SPECIFICATION

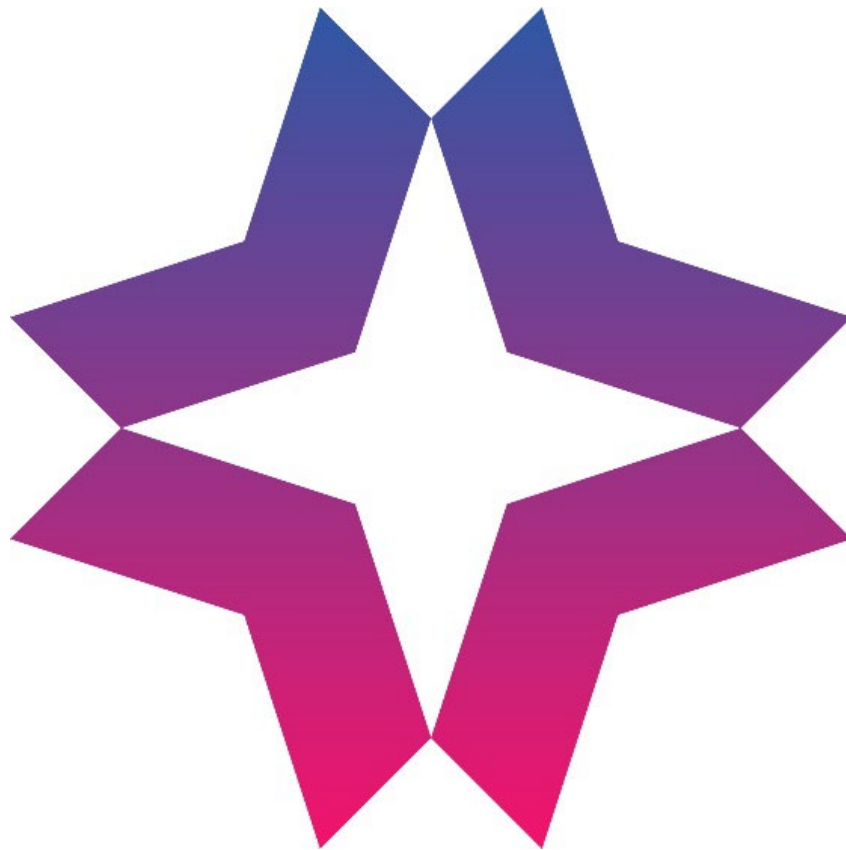**IAO LEVEL 3 DIPLOMA IN HEALTHCARE SUPPORT**

QUALIFICATION NUMBER: 603/2467/3

Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table.

Version Number	Date Revised	Description of Revision	Page Affected
4	19.11.2021	Addition of optional unit **R/616/7914 Anatomy, physiology, health and wellbeing**	34, 540

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

Active Leisure	**Health and Social Care**
Business and Management	**Hospitality and Catering**
Childcare	**IT**
Employability	**Logistics**
Retail	**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org.

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

"We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications."

Qualification summary

Qualification Accreditation Number (QAN)	603/2467/3
Qualification review date	31st October 2022
Guided Learning Hours (GLH)	Minimum 378 hours
Total Qualification Time (TQT)	Minimum 650 hours
RQF level	3
Qualification credit value	Minimum of 65 credits
Minimum credits at/above level	37 credits
Assessment requirements	Portfolio of Evidence
	This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
Aims and objectives of the qualification	This qualification develops the knowledge and skills needed when working in a senior role in healthcare environments. It covers a wide range of areas including supporting individuals with their physical and emotional care, daily living needs and healthcare procedures.
Entry guidance	There are no formal entry requirements for this qualification
	This qualification is suitable for those who work within the healthcare workforce. It provides learners with an opportunity to demonstrate their competence in a wide range of job roles
Progression opportunities	Learners who achieve this qualification could progress into employment in a care role such as senior healthcare support worker in residential settings, supported living or day services or community based senior support or healthcare workers.
Funding	For details on eligibility for government funding please refer to thefollowing websites: http://www.education.gov.uk/section96/ https://www.gov.uk/government/organisations/education-and-skills- funding-agency

Occupational competence requirements

Tutors, Assessors and Quality Assurance Staff

Required Criteria

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught / assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/ contextspecific or relevant to tutoring assessing or quality assurance)

Tutors

Tutors must hold or be working towards a teaching qualification.The following are acceptable:
- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning
- Sector (DTTLS)Relevant predecessor NQF tutor qualifications

Assessors

Assessors must hold or be working towards any of the following:
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 (previously D32, D33) or
- Relevant predecessor NQF assessor qualifications

Assessors holding historical qualifications such as unit A1, unit A2, and/or unit D32, and/or unit D33, are required to demonstrate that they meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

Internal Quality Assurers

Internal quality assurers must hold or be working towards any of the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processesand Practice
- V1 (previously D34)
- Relevant predecessor NQF internal quality assurance qualifications

Internal verifiers holding historical qualifications such as unit V1 – Conduct internal quality assurance of the assessment process and/or unit D34, are required to demonstrate that theymeet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 11 Internally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that internal quality assurance staff also hold a relevant assessing qualification as detailed above.

