. Explain why it is necessary to report any problems in measuring or recording the individual's fluid balance in line with local policy and protocol
9. Report results in line with local policy and protocol.

#### **Outcome 3 Be able to manage equipment after measuring individuals' body fluid balance**

The learner can:

1. Clean reusable equipment after use using the correct materials in line with local policy and protocols
2. Return equipment to the storage or collection location.

**Unit 4223-455 Measure and record individuals' body fluid balance in a perioperative environment (HSS/PCS006)**

Additional guidance

**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens



# Unit 4223-456 Assist in receiving, handling and dispatching clinical specimens (HSS/PCS0100)

**Level:** 2  
**Credit value:** 2  
**UAN:** L/602/3942

## Unit aim

This unit is aimed at those who assist others to receive, handle and dispatch clinical specimens. Learners will have the opportunity to develop knowledge, understanding and skills related to using appropriate containers and transport methods whilst ensuring precautions related to infection control are upheld.

## Learning outcomes

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

1. Understand how health and safety measures are implemented when receiving, handling and dispatching clinical specimens
2. Understand the reasons for different containers and transport media for different clinical specimens
3. Be able to assist others to receive, handle, label and dispatch clinical specimens

## 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 PCS10

## Assessment

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

# Unit 4223-456 Assist in receiving, handling and dispatching clinical specimens (HSS/PCS0100)

## Assessment criteria

### Outcome 1 Understand how health and safety measures are implemented when receiving, handling and dispatching clinical specimens

The learner can:

- 1 Explain how the **standard precautions** for infection control apply when receiving, handling and dispatching specimens
- 2 Describe how to avoid compromising the **sterile field**
- 3 Outline the actions to take when there is a breakdown in the **sterile field**.

### Outcome 2 Understand the reasons for different containers and transport media for different clinical specimens

The learner can:

1. Identify different types and uses of containers and transport media used in the perioperative environment
2. Explain the differences between the types of specimens and how these are received, handled and dispatched
3. Explain the potential consequences of failing to follow procedure when handling, labelling and dispatching clinical specimens.

### Outcome 3 Be able to assist others to receive, handle, label and dispatch clinical specimens

The learner can:

1. Apply **standard precautions** for infection control
2. Implement health and safety measures relevant to handling clinical specimens
3. Use the correct container and transport medium for the type of specimen as directed by the **appropriate person**
4. Receive, handle, label, dispatch and record information on specimens in line with local policies and protocols as directed by the **appropriate person**
5. Notify the **appropriate person** of any queries relating to clinical specimens which are beyond own competence
6. Update records in line with local policies and protocols.

## Unit 4223-456 Assist in receiving, handling and dispatching clinical specimens (HSS/PCS0100)

### Additional guidance

The **sterile field** is a specified area that is considered free of viable micro organisms. This is often an area immediately around a patient that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.

An **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.

# Unit 4223-457 Provide support to the surgical team when preparing individuals for operative and invasive procedures

**Level:** 3  
**Credit value:** 4  
**UAN:** F/602/3954

## Unit aim

This unit is aimed at those who support the surgical team when preparing individuals for operative procedures. Learners will have the opportunity to develop knowledge, understanding and skills related to preparing individuals and selecting, handling and disposing of surgical instruments and supplementary items.

## Learning outcomes

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

1. Understand how to prepare individuals for operative and invasive procedures in line with national guidelines, policies, protocols and good practice
2. Understand the factors to be considered in the choice of surgical instruments and supplementary items during operative procedures
3. Be able to support others to prepare individuals for operative and invasive procedures
4. Be able to select, handle and dispose of surgical instruments and supplementary items for operative and invasive procedures

## 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 PCS15

## Assessment

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

## **Unit 4223-457 Provide support to the surgical team when preparing individuals for operative and invasive procedures**

### Assessment criteria

#### **Outcome 1 Understand how to prepare individuals for operative and invasive procedures in line with national guidelines, policies, protocols and good practice**

The learner can:

- 1 Explain how to apply **standard precautions** to the preparation of individuals for operative and invasive procedures
- 2 Explain the importance of applying **standard precautions** to the health and safety of individuals
- 3 Identify potential sources of contamination when preparing individuals for operative and invasive procedures
- 4 Explain the dangers of re using single use equipment.

#### **Outcome 2 Understand the factors to be considered in the choice of surgical instruments and supplementary items during operative procedures**

The learner can:

1. Identify the types, purpose and functions of surgical instruments and supplementary items used in the surgical environment
2. Describe potential hazards of using surgical instruments and ways to minimise the risk of harm
3. Explain the factors affecting the choice of surgical instruments and supplementary items
4. Identify the factors which inform the choice of sites for attachment of surgical instruments
5. Explain how different types of skin preparation agents and surgical drapes are used in the surgical environment to provide barriers to cross infection.

#### **Outcome 3 Be able to support others to prepare individuals for operative and invasive procedures**

The learner can:

1. Confirm the individual's identity and gain **valid consent**
2. Apply **standard precautions** for infection control
3. Implement health and safety measures relevant to the procedure and environment
4. Identify the individual's operative site, clarifying any queries with the **appropriate person**
5. Support others to prepare the individual for an operative or invasive procedure, maximising their dignity, comfort and safety.