External Quality Assurers

External quality assurers must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes andPractice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 (previously D35)

External verifiers holding historical qualifications such as unit V2 – Conduct external quality assurance of the assessment process and/or unit D35, are required to demonstrate that theymeet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 12 Externally monitor and maintain the quality of assessment Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achievingthe appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative…everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Skills for Health Assessment Principles

1. Introduction

1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.

1.2 This document sets out principles and approaches to the assessment of regulated qualifications not already described by the qualifications regulators in England, Wales and Northern Ireland. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

1.4 These principles apply to qualifications and the units therein that assess occupational competence.

1.5 Throughout this document the term unit is used for simplicity but this can mean module or any other similar term.

2. Assessment Principles

2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.

2.2 Assessment decisions for competence based units must be made by an occupationally competent assessor primarily using evidence generated in the workplace during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.

2.3 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualification's assessment strategy. Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal assessor qualification, that qualification should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification we would expect that Awarding Organisation to ensure that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.

2.4 Competence based units must include direct observation in the workplace as the primary source of evidence.

2.5 Simulation may only be utilised as an assessment method for learning outcomes that start with 'be able to' where this is specified in the assessment requirements of the unit. The use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Where this may be the case the use of simulation in the unit assessment strategy will be agreed with Skills for Health.

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

2.7 Assessment decisions for knowledge only units must be made by an assessor

to make the assessment decisions as defined in the unit assessment strategy.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

3.2 Skills for Health would expect that where the Awarding Organisation requires those responsible for internal quality assurance to hold formal internal quality assurance qualifications that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal internal quality assurance qualification, we would expect that Awarding Organisation to ensure that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

4. Definitions

4.1 Occupationally competent: This means that each assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at unit level which might mean different assessors across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continued learning and professional development. This can be demonstrated through current statutory professional registration.

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

4.3 Qualified to make assessment decisions: This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/qualification assessment strategy.

4.4 Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:
An expert witness must:
- have a working knowledge of the qualification units on which their expertise is based;
- be occupationally competent in their area of expertise;
- have EITHER a qualification in assessment of workplace performance OR a
- professional work role which involves evaluating the everyday practice of staff

Study Skills for Senior Healthcare Support Workers unit

Guidance for centres

Study Skills for Senior Healthcare Support Workers is a mandatory unit within the Level 3 Diploma in Healthcare Support.

The Study Skills unit should be assessed via an extended piece of writing or a project which can also be used as evidence towards the assessment of other units within the qualification. The production of this piece of work will not automatically assess the Study Skills unit in its entirety as there are knowledge criteria that also need to be evidenced, for example through using evidence from planning or monitoring meetings with tutors.

Centres will need to liaise with employers on suitability of the piece of work/project. Centres may set a range of projects/titles suitable for cohorts or it may be appropriate to agree individual titles with learners.

Timeframes for the production of the piece of work/project are to be agreed between the centre and the learner, however it is expected that the piece of work/project will be produced towards the end of the qualification in order for the learner to be able to apply the knowledge and skills acquired during the programme of study.

It is important that any piece of work/project provides scope for investigation and exploration. Examples include:

- evolution of a job role/clinical area

- service improvement

- impact of policy on your practice

- new technology or innovation

- application of theories

Centres and employer involvement should be as follows:

- initial planning stage including ethical considerations

- regular reviews with the learner which would include further guidance/areas to be improved

- reviews should be recorded

Special considerations will be taken into account when completing this piece of work/project.

For your information, example wording on guidance for learners and an assessment grid have been provided.

Assessment Guidance Grid for Study Skills for Senior Healthcare Support Workers unit

Requirement	Assessor Comments
1. Purpose and aims of extended piece of work/project are clearly stated and relevant to the work produced	
2. Learner has conducted primary and/or secondary research which is clearly referenced and relevant to the work produced	
3. Learner has created a project plan which considers: • Topic • Aims/Terms of Reference • Audience • Justification/Methodology • Timescales • Sources • Ethical considerations *The project plan should be included in the appendix for the work produced*	
4. Language and style is appropriate for audience is considered throughout work produced *Does not have to be 100% accurate but it is clear that the learner is aware of how to write for a particular audience*	
5. Summary/Abstract has been included and is appropriate	
6. Methodology is clear, reflects approach and is and relevant to the purpose of the work produced	
7. Findings are displayed in a clear and concise way *Findings can be navigated easily*	
8. Analysis has been conducted and evidenced by synthesis of information and discussion	
9. Conclusion reflects the analysis	

Requirement	Assessor Comments
10. Recommendations have been identified (if appropriate) *If recommendations are not appropriate then please ignore this*	
11. References are correctly formatted in the agreed style *There are different referencing styles that can be used:* • *Footnote Style - Reference information is kept in footnotes and not placed in the body of the text. Depending on the style, a bibliography or reference list is included* • *Numbered Style - Creates a numerical list of references in the list of works cited, based on the order in which the works appear in the text* • *Author-date Style - References are placed in the text not in footnotes, and there is an alphabetical list of references (by author name) in the list of works cited, at the end of the work*	
12. Work produced has been written in standard English, including correct use of grammar, punctuation and spelling *Does not have to be 100% correct throughout the work, but you can see from what has been produced that the learner is able to create extended pieces of work/projects using standard English*	
13. Agreed milestones achieved in line with project plan *Taking into consideration any amendments to the project plan and any issues that may have occurred*	

Guidance for learners

1. You are required to undertake an extended piece of work/project based on research relating to your area of work

2. This is an opportunity to investigate, explore or solve a problem related to an area of interest to you or that could be of value to your employer. This will involve undertaking primary and/or secondary research and compiling your findings in a report of 1500 words (plus or minus 10%)

3. You will need to agree the idea, scope and methodology for your project in discussion with your tutor and employer

These are things you must include in your report:

- Title
- Purpose and aims
- Summary/abstract
- Methodology
- Findings
- Discussion & Analysis
- Conclusion
- Any recommendations (if appropriate)
- References
- Appendices – project plan to be included in any appendix

1 Additional Guidance

2 Level 3 Diploma in Healthcare Support (RQF)

This document is intended to be helpful guidance for employers and Senior Healthcare Support Worker apprentices. It illustrates possible combinations of qualification units that are available for Senior Healthcare Support Worker apprentices which might reasonably fit for different service areas and options in the apprenticeship.

The actual combination of units selected remains the responsibility of the employer.

How does the Level 3 Diploma in Healthcare Support fit with the Apprenticeship?

The Level 3 Diploma in Healthcare Support is the mandatory qualification requirement that must be completed by all Senior Healthcare Support Worker apprentices before they can go through the gateway to end point assessment. This qualification sits on the Regulated Qualifications Framework (RQF) and is regulated by Ofqual. The size of the qualification is illustrated by the number of credits required to achieve the qualification. The Level 3 Diploma in Healthcare Support has a minimum of 65 credits (650 hours total qualification time).

The qualification has 15 mandatory units that equate to 45 credits; the mandatory units align with the core in the Apprenticeship Standard. All apprentices must complete the mandatory units regardless of which Apprenticeship option they are taking. Apprentices and their employer must additionally choose from the optional selection of units to align with the context of the apprentices' workplace. There is a mixture of competence and knowledge-only units to select from. The optional units must enable the apprentice to achieve the minimum credit value for the qualification and should take optional units which cumulatively equate to at least 20 credits. 37 credits of the units taken across the whole qualification must be at or above Level 3.

The apprentice is measured against learning outcomes and assessment criteria described in each unit of the qualification. The apprentice must meet all the learning outcomes within the chosen units to be able to be awarded the qualification.

The competence units in the qualification will be assessed in the workplace. Assessors will observe apprentices in their workplace, provide support and guidance by collecting evidence, assessing the learner's knowledge and skills and enabling them to achieve their qualification. Assessors will be expected to make an informed judgement about the range of evidence an apprentice may produce to demonstrate their competence to meet the

assessment criteria. The assessor role can be as part of a wider role within an organisation's training department.

The qualification will be assessed by a portfolio of evidence, which must include a piece of extended writing or a project which provides evidence towards the mandatory unit, 'Study Skills for Senior Healthcare Support Workers'.

The Awarding Organisation will set out the competence, qualification and experience requirements for assessors. Your chosen Awarding Organisation will guide you through the process. The competence requirements for the end-point assessment of the Senior Healthcare Support Worker Apprenticeship Standard is set out separately in the Apprenticeship Assessment Plan.

It is up to employers (with their employees) to select which optional units are clustered together to meet the minimum credit value for the qualification. The end-point assessment organisation for the Apprenticeship will test the knowledge, skills and behaviours of the apprentice in line with the Apprenticeship Assessment Plan; the end point assessment organisation will not need to check which units have been completed from the on-programme qualification.

Guidance on selecting optional units in the Level 3 Diploma in Healthcare Support (RQF)

The Level 3 Diploma in Healthcare Support is a large qualification with a wide range of optional units. This gives the apprentice and their employer maximum freedom to be innovative in which units best fit local needs and workplace contexts.

To help apprentices and employers make sense of **possible routes** through the qualification, the following **indicative list** shows some of the units that are available and how they may align with the options in the Apprenticeship Standard.

Please note that these are for illustration only. Apprentices and employers are free to select the optional units that best fit the needs of the service and the apprentice's job role.

Option 1 Senior Healthcare Support Worker - Adult Nursing Support. *Optional units might include:*

a. Clinical care units
- Undertake physiological measurements
- Undertake tissue viability risk assessments
- Undertake treatments and dressings of lesions and wounds
- Care for individuals with urethral catheters
- Undertake personal hygiene activities with individuals
- Undertake stoma care
- Perform intravenous cannulation
- Care for individuals with naso-gastric tubes
- Obtain and test capillary blood samples
- Obtain venous blood samples
- Carry out blood collection from fixed or central lines