## **Outcome 4 Be able to select, handle and dispose of surgical instruments and supplementary items for operative and invasive procedures**

The learner can:

1. Select and handle surgical instruments and supplementary items safely and in line with the manufacturers' instructions
2. Select an appropriate site in the **sterile field** for attaching surgical instruments and supplementary items
3. Account for and record all items and swabs used in the preparation of the operative site in line with local policies and protocols
4. Dispose of waste generated during surgical preparation in line with local policies and protocols.

## Unit 4223-457 Provide support to the surgical team when preparing individuals for operative and invasive procedures

### Additional guidance

**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.

An **appropriate person** could include someone in a senior position who has overall responsibility for overseeing and/or directing the preparation of a pre-operative patient.

The **sterile field** is a specified area that is considered free of viable micro organisms. This is often an area immediately around a patient that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members and all furniture and fixtures in the area.

# Unit 4223-458 Perform the non scrubbed circulating role for perioperative procedures (HSS/PCS024)

**Level:** 2  
**Credit value:** 3  
**UAN:** A/602/3970

## Unit aim

This unit is aimed at those who work in a non-scrubbed role to support perioperative teams during perioperative procedures. Learners will have the opportunity to develop knowledge, understanding and skills to maintain the sterile field and work safely with medical devices and equipment underpins practice.

## Learning outcomes

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

1. Understand how to perform the non scrubbed circulating role for perioperative procedures in line with policies, protocols and good practice
2. Know how medical devices are used for surgical interventions
3. Be able to work with medical devices and equipment for clinical procedures in accordance with requirements

## 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 PCS24.

## Assessment

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



## Unit 4223-458 Perform the non scrubbed circulating role for perioperative procedures (HSS/PCS024)

### Assessment criteria

#### Outcome 1 Understand how to perform the non scrubbed circulating role for perioperative procedures in line with policies, protocols and good practice

The learner can:

- 1 Explain the **standard precautions** used for the provision and monitoring of medical equipment, devices and items, and the potential consequences of not following these
- 2 Explain local policies regarding the correct handling of contaminated items
- 3 Describe how to avoid compromising the **sterile field**
- 4 Explain the procedures required when there is a breakdown in the **sterile field**
- 5 Explain how to dispose of contaminated or potentially hazardous waste in line with local and national policies and protocols.

#### Outcome 2 Know how medical devices are used for surgical interventions

The learner can:

1. Outline the purpose and function of medical devices used for surgical interventions
2. Identify the potential hazards of medical devices
3. Outline the suitability of different types of surgical instrumentation for different procedures
4. Outline the action to take if problems are identified with medical devices
5. Identify the equipment to be used for weighing swabs and counting instruments.

#### Outcome 3 Be able to work with medical devices and equipment for clinical procedures in accordance with requirements

The learner can:

1. Apply **standard precautions** for infection control
2. Implement health and safety measures relevant to the procedure and environment
3. Obtain, prepare and position medical devices and equipment in line with local policies and protocols
4. Use, care for and store medical devices and equipment in line with manufacturers' instructions and local policies and protocols
5. Monitor and count surgical instruments, swabs and sharps with the **appropriate person** in line with national and local policies and protocols
6. Maintain tracking and traceability requirements for sterile items
7. Dispose of clinical and hazardous waste safely, according to local policies and protocols
8. Explain the actions to be taken when there is a problem with an item and the potential consequences of not following procedures.

## Unit 4223-458 Perform the non scrubbed circulating role for perioperative procedures (HSS/PCS024)

### Additional guidance

The **circulating role** is someone in a clinical role assisting the practitioner during perioperative procedures

The **sterile field** is a specified area that is considered free of viable micro organisms. This is often an area immediately around a patient that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members and all furniture and fixtures in the area.

An **appropriate person** is the designated member of the team responsible for counting the surgical instruments.

**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.

# Unit 4223-459 Prepare anaesthetic environment and provide support for pre and post-operative anaesthesia and recovery (HSS/PCS025)

**Level:** 3  
**Credit value:** 5  
**UAN:** D/602/3976

## Unit aim

This unit equips learners within this anaesthetic/recovery environment with knowledge about H&S measures and the parameters for clinical readings, as well as competence in the preparation of equipment and the care of these individuals. This involves a degree of autonomy and responsibility.

## Learning outcomes

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

1. Understand health and safety measures specific to carrying out activities in the anaesthetic/recovery environment
2. Understand the parameters for clinical readings taken in the anaesthetic/recovery environment
3. Be able to prepare and maintain anaesthetic/recovery equipment for the reception of individuals
4. Be able to assist the registered practitioner in caring for individuals in the anaesthetic/recovery environment

## 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 PCS25

## Assessment

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

# Unit 4223-459 Prepare anaesthetic environment and provide support for pre and post-operative anaesthesia and recovery (HSS/PCS025)

## Assessment criteria

### **Outcome 1 Understand health and safety measures specific to carrying out activities in the anaesthetic/recovery environment**

The learner can:

- 1 Explain the **standard precautions** required for preparing the anaesthetic/recovery environment and the potential consequences of poor practice
- 2 Explain the importance of wearing personal protective equipment in the anaesthetic/recovery environment
- 3 Explain the importance of using equipment in line with manufacturers' instructions and local policy and protocol
- 4 Explain how to recognise clinical emergencies, and how to provide support to the registered practitioner in these emergencies.