As well as the units above, apprentices and employers may wish to select alternative units from areas such as those listed below. All units selected must meet the minimum credit value to achieve the qualification:

b. Health navigation units
- Obtain a client history
- Coordinate the progress of individuals through care pathways
- Support individuals to access and use services and facilities

c. Elderly care units
- Care for the elderly
- Understand the process and experience of dementia
- Support individuals during a period of change
- Support individuals at the end of life
- Support individuals who are bereaved

d. Learning disability support units
- Understand the context of supporting individuals with learning disabilities
- Awareness of the Mental Capacity Act 2005
- Support independence in the tasks of daily living

e. Community support units
- Support independence in the tasks of daily living
- Advise and inform individuals on managing their condition
- Support individuals to live at home
- Work in partnership with families to support individuals
- Implement therapeutic group activities
- Support individuals to develop and run support groups

Option 2 Senior Healthcare Support Worker - Maternity Support. *Optional units might include:*

- Support parents/carers to interact with and care for their newborn baby
- Anatomy and Physiology for Maternity Support Workers
- Care for the physical and nutritional needs of babies and young children
- Provide advice and information to enable parents to promote the health and well-being of their newborn babies
- Care for a newborn baby
- Develop and agree individualised care plans for babies and families
- Support individuals with feeding babies

Option 3 Senior Healthcare Support Worker - Theatre Support. *Optional units might include:*

- Transport, transfer and position individuals and equipment within the perioperative environment
- Contribute to the safe use of medical devices in the perioperative environment
- Assist in the delivery of perioperative care and support to individuals
- Measure and record individuals' body fluid balance in a perioperative environment
- Assist in receiving, handling and dispatching clinical specimens
- Provide support to the surgical team when preparing individuals for operative and invasive procedures
- Perform the non-scrubbed circulating role for perioperative procedures
- Prepare anaesthetic environment and provide support for pre and post-operative anaesthesia and recovery

Option 4 Senior Healthcare Support Worker - Mental Healthcare Support. *Optional units might include:*

- Understand mental health interventions
- Effective communication and building relationships in mental health work
- Enable individuals with mental health problems to develop alternative coping strategies
- Support individuals to manage their own recovery from mental health problems
- Support positive risk taking for individuals
- Understanding suicide interventions
- Enable mental health service users and carers to manage change

Option 5 Senior Healthcare Support Worker - Children and Young People. *Optional units might include:*

- Understand how to safeguard the wellbeing of children and young people
- Communicate with children and young people in care settings
- Understand child and young person development
- Develop positive relationships with children and young people

- Enable children and young people to understand their health and wellbeing
- Work with babies and young children to support their development and learning
- Care for the physical and nutritional needs of babies and young children
- Support children and young people experiencing transitions

Option 6 Senior Healthcare Support Worker - Allied Health Profession Therapy Support. *Optional units might include:*

a. Dietetics support units

- Contribute to monitoring the health of individuals affected by health conditions
- Undertake physiological measurements
- Assist the practitioner to carry out health care activities
- Monitor individuals' progress in relation to managing their body weight and nutrition
- Provide information and advice to individuals on eating to maintain optimum nutritional status
- Principles of Health Promotion
- Monitor and review individuals progress in relation to maintaining optimum nutritional status
- Deliver training through demonstration and instruction

b. Physiotherapy support units. *Optional units might include:*

- Assist the practitioner to carry out health care activities
- Assist in testing individuals' abilities prior to planning physical activities
- Deliver exercise sessions to improve individuals' health and wellbeing
- Assist in implementing treatment programmes for individuals with severely reduced movement/mobility
- Assist in the implementation of programmes to increase mobility, movement and functional independence
- Implement hydrotherapy programmes for individuals and groups

c. Occupational Therapy units. *Optional units might include:*

- Support individuals with cognition or learning difficulties
- Support independence in the tasks of daily living
- Collaborate in the assessment of environmental and social support in the community
- Provide support to maintain and develop skills for everyday life
- Support individuals to live at home
- Implement therapeutic group activities
- Assist in planning and evaluating learning activities

d. Speech and Language Therapy support units. *Optional units might include:*

- Assist the practitioner to carry out health care activities
- Develop and prepare speech and language therapy resources for alternative and augmentative communication use
- Assist and support individuals to use alternative and augmentative communication systems
- Develop activities and materials to enable individuals to reach specific communication goals
- Support individuals with speech and language disorders to develop their communication skills
- Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services
- Provide support for individuals with communication and interaction difficulties

e. Podiatry support units. *Optional units might include:*

- Assist the practitioner to carry out health care activities
- Provide support for mobility
- Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs
- Assist in implementing treatment programmes for individuals with severely reduced movement/mobility
- Provide agreed support for foot care
- Examine the feet of individuals with diabetes
- Provide advice on foot care for individuals with diabetes
- Support individuals undergoing healthcare activities

f. Prosthetic/Orthotic support units. *Optional units might include:*

- Assist the practitioner to carry out health care activities
- Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs
- Provide support to continue recommended therapies
- Coordinate the progress of individuals through care pathways
- Advise and inform individuals on managing their condition
- Examine the feet of individuals with diabetes
- Provide advice on foot care for individuals with diabetes

Qualification Structure

The minimum Guided Learning Hours (GLH) for this qualification is 378 hours.
The Total Qualification Time (TQT) for this qualification is 650 hours.

The learner must complete 450 hours (45 credits) of mandatory units, and a minimum 200 hours (20 credits) from the optional units. A minimum of 37 credits must come at Level 3 or above.