### **Outcome 2 Understand the parameters for clinical readings taken in the anaesthetic/recovery environment**

The learner can:

1. Identify the normal parameters for temperature, pulse, blood pressure, respiration, oxygen levels and urinary output
2. Explain how to measure an individual's temperature, blood pressure, respiration, oxygen levels and urinary output
3. Explain how anaesthesia may affect an individual's temperature, pulse, blood pressure, respiration, oxygen levels and urinary output
4. Explain the common adverse reactions an individual may experience related to anaesthetic and recovery care
5. Explain the importance of reporting any issues beyond own competence in accordance with local policy and protocol.

### **Outcome 3 Be able to prepare and maintain anaesthetic/recovery equipment for the reception of individuals**

The learner can:

1. Implement health and safety measures relevant to anaesthetic/recovery equipment
2. Apply **standard precautions** for infection control
3. Make equipment and documentation available for the registered practitioner
4. Document and report any equipment that is unfit for use according to local policy and protocol
5. Clean reusable equipment in line with local policy and protocol
6. Dispose of single use equipment and waste according to local policy and protocol
7. Explain the importance of maintaining the stock of disposables/fluids/linen.

## **Outcome 4 Be able to assist the registered practitioner in caring for individuals in the anaesthetic/recovery environment**

The learner can:

1. Confirm the individual's identity and gain **valid consent**
2. Maintain the individual's privacy, dignity and comfort when the individual is transferred and received into the anaesthetic/recovery environment
3. Work within own sphere of competence, recognising when to refer on issues
4. Use verbal and non verbal skills to support individuals, prior to and after anaesthesia/sedation, overcoming any possible communication difficulties
5. Support the registered practitioner in the assessment, management and reassurance of the individual in the anaesthetic/recovery environment
6. Explain the importance of monitoring the individual as delegated by the registered practitioner in accordance with the care plan
7. Measure and record clinical observations, reporting any deviation from normal parameters to the registered practitioner
8. Record information in line with local policy and protocol.

**Unit 4223-459 Prepare anaesthetic environment and provide support for pre and post-operative anaesthesia and recovery (HSS/PCS025)**

Additional guidance

**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens

# Unit 4223-460 Prepare and dress for scrubbed clinical roles (HSS/PCS013)

**Level:** 2  
**Credit value:** 4  
**UAN:** K/602/3947

## Unit aim

This unit is aimed at those who work under direction from the perioperative team. Learners will have the opportunity to develop underpinning knowledge of the requirements involved in preparing and dressing for the scrubbed clinical role and be able to apply these to practice.

## Learning outcomes

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

1. Understand how to follow safe procedures when preparing and dressing for scrubbed clinical roles
2. Know how to work within own sphere of competence
3. Understand how to dress for scrubbed clinical roles
4. Be able to work within scrubbed clinical roles

## Guided learning hours

It is recommended that **28** 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 PCS13

## Assessment

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

## Unit 4223-460 Prepare and dress for scrubbed clinical roles (HSS/PCS013)

### Assessment criteria

#### Outcome 1 Understand how to follow safe procedures when preparing and dressing for scrubbed clinical roles

The learner can:

- 1 Explain how national guidelines and local policies and protocols inform the selection and preparation of personal protective equipment
- 2 Explain what is meant by an aseptic environment and the **sterile field**
- 3 Explain the importance of reporting any potential contamination in line with local policies and procedures.

#### Outcome 2 Know how to work within own sphere of competence

The learner can:

1. Outline the importance of understanding and working within the limits of own competence
2. Identify the action to take on issues outside own sphere of competence.

#### Outcome 3 Understand how to dress for scrubbed clinical roles

The learner can:

1. Explain how to follow infection control procedures in preparation for the scrubbed clinical role
2. Describe the factors which affect the choice of personal protective clothing for different procedures
3. Explain the importance of wearing personal protective clothing for the scrubbed clinical role
4. Explain why it is necessary to change personal protective equipment which has become unsuitable

#### Outcome 4 Be able to work within scrubbed clinical roles

The learner can:

1. Apply **standard precautions** for infection control
2. Implement health and safety measures relevant to scrubbed clinical roles
3. Select and wear personal protective equipment in line with local policies and protocols
4. Identify and maintain the **sterile field** by following theatre etiquette and protocols
5. Dispose of used personal protective equipment appropriately
6. Report any potential contamination in line with local policies and protocols.



## Unit 4223-460 Prepare and dress for scrubbed clinical roles (HSS/PCS013)

### Additional guidance

**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.

The **sterile field** is a specified area that is considered free of viable micro organisms. This is often an area immediately around a patient that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.

# Unit 4223-461 Prepare and provide surgical instrumentation and supplementary items for the surgical team (HSS/PCS04\_16)

**Level:** 3  
**Credit value:** 6  
**UAN:** K/602/3950

## Unit aim

This unit is aimed at those who are responsible for preparing surgical instrumentation and supplementary items and making them available to the surgical team in a perioperative environment.

## Learning outcomes

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

1. Understand how to prepare and provide surgical instrumentation and items for the surgical team in line with health and safety procedures and protocols
2. Be able to prepare surgical instruments and supplementary items for the surgical team
3. Be able to provide surgical instruments and supplementary items for the surgical team
4. Be able to dispose of waste from the sterile field

## Guided learning hours

It is recommended that **43** 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 PCS14 & 16.