Unit Structures

All units are listed below.

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
M/616/5040	Promote personal development in care settings	3	3	10
A/616/5042	Safeguarding and protection in care settings	2	3	26
F/616/5043	Promote health, safety and wellbeing in care settings	3	6	45
J/616/5044	Understand mental wellbeing and mental health promotion	3	3	20
L/616/5045	Causes and spread of infection	2	2	20
R/616/5046	Promote communication in care settings	3	3	25
D/616/5048	Responsibilities of a care worker	2	2	16
H/616/5049	Promote effective handling of information in care settings	3	2	16
H/616/5052	Understand mental health problems	3	3	16
M/616/5085	The Principles of infection prevention and control	2	3	30
F/616/5088	Cleaning, decontamination and waste management	2	2	20
J/616/5089	Duty of care in care settings	3	1	8
A/616/5090	Promote equality and inclusion in care settings	3	2	18
J/616/5092	Promote person-centred approaches in care settings	3	6	39
R/616/5094	Study Skills for Senior Healthcare Support Workers	3	4	15

Optional units

Unit ref	Unit title	Level	Credit value	GLH
H/616/5097	Understand Advance Care Planning	3	3	25
K/616/5098	Understand risk management in the paediatric mental health setting	3	3	25
M/616/5099	Work with babies and young children to support their development and learning	3	6	45
Y/616/5100	Support individuals who are bereaved	3	4	30
D/616/5101	Support individuals to access and use information about services and facilities	2	3	20
H/616/5102	Prepare for and carry out extended feeding techniques	3	4	27
K/616/5103	Provide support to individuals to continue recommended therapies	3	3	20
M/616/5104	Assist in the administration of medication	2	4	25
T/616/5105	Insert and secure nasogastric tubes	3	4	30
A/616/5106	Coordinate the progress of individuals through care pathways	3	4	10
F/616/5107	Undertake personal hygiene activities with individuals	2	3	24
J/616/5108	Support individuals with speech and language disorders to develop their communication skills	3	4	28
L/616/5109	Develop positive relationships with children and young people	3	4	30
F/616/5110	Perform the non-scrubbed circulating role for perioperative procedures	2	3	22
J/616/5111	Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies	3	3	22

L/616/5112	Facilitate and monitor housing and accommodation services to support individuals with mental health needs	3	5	32
R/616/5113	Collaborate in the assessment of environmental and social support in the community	3	4	23
Y/616/5114	Care for the physical and nutritional needs of babies and young children	3	6	45
D/616/5115	Support individuals to manage their finances	3	3	20
H/616/5116	Support individuals to carry out their own health care procedures	2	2	15
K/616/5117	Obtain venous blood samples	3	3	24
M/616/5118	Implement therapeutic group activities	3	4	25
T/616/5119	Collate and communicate health information to individuals	3	2	10
K/616/5120	Provide information and advice to individuals on eating to maintain optimum nutritional status	3	5	38
M/616/5121	Assist in the implementation of programmes to increase mobility, movement and functional independence	3	4	28
T/616/5122	Receive and handle clinical specimens within the sterile field	3	4	30
A/616/5123	Prepare anaesthetic environment and provide support for pre and post operative anaesthesia and recovery	3	5	38
F/616/5124	Make recommendations for the use of physical resources in a health setting	3	4	15
J/616/5125	Contribute to the discharge of individuals to carers	2	1	11
L/616/5126	Communicate with individuals about promoting their health and wellbeing	3	3	15
R/616/5127	Maintaining quality standards in the health sector	2	2	13

Y/616/5128	Support individuals during the last days of life	4	5	40
R/616/5130	Assist individuals who have mental health problems when they are transferring between agencies and services	3	2	6
Y/616/5131	Understand mental health and behaviour management of children and young people	3	4	10
H/616/5133	Promote positive behaviour	3	6	44
M/616/5135	Support individuals to access and use services and facilities	3	4	25
T/616/5136	Provide support for leisure activities	2	3	20
F/616/5138	Support individuals to meet personal care needs	2	2	16
J/616/5139	Carry out vision screening	3	4	34
F/616/5141	Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services	3	5	35
J/616/5142	Implement hydrotherapy programmes for individuals and groups	3	5	35
R/616/5144	Deliver exercise sessions to improve individuals' health and wellbeing	3	5	32
Y/616/5145	Contribute to the safe use of medical devices in the perioperative environment	2	4	29
H/616/5147	Provide support to the surgical team when preparing individuals for operative and invasive procedures	3	4	32
K/616/5148	Conduct hearing assessments	3	4	15
M/616/5149	Support individuals to access education, training or employment	4	4	31

H/616/5150	Support individuals to access and manage direct payments	4	4	20
K/616/5151	Work in partnership with families to support individuals	3	3	27
M/616/5152	Provide support for mobility	2	2	14
A/616/5154	Support individuals to develop and run support groups	3	3	24
F/616/5155	Perform first line calibration on clinical equipment to ensure it is fit for use	3	3	20
J/616/5156	Monitor and review individuals progress in relation to maintaining optimum nutritional status	3	3	26
L/616/5157	Give presentations to groups	3	3	26
R/616/5158	Support individuals in undertaking their chosen activities	3	4	24
Y/616/5159	Conduct external ear examinations	3	4	28
L/616/5160	Control the use of physical resources in a health setting	3	3	25
R/616/5161	Assist others to plan presentations	2	2	16
Y/616/5162	Support children and young people experiencing transitions	3	3	7
D/616/5163	Service improvement in the health sector	3	3	20
H/616/5164	Support individuals to manage their own recovery from mental health problems	3	3	10
K/616/5165	Understand the process and experience of dementia	3	3	22
M/616/5166	Move and position individuals in accordance with their care plan	2	4	26
T/616/5167	Support individuals to manage continence	2	3	19

A/616/5168	Obtain and test specimens from individuals	2	2	15
F/616/5172	Undertake urethral catheterisation processes	3	4	28
J/616/5173	Understand the legal, policy and service framework in mental health	3	5	16
R/616/5175	Perform routine electrocardiograph (ECG) procedures	3	4	30
Y/616/5176	Prepare individuals for healthcare activities	2	2	9
K/616/5179	Undertake treatments and dressings of lesions and wounds	3	4	23
D/616/5180	Assist in planning and evaluating learning activities	2	3	22
M/616/5183	Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs	3	6	37
T/616/5184	Assist the practitioner to carry out health care activities	2	2	13
F/616/5186	Administer oral nutritional products to individuals	3	4	23
L/616/5188	Inform an individual of discharge arrangements	2	2	10
R/616/5189	Supporting individuals with loss and grief before death	3	2	5
J/616/5190	Support individuals to access housing and accommodation services	3	4	31
D/616/5194	Provide support to manage pain and discomfort	2	2	15
K/616/5196	Select and wear appropriate personal protective equipment for work in healthcare settings	2	2	15

M/616/5197	Develop and prepare speech and language therapy resources for alternative and augmentative communication (AAC) use	3	4	25
A/616/5199	Carry out wound drainage care	3	4	23
H/616/5200	Monitor and maintain the environment and resources during and after health care activities	2	3	20
T/616/5203	Prepare and dress for scrubbed clinical roles	2	4	28
R/616/5208	Prepare and provide surgical instrumentation and supplementary items for the surgical team	3	6	43
Y/616/5209	Care for individuals with naso-gastric tubes	3	3	19
L/616/5210	Care for a newborn baby	3	3	32
Y/616/5212	Understanding Suicide Interventions	4	6	43
H/616/5214	Awareness of the Mental Capacity Act 2005	3	3	28
K/616/5215	Understand child and young person development	3	4	30
M/616/5216	Provide support to maintain and develop skills for everyday life	3	4	28
T/616/5217	Support individuals who are distressed	2	3	21
T/616/5220	Facilitate learning and development activities to meet individual needs and preferences	3	5	35
A/616/5221	Support individuals undergoing healthcare activities	2	3	22
F/616/5222	Enable individuals to develop strategies to manage their behaviour	3	8	41
L/616/5224	Support positive risk-taking for individuals	3	4	32

Y/616/5226	Carry out intravenous infusion	3	4	22
D/616/5244	Reprocess endoscopy equipment	3	4	30
H/616/5245	Support individuals with cognition or learning difficulties	3	5	34
M/616/5247	Assist in testing individuals' abilities prior to planning physical activities	3	5	38
A/616/5249	Prepare equipment for intraoperative cell salvage blood processing	2	4	26
M/616/5250	Assist in receiving, handling and dispatching clinical specimens	2	2	17
A/616/5252	Support individuals to manage dysphagia	4	5	35
F/616/5253	Provide advice on footcare for individuals with diabetes	4	4	31
L/616/5255	Transport, transfer and position individuals and equipment within the perioperative environment	3	5	32
R/616/5256	Support the spiritual wellbeing of individuals	3	3	26
D/616/5258	Managing symptoms in end of life care	3	4	30
H/616/5259	Recognise indications of substance misuse and refer individuals to specialists	3	4	24
Y/616/5260	Support individuals during a period of change	3	4	29
H/616/5262	Support individuals to eat and drink	2	2	15
M/616/5264	Contribute to monitoring the health of individuals affected by health conditions	2	2	18
A/616/5266	Perform intravenous cannulation	4	5	36
J/616/5268	Care for individuals with urethral catheters	3	4	30

L/616/5269	Conduct routine maintenance on clinical equipment	3	4	30
L/616/5272	Assist and support individuals to use alternative and augmentative communication systems(AAC)	3	5	35
M/602/3934	Measure and record individuals' body fluid balance in aperioperative environment	3	4	23
H/616/5276	Prepare and apply dressings and drains to individuals in the perioperative environment	2	2	18
K/616/5277	Support parents or carers to interact with and care for their newborn baby	3	4	30
T/616/5279	Deliver training through demonstration and instruction	3	3	21
K/616/5280	Support individuals during emergency situations	3	3	27
T/616/5282	Principles of Health Promotion	2	2	13
A/616/5283	Promotion of General Health and Wellbeing	2	2	12
F/616/5284	Enable individuals with mental health problems to develop alternative coping strategies	4	4	16
J/616/5285	Support Child and Young Person Development	3	3	25
L/616/5286	Provide agreed support for foot care	2	3	23
R/616/5287	Contribute to the care of a deceased person	2	3	24
Y/616/5288	Undertake physiological measurements	3	3	23
R/616/5290	Understand mental health interventions	3	4	14
Y/616/5291	Understand care and support planning and risk management in mental health	3	4	14
D/616/5292	Effective communication and building relationships in mental health work	3	5	17
M/616/5278	Carry out blood collection from fixed or central lines	3	4	30