## Assessment

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

# Unit 4223-461 Prepare and provide surgical instrumentation and supplementary items for the surgical team (HSS/PCS04\_16)

## Assessment criteria

### Outcome 1 Understand how to prepare and provide surgical instrumentation and items for the surgical team in line with health and safety procedures and protocols

The learner can:

- 1 Explain how the **sterile field** contributes to infection control in the operative setting
- 2 Explain how to maintain the **sterile field** during surgical procedures and the actions to take if it is compromised
- 3 Explain the types, purposes and functions of commonly used surgical instruments and the potential hazards associated with their use
- 4 Describe common supplementary items and their use during surgery
- 5 Explain the procedures for identifying and reporting problems with instruments and items during preparation and throughout the procedure
- 6 Explain the principles and techniques for counting instruments, sharps, swabs and supplementary items and the importance of these.

### Outcome 2 Be able to prepare surgical instruments and supplementary items for the surgical team

The learner can:

1. Apply **standard precautions** for infection control
2. Maintain compliance with health and safety guidance at all times
3. Check surgical instruments and supplementary items before preparation and confirm as being within expiry date, safe and fit for purpose
4. Select and prepare required surgical instruments and supplementary items for the procedure
5. Set up surgical instruments and supplementary items to meet the needs of the operative procedure and the patient's plan of care
6. Count and record instruments, sharps, swabs and supplementary items prior to commencing the procedure in line with local policies and protocols.

### Outcome 3 Be able to provide surgical instruments and supplementary items for the surgical team

The learner can:

1. Handle instruments and supplementary items in line with local policies and protocols while maintaining the integrity of the **sterile field**
2. Anticipate the needs of the surgical team by monitoring their activities and the placement of items within the surgical field
3. Clarify any uncertainty over the requirements of the surgical team with the appropriate person
4. Provide instrumentation and supplementary items to meet the needs of the surgical team and the individual's plan of care
5. Count and record instruments, sharps, swabs and supplementary items during the process and prior to close and completion in line with national and local policies and protocols
6. Inform the surgical team of instrument and supplementary item counts during the procedure in line with local policies and protocols.

## **Outcome 4 Be able to dispose of waste from the sterile field**

The learner can:

1. Dispose of and transfer used instruments and supplementary items to the non sterile area for accounting, tracking and traceability in line with local policies and protocols
2. Update records in line with national guidelines
3. Remove and dispose of drapes in line with local policies and protocols
4. Maintain the dignity of the individual throughout the procedure in line with local policy and protocol.

## Unit 4223-461 Prepare and provide surgical instrumentation and supplementary items for the surgical team (HSS/PCS04\_16)

### Additional guidance

The **appropriate person** will be another member of the surgical team.

The **sterile field** is a specified area that is considered free of viable micro organisms. This is often an area immediately around a patient that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.

## Unit 4223-462 Receive and handle clinical specimens within the sterile field (HSS/PCS017)

**Level:** 3  
**Credit value:** 4  
**UAN:** D/602/3959

### Unit aim

This unit is aimed at those who work in a scrubbed role to receive and handle clinical specimens. Learners will have the opportunity to develop the ability to receive and handle clinical specimens within the sterile field.

### Learning outcomes

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

1. Understand how to receive and handle clinical specimens within the sterile field in line with health and safety guidance
2. Be able to receive and handle clinical specimens within the sterile field

### 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 PCS17

### Assessment

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

## Unit 4223-462 Receive and handle clinical specimens within the sterile field (HSS/PCS017)

### Assessment criteria

#### Outcome 1 Understand how to receive and handle clinical specimens within the sterile field in line with health and safety guidance

The learner can:

- 1 Identify the different types of specimens received and handled within the perioperative environment
- 2 Identify the requirements for handling and transporting both frozen and non-frozen clinical specimens to ensure their condition is maintained
- 3 Identify different types and uses of container and transport media in the perioperative environment
- 4 Explain the potential consequences of poor practice related to handling, labelling and transporting clinical specimens
- 5 Explain how to deal with hazards associated with receiving and handling clinical specimens
- 6 Explain the pathogenic causes of wound infections
- 7 Explain the consequences of the contamination of clinical specimens.

#### Outcome 2 Be able to receive and handle clinical specimens within the sterile field

The learner can:

1. Apply **standard precautions** for infection control
2. Implement health and safety measures relevant to handling clinical specimens
3. Obtain **valid consent** to collect clinical specimens
4. Obtain the correct container and transport medium for the type of clinical specimen being collected
5. Receive the specimen in line with policies and protocols and place in the appropriate container/transport medium for the type of clinical specimen
6. Pass specimens in a safe manner to the **appropriate person** while maintaining the **sterile field**
7. Confirm that specimens are labelled and documentation has been completed in line with local policies and protocols
8. Confirm dispatch of clinical specimens
9. Update records in line with local policies and protocols.

## Unit 4223-462 Receive and handle clinical specimens within the sterile field (HSS/PCS017)

### Additional guidance

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

An **appropriate person** is possibly someone senior who has responsibility for receiving and processing specimens.

The **sterile field** is a specified area that is considered free of viable micro organisms. This is often an area immediately around a patient that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.

**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.



# Unit 4223-463 Prepare and apply dressings and drains to individuals in the perioperative environment (HSS/PCS018)

**Level:** 2  
**Credit value:** 2  
**UAN:** M/602/3965

## Unit aim

This unit is aimed at those in a scrubbed role who assist with the preparation and application of dressings, wound supports and drains.