D/616/5275	Undertake stoma care	3	4	30
F/616/5236	Operate equipment for intraoperative cell salvage blood collection	3	5	40
J/616/5271	Advise and inform individuals on managing their condition	3	5	36
F/616/5270	Assist others to monitor individuals' progress in managing dysphagia	3	5	38
F/616/5267	Support carers to meet the care needs of individuals	3	4	30
K/616/5263	Support children and young people with mental health conditions	3	5	42
F/616/5348	End of life and dementia care	3	2	10
J/616/5352	Support children and young people with additional needs	4	6	45
H/616/5357	Anatomy and Physiology for Maternity Support Workers	3	2	20
T/616/5251	Support individuals to prepare for and settle in to new home environments	3	3	23
M/616/5362	Support individuals with specific communication needs	3	5	35
T/601/8637	Support independence inthe tasks of daily living	2	5	37
K/616/5246	Undertake agreed pressure area care	2	4	30
L/616/5241	Obtain and test capillary blood samples	3	4	30
J/616/5240	Support individuals at the end of life	3	6	50
R/616/5239	Remove wound drains	3	4	34
L/616/5238	Develop activities and materials to enable individuals to reach specific communication goals	3	5	38
J/616/5237	Enable children and young people to understand their health and wellbeing	4	5	38

F/616/5236	Operate equipment for intra-operative cell salvage blood processing and complete intra-operative cell salvaged blood process	3	5	39
A/616/5235	Prepare equipment for intraoperative cell salvage blood collection	2	2	17
T/616/5234	Support parents/carers and those in a parental role to care for babies during their first year	3	5	36
M/616/5233	Obtain a client history	3	3	22
K/616/5232	Manage the availability of physical resources to meet service delivery needs in a health setting	3	5	33
H/616/5231	Administer medication to individuals and monitor the effects	3	5	30
D/616/5230	Understand how to safeguard the well-being of children and young people	3	3	25
H/616/5228	Support individuals to live at home	3	4	29
D/616/5227	Undertake tissue viability risk assessments	3	3	16
R/616/5225	Provide support for sleep	2	2	13
J/616/5223	Enable mental health service users and carers to manage change	3	3	11
F/616/5219	Manufacture equipment or medical devices for individuals within healthcare	3	4	30
A/616/5218	Carry out arterial puncture and collect arterial blood	3	4	30
D/616/5213	Provide support for individuals with communication and interaction difficulties	3	5	39
R/616/5211	Monitor individuals' progress in relation to managing their body weight and nutrition	3	3	26

L/616/5207	Assist in implementing treatment programmes for individuals with severely reduced movement/mobility	3	5	29
F/616/5205	Develop and agree individualised care plans for babies and families	4	5	38
M/616/5202	Remove wound closure materials	2	3	24
K/616/5201	Assist in the delivery of perioperative care and support to individuals	3	4	31
T/616/5198	Examine the feet of individuals with diabetes	3	3	18
H/616/5195	Understand end of life care for individuals with specific health needs	3	4	21
R/616/5192	Understand Long Term Conditions and Frailty	3	3	20
R/616/5192	Human Structure and Functionality	2	8	20
L/616/5191	Support individuals with feeding babies	3	4	26
J/616/5187	Understand the administration of medication	3	3	24
A/616/5185	Communicate with children and young people in care settings	3	4	25
K/616/5182	Assist in the administration of oxygen	3	5	40
D/616/5177	Understand the context of supporting individuals with learning disabilities	3	4	35
L/616/5174	Care for the elderly	2	2	10
A/616/5171	Interact with and support individuals using telecommunications	3	5	36
R/616/7914	Anatomy, physiology, health and wellbeing	5	5	23

Mandatory units:

Title:	M/616/5040 Promote personal development in care settings
Level:	3
Credit Value:	3
GLH:	10
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role 1.2 Explain expectations about own work role as expressed in relevant **standards** 1.3 Describe how to work effectively with **others**
2. Be able to reflect on practice	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided 2.2 Reflect on practice to improve the quality of the service provided 2.3 Describe how own values, belief systems and experiences may affect working practice
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards 3.2 Use feedback to evaluate own performance and inform development
4. Be able to agree a personal development plan	4.1 Identify **sources of support** for planning and reviewing own development 4.2 Work with others to review and prioritise own learning needs, professional interests and development opportunities 4.3 Work with others to agree **own personal development plan**

5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning activities have affected practice
	5.2 Explain how reflective practice has led to improved ways of working
	5.3 Explain why **continuing professional development** is important
	5.4 Record progress in relation to personal development

Additional information about this unit

Care settings e.g. Adult, children and young people's health settings and adult care settings

Standards may include:
- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

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

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.