## Learning outcomes

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

1. Understand the health and safety measures related to preventing wound contamination and cross infection when preparing and applying dressings and drains
2. Understand how medical devices are used in the application of dressings, wound supports and drains in the learner environment
3. Be able to select and prepare dressings and drains according to individual requirements
4. Be able to apply dressings and attach drains according to individual requirements

## 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 PCS18.

## Assessment

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

# Unit 4223-463 Prepare and apply dressings and drains to individuals in the perioperative environment (HSS/PCS018)

## Assessment criteria

### **Outcome 1 Understand the health and safety measures related to preventing wound contamination and cross infection when preparing and applying dressings and drains**

The learner can:

- 1 Explain the principles of asepsis, antisepsis and cross infection
- 2 Identify potential sources of contamination when preparing surgical fields and how to prevent this
- 3 Identify the types of pathogens commonly causing wound infection and the consequences of wound contamination
- 4 Explain the principles of wound healing and wound care
- 5 Identify the correct dressings and drains to suit the type and size of wound.

### **Outcome 2 Understand how medical devices are used in the application of dressings, wound supports and drains in the learner environment**

The learner can:

1. Explain the purpose and function of medical devices used in the application of dressings and drains
2. Describe potential hazards associated with the use of medical devices to apply dressings and drains
3. Explain the factors which inform the choice of medical devices for the application of dressings and drains to individuals
4. Explain the factors which inform the choice of sites for attaching medical devices.

### **Outcome 3 Be able to select and prepare dressings and drains according to individual requirements**

The learner can:

1. Confirm the individual's identity and gain **valid consent**
2. Give the individual information and reassure them when preparing to administer a dressing or drain
3. Apply **standard precautions** for infection control
4. Implement health and safety measures relevant to preparing dressings and drains
5. Identify, through discussion with the individual, any allergies they may have which will affect the types of dressing used
6. Select and prepare dressings to suit the size and type of wound and promote healing
7. Prepare drains according to local policies and protocols.

## **Outcome 4 Be able to apply dressings and attach drains according to individual requirements**

The learner can:

1. Apply the dressing or attach drain to the individual in accordance with local policies and protocols
2. Check that the dressing has been applied correctly, in particular that:
  - the pressure is consistent with the type of wound
  - drains are secure
  - vacuum seals on the drains are intact
  - the position of the drain prevents syphonage and/or harm to the individual
3. Report any issues outside your own sphere of competence in line with local policy and protocol
4. Update records in line with local policy and protocol.

## **Unit 4223-463 Prepare and apply dressings and drains to individuals in the perioperative environment (HSS/PCS018)**

Additional guidance

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

**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.

## Unit 4223-464 Prepare equipment for intraoperative cell salvage blood collection (HSS/PCS019)

**Level:** 2  
**Credit value:** 2  
**UAN:** T/602/3952

### Unit aim

The unit aims to develop the learner's ability to prepare equipment necessary for intraoperative cell salvage blood collection. Understanding of the role and purpose of equipment is central to work practice as is the requirement to follow recommended procedures and protocols.

### 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 the preparation of equipment for intraoperative cell salvage blood collection
2. Understand transfusion issues related to intraoperative cell salvage
3. Understand the role and function of equipment used in intraoperative cell salvage blood collection
4. Be able to prepare equipment for intraoperative cell salvage blood collection

### 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 PCS19

### Assessment

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

## Unit 4223-464 Prepare equipment for intraoperative cell salvage blood collection (HSS/PCS019)

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to the preparation of equipment for intraoperative cell salvage blood collection**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the preparation of equipment for intraoperative cell salvage blood collection
- 2 Explain the importance of informing all members of the theatre team that intraoperative cell salvage blood collection is planned.

#### **Outcome 2 Understand transfusion issues related to intraoperative cell salvage**

The learner can:

1. Explain the rationale for using autologous blood transfusion
2. Explain the applications of intraoperative cell salvage blood collection with regard to those who refuse allogeneic blood on religious or other grounds.

#### **Outcome 3 Understand the role and function of equipment used in intraoperative cell salvage blood collection**

The learner can:

1. Describe the role and function of suction and collection set equipment used in intraoperative cell salvage blood collection
2. Explain the rationale for setting up collection equipment
3. Explain the rationale for setting the expiry time on set up equipment
4. Explain the importance of setting a suitable vacuum level
5. Explain the importance of using an appropriate anti-coagulant
6. Explain how to prepare the anticoagulant
7. Outline the dangers of re-using single use equipment
8. Describe the potential hazards and malfunctions of equipment and how to deal with them.

#### **Outcome 4 Be able to prepare equipment for intraoperative cell salvage blood collection**

The learner can:

1. Apply **standard precautions** for infection control when preparing equipment
2. Implement health and safety measures in accordance with national and local policies and protocols
3. Select and set up collection equipment in accordance with manufacturer's instructions applying aseptic techniques
4. Prepare the anticoagulant in line with national/local guidelines and policy
5. Inform the **appropriate person** that the collection equipment is fully prepared.

## **Unit 4223-464 Prepare equipment for intraoperative cell salvage blood collection (HSS/PCS019)**

### Additional guidance

An **appropriate person** is the person accountable for the outcome of the procedure. This may be a responsible clinician (surgeon/anaesthetist), a cell salvage operator (eg nurse, ODP, midwife, perfusionist etc) or a scrub nurse if they are waiting for the cell saver to set up to hand out the line.

**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.

# Unit 4223-465 Operate equipment for intraoperative cell salvage blood collection (HSS/PCS020)

**Level:** 3  
**Credit value:** 5  
**UAN:** R/602/3926

## Unit aim

This unit aims to develop the learner's ability to operate equipment for intraoperative cell salvage blood collection. Understanding of the rationale for the activity is required as well as knowledge of the role and function of the equipment used.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice related to the operation of equipment for intraoperative cell salvage blood collection
2. Understand blood physiology related to intraoperative cell salvage
3. Understand the rationale for intraoperative cell salvage blood collection
4. Understand the role and function of equipment used in intraoperative cell salvage blood collection
5. Understand the process and rationale of swab washing for intraoperative cell salvage blood collection
6. Be able to prepare to operate equipment for intraoperative cell salvage blood collection
7. Be able to collect intraoperative cell salvage blood

## Guided learning hours

It is recommended that **40** 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 PCS20

## Assessment

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



# **Unit 4223-465 Operate equipment for intraoperative cell salvage blood collection (HSS/PCS020)**

## Assessment criteria

### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to the operation of equipment for intraoperative cell salvage blood collection**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the operation of equipment for intraoperative cell salvage blood collection.

### **Outcome 2 Understand blood physiology related to intraoperative cell salvage**

The learner can:

1. Outline the components of whole blood
2. Describe the functions of red blood cells in oxygen delivery
3. Explain the differences between salvaged red cells and whole blood.

### **Outcome 3 Understand the rationale for intraoperative cell salvage blood collection**

The learner can:

1. Explain the rationale for using autologous blood transfusion
2. Outline the indications and contraindications for the use of intraoperative cell salvage blood collection
3. Explain the applications of intraoperative cell salvage blood collection with regard to those who refuse allogeneic blood on religious or other grounds
4. Explain when and for which individuals intraoperative cell salvage blood collection could be started

### **Outcome 4 Understand the role and function of equipment used in intraoperative cell salvage blood collection**

The learner can:

1. Explain the importance of labelling collection equipment with a unique individual identification
2. Explain the role of suction equipment in intraoperative cell salvage blood collection
3. Explain the rationale for setting a suitable vacuum level
4. Outline the effects of anticoagulant on salvaged blood
5. Explain the rationale for priming the collection equipment with anticoagulant
6. Describe the potential hazards and malfunctions of equipment and how to deal with them
7. Explain the dangers of reusing single use equipment.

## **Outcome 5 Understand the process and rationale of swab washing for intraoperative cell salvage blood collection**

The learner can:

1. Outline the benefits and risks of swab washing
2. Explain the rationale for weighing all swabs during intraoperative cell salvage blood collection
3. Describe the process of salvaging blood from swabs.

## **Outcome 6 Be able to prepare to operate equipment for intraoperative cell salvage blood collection**

The learner can:

1. Apply **standard precautions** for infection control
2. Implement health and safety measures in accordance with national and local policies and protocols
3. Confirm the decision to collect blood with the **appropriate person**
4. Label the collection reservoir with the individual's unique identification details in line with local policy and protocols
5. Prime the collection equipment with anticoagulant solution according to the manufacturer's instructions.

## **Outcome 7 Be able to collect intraoperative cell salvage blood**

The learner can:

1. Use equipment to collect intraoperative cell salvage blood
2. Monitor the volume of cell salvage blood, immediately reporting any problems to an **appropriate person**
3. Regulate the required volume of anticoagulant in relation to blood loss
4. Explain the importance of reporting problems/sudden increases in the rate of blood loss to the **appropriate person**
5. Explain how to estimate blood loss during intraoperative cell salvage blood collection
6. Report the estimated volume of cell salvage blood collected to the **appropriate person**
7. Outline the possible contents of the collection reservoir during surgery
8. Outline the reasons for an expiry time for cell salvaged blood and how this is calculated
9. Record the outcome of this activity in line with national/local policies and protocols
10. Dispose of waste in line with national/local policies and protocols.

## Unit 4223-465 Operate equipment for intraoperative cell salvage blood collection (HSS/PCS020)

### Additional guidance

An **appropriate person** is the person accountable for the outcome of the procedure. This may be a responsible clinician (surgeon/anaesthetist), a cell salvage operator (eg nurse, ODP, midwife, perfusionist etc) or a scrub nurse if they are waiting for the cell saver to set up to hand out the line.

**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.

# Unit 4223-466 Prepare equipment for intraoperative cell salvage blood processing (HSS/PCS021)

**Level:** 2  
**Credit value:** 4  
**UAN:** L/602/3939

## Unit aim

This unit aims to develop the learner's ability to set up equipment to process salvaged blood. Understanding of the functions and recommended uses of processing equipment is required. The learner works closely with the appropriate member of the team.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice related to which inform the preparation of equipment for intraoperative cell salvage blood processing
2. Understand blood transfusion issues in relation to intraoperative cell salvage
3. Understand the rationale for the use of intraoperative cell salvage
4. Understand how the decision to proceed with intraoperative cell salvage blood processing is made
5. Understand the rationale for swab washing in relation to intraoperative cell salvage blood
6. Understand the role and function of equipment used for intraoperative cell salvage blood processing
7. Be able to prepare equipment for intraoperative cell salvage blood processing

## 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 PCS21

## Assessment

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

## **Unit 4223-466 Prepare equipment for intraoperative cell salvage blood processing (HSS/PCS021)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to which inform the preparation of equipment for intraoperative cell salvage blood processing**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the preparation of equipment for intraoperative cell salvage blood processing.

#### **Outcome 2 Understand blood transfusion issues in relation to intraoperative cell salvage**

The learner can:

1. Explain the applications of intraoperative cell salvage with regard to those who refuse allogeneic blood on religious or other grounds.

#### **Outcome 3 Understand the rationale for the use of intraoperative cell salvage**

The learner can:

1. Outline the indications and contraindications for the use of intraoperative cell salvage

#### **Outcome 4 Understand how the decision to proceed with intraoperative cell salvage blood processing is made**

The learner can:

1. Outline how to estimate blood loss during intraoperative cell salvage
2. Outline the reasons for an expiry time for intraoperative cell salvaged blood and define how this is calculated
3. Outline the possible contents of the collection reservoir during surgery relevant to the decision to set up to process intraoperative cell salvaged blood.

#### **Outcome 5 Understand the rationale for swab washing in relation to intraoperative cell salvage blood**

The learner can:

1. Outline the benefits and risks of swab washing.

## **Outcome 6 Understand the role and function of equipment used for intraoperative cell salvage blood processing**

The learner can:

1. Outline the types and functions of intraoperative cell salvage machines used in own work practice to salvage blood
2. Explain the rationale for expiry time on the set up equipment
3. Outline the factors which inform the decision to set up processing equipment
4. Explain the rationale for selecting the machine programme
5. Explain the dangers of reusing single use equipment
6. Describe the potential hazards and malfunctions of equipment and how to deal with them.

## **Outcome 7 Be able to prepare equipment for intraoperative cell salvage blood processing**

The learner can:

1. Apply **standard precautions** for infection control
2. Implement health and safety measures relevant to preparing equipment for intraoperative cell salvage blood processing
3. Confirm with the **appropriate person** the suitability of the intraoperative cell salvage blood for processing
4. Confirm that the processing equipment is fit for purpose
5. Load the processing equipment and connect to the collection equipment in accordance with manufacturer's guidelines
6. Confirm the wash fluid is intra-venous normal saline 0.9%
7. Prime the system and set the machine programme ready for use in accordance with guidance
8. Inform the **appropriate person** that the processing equipment is ready for use.

## Unit 4223-466 Prepare equipment for intraoperative cell salvage blood processing (HSS/PCS021)

### Additional guidance

**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.

An **appropriate person** is the person accountable for the outcome of the procedure. This may be a responsible clinician (surgeon/anaesthetist), a cell salvage operator (eg nurse, ODP, midwife, perfusionist etc) or a scrub nurse if they are waiting for the cell saver to set up to hand out the line.

# Unit 4223-467 Operate equipment for intraoperative cell salvage blood processing and complete intraoperative cell salvage blood process (HSS/PCS022)

**Level:** 3  
**Credit value:** 5  
**UAN:** T/602/3949

## Unit aim

This unit aims to develop the learner's ability to operate equipment for intraoperative cell salvage blood processing and to complete the intraoperative cell salvage blood process. Knowledge and understanding of blood physiology, roles and functions of equipment and the rationale for intraoperative cell salvage underpins work practice.

## Learning outcomes

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

1. Understand current legislation, national guidelines, policies, protocols and good practice related to operating equipment for intraoperative cell salvage blood processing and completing the intraoperative cell salvage blood process
2. Understand blood physiology in relation to processing intraoperative cell salvaged blood
3. Understand the rationale for using intraoperative cell salvage
4. Understand the process and rationale for swab washing in relation to intraoperative cell salvage
5. Understand the role and function of equipment used in intraoperative cell salvage
6. Understand the reinfusion process
7. Be able to prepare to operate equipment intraoperative cell salvage blood processing
8. Be able to operate equipment for processing intraoperative cell salvage blood and complete intraoperative cell salvage blood process

## Guided learning hours

It is recommended that **39** 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 PCS22.

## Assessment

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



## **Unit 4223-467 Operate equipment for intraoperative cell salvage blood processing and complete intraoperative cell salvage blood process (HSS/PCS022)**

### Assessment criteria

#### **Outcome 1 Understand current legislation, national guidelines, policies, protocols and good practice related to operating equipment for intraoperative cell salvage blood processing and completing the intraoperative cell salvage blood process**

The learner can:

- 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the operation of equipment for processing and completing the intraoperative cell salvage blood process.

#### **Outcome 2 Understand blood physiology in relation to processing intraoperative cell salvaged blood**

The learner can:

1. Outline the components of whole blood
2. Describe the functions of red blood cells in oxygen delivery
3. Outline the effects of citrate or heparin anticoagulant on salvaged blood
4. Explain the differences between salvaged red cells and whole blood
5. Outline the basis of centrifugal separation.

#### **Outcome 3 Understand the rationale for using intraoperative cell salvage**

The learner can:

1. Outline the indications and contraindications for the use of intraoperative cell salvage
2. Explain the rationale for using autologous blood transfusion
3. Explain the applications of intraoperative cell salvage with regard to those who refuse allogeneic blood on religious or other grounds.

#### **Outcome 4 Understand the process and rationale for swab washing in relation to intraoperative cell salvage**

The learner can:

1. Outline the benefits and risks of swab washing during intraoperative cell salvage
2. Explain the rationale for weighing all swabs during intraoperative cell salvage
3. Outline how blood is salvaged from swabs.

## **Outcome 5 Understand the role and function of equipment used in intraoperative cell salvage**

The learner can:

1. Outline the types and functions of intraoperative cell salvage machines used in own work practice
2. Explain the rationale informing the choice of machine programmes for intraoperative cell salvage machines used in own work practice
3. Explain the purpose of the collection and processing set equipment
4. Describe the potential hazards and malfunctions of equipment and how to deal with them
5. Outline the dangers of reusing single use equipment
6. Explain the limits of their own role in operating and monitoring equipment for processing salvaged blood.

## **Outcome 6 Understand the reinfusion process**

The learner can:

1. Describe how reinfusion bags should be labelled
2. Outline the potential contents of the reinfusion bag
3. Outline the types of filters used to reinfuse intraoperative cell salvage blood and their limitations.

## **Outcome 7 Be able to prepare to operate equipment intraoperative cell salvage blood processing**

The learner can:

1. Implement health and safety measures relevant to preparing to operate equipment intraoperative cell salvage blood processing
2. Apply **standard precautions** for infection control
3. Outline the factors which inform the decision to process the reservoir contents
4. Confirm the decision to process intraoperative cell salvage blood with the appropriate person
5. Use normal intravenous saline 0.9% wash fluid and explain the factors which inform the choice of wash fluid
6. Explain the importance of using the required wash volume.

## **Outcome 8 Be able to operate equipment for processing intraoperative cell salvage blood and complete intraoperative cell salvage blood process**

The learner can:

1. Monitor the progress of intraoperative cell salvage blood processing, reporting any problems to the appropriate person in line with local policy and protocol
2. Record the volume of processed intraoperative cell salvage blood for reinfusion
3. Report completion of the process to the appropriate person
4. Outline how to estimate blood loss during intraoperative cell salvage
5. Outline the reasons for an expiry time for intraoperative cell salvaged blood and define how this is calculated
6. Label salvaged blood reinfusion bags in line with national/local policy
7. Keep the intraoperative cell salvaged blood reinfusion bags with the patient at all times
8. Dispose of waste in line with national/local policy and protocol
9. Explain the principles of waste disposal in relation to equipment
10. Explain the importance of documenting the amount of anticoagulant used
11. Complete required documentation in line with national/local policy and protocol.

## **Unit 4223-467 Operate equipment for intraoperative cell salvage blood processing and complete intraoperative cell salvage blood process (HSS/PCS022)**

### Additional guidance

An **appropriate person** is the person accountable for the outcome of the procedure. This may be a responsible clinician (surgeon/anaesthetist), a cell salvage operator (eg nurse, ODP, midwife, perfusionist etc) or a scrub nurse if they are waiting for the cell saver to set up to hand out the line.

**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens.

## **Unit 4223-597\*\* Plan, allocate and monitor work of a team**

This unit has replaced unit 397. Learners registered before 1st July 2017 should use unit 397. Learners registered after 1st July 2017 should use this unit.

**Level:** 3  
**Credit value:** 5  
**UAN:** F/615/8562

### **Unit aim**

This unit is about how learners plan and allocate the work of a team effectively and fairly amongst the team members taking into account capacity and capabilities. It also involves checking progress and quality of the work produced by team members, ensuring improvement in team performance.

### **Learning outcomes**

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

1. Be able to plan work for a team
2. Be able to allocate work to team members
3. Be able to manage team members to achieve objectives
4. Be able to monitor and evaluate the performance of team members
5. Be able to improve the performance of a team

### **Guided learning hours**

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

### **Assessment**

This unit is assessed by portfolio.

## **Unit 4223-597\*\* Plan, allocate and monitor work of a team**

### Assessment criteria

#### **Outcome 1 Be able to plan work for a team**

The learner can:

1. Prepare and agree team objectives with line manager
2. Develop a team plan to meet agreed objectives, considering team capacity and capabilities

#### **Outcome 2 Be able to allocate work to team members**

The learner can:

1. Discuss team plans with team members
2. Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members
3. Agree standard of work required from team members

#### **Outcome 3 Be able to manage team members to achieve objectives**

The learner can:

1. Support team members to achieve team objectives

#### **Outcome 4 Be able to monitor and evaluate the performance of team members**

The learner can:

1. Assess team members work against agreed standards and objectives
2. Identify and monitor any conflict within a team
3. Identify causes for team members not meeting team objectives

#### **Outcome 5 Be able to improve the performance of a team**

The learner can:

1. Identify methods of improving team performance
2. Provide constructive feedback to team members in order to improve performance
3. Implement agreed methods for improving team performance

## 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](http://www.cityandguilds.com).

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

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

**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**  
Find out how to register and certificate candidates on line
- **Events**  
Contains dates and information on the latest Centre events
- **Online assessment**  
Contains information on how to register for GOLA assessments.

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## Useful contacts

### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

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

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### International learners

#### General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### 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](mailto:centresupport@cityandguilds.com)**

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### 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](mailto:singlesubjects@cityandguilds.com)**

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### 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](mailto:intops@cityandguilds.com)**

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### 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](mailto:walledgarden@cityandguilds.com)**

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

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

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### Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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