Continuing Professional Development (CPD)

Refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.

Unit aim (s)	This unit covers promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with the relevant Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	SCDHSC0033 Develop your practice through reflection and learning GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness GEN13 Synthesise new knowledge into the development of your own practice

Title:	R/616/5094 Study Skills for Senior Healthcare Support Workers
Level:	3
Credit Value:	4
GLH:	15
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand what is meant by study skills within the context of the role of Senior Healthcare Support Worker	1.1 Give examples of the different types of study skills that may be utilised when undertaking an extended piece of work 1.2 Explain the benefits of applying study skills within context of own role
2. Understand how to use investigatory techniques	2.1 Explain the difference between: • Primary research • Secondary research 2.2 Explain the use of the following within the health sector: • Primary research • Secondary research 2.3 Explain the impact of **factors** on research 2.4 Describe the s**trategies** for gathering information critically and effectively to inform research
3. Be able to plan an extended piece of work	3.1 Create a plan 3.2 Monitor own progress against the **plan**
4. Be able to carry out research to inform an extended piece of work	4.1 Conduct primary and/or secondary research to inform an extended piece of work
5. Be able to present an extended piece of work	5.1 Create an extended piece of work that includes: • Use of standard English • Consideration of audience • Appropriate citation/referencing • Appropriate presentation format for chosen medium 5.2 Explain the importance of including: • Methodology

		• Analysis • Findings • Conclusions • Recommendations
6. Be able to review an extended piece of own work	6.1 Explain the importance of seeking feedback on an extended piece of work 6.2 Seek feedback on an extended piece of work 6.3 Evaluate the methodology and the outcomes to inform future approach

Additional information about this unit

Factors may include:
• Ethics
• Data protection
• Confidentiality
• Equality and diversity

Strategies may include:
• Reading techniques
• Questioning techniques
• Qualitative techniques
• Quantitative techniques

Plans may include:
• Topic
• Aims/Terms of Reference
• Audience
• Justification/Methodology
• Timescales
• Sources
• Ethical considerations

Unit aim (s)	This unit intends to provide the learner with the skills and knowledge required to produce an extended piece of work using investigatory techniques.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/616/5042 Safeguarding and protection in care settings
Level:	2
Credit Value:	3
GLH:	26
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand principles of safeguarding adults	1.1 Explain the term safeguarding 1.2 Explain own role and responsibilities in safeguarding individuals 1.3 Define the following terms: • Physical abuse • **Domestic abuse** • Sexual abuse • Emotional/psychological abuse • Financial/material abuse • Modern slavery • Discriminatory abuse • Institutional/organisational abuse • Self-neglect • Neglect by others 1.4 Describe harm 1.5 Describe restrictive practices
2. Know how to recognise signs of abuse	2.1 Identify the signs and/or symptoms associated with each of the following types of abuse: • Physical abuse • Domestic abuse • Sexual abuse • Emotional/psychological abuse • Financial/material abuse • Modern slavery • Discriminatory abuse • Institutional/organisational abuse • Self-neglect • Neglect by others

		2.2	Describe **factors** that may contribute to an **individual** being more vulnerable to abuse
3.	Know how to respond to suspected or alleged abuse	3.1	Explain the **actions to take** if there are suspicions that an individual is being abused
		3.2	Explain the actions to take if an individual alleges that they are being abused
		3.3	Identify ways to ensure that evidence of abuse is preserved
4.	Understand the national and local context of safeguarding and protection from abuse	4.1	Identify relevant legislation, national policies and **local systems** that relate to safeguarding and protection from abuse
		4.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse
		4.3	Identify factors which have featured in reports into serious cases of abuse and neglect
		4.4	Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including **whistle blowing**
		4.4	Identify when to seek support in situations beyond your experience and expertise
5.	Understand ways to reduce the likelihood of abuse	5.1	Explain how the likelihood of abuse may be reduced by: • working with **person centred values** • encouraging **active participation** • promoting choice and rights • supporting individuals with awareness of personal safety
		5.2	Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
		5.3	Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention
6.	Know how to recognise and report unsafe practices	6.1	Describe **unsafe practices** that may affect the **wellbeing** of individuals
		6.2	Explain the actions to take if unsafe practices have been identified

		6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response
7. Understand principles for online safety		7.1 Describe the potential risks presented by: • the use of electronic communication devices • the use of the internet • the use of social networking sites • carrying out financial transactions online 7.2 Explain ways of reducing the risks presented by each of these types of activity 7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices

Additional information about this unit
Care settings e.g. Adult, children and young people's health settings and adult care settings

Domestic abuse should include acts of control and coercion
Factors may include:
• a setting or situation
• the individual

An **individual** will usually mean the person supported by the learner but may include those for whom there is no formal duty of care

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

Local systems may include:
• employer/organisational policies and procedures
• multi-agency adult protection arrangements for a locality

Whistle blowing
A whistle blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct

Person centred values include:
- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Partnership
- Care
- Compassion
- Courage
- Communication
- Competence

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

Wellbeing may include aspects that are:
- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic
- Physical
- Mental

Unit aim (s)	This unit is aimed at those working in a wide range of care settings. This unit covers 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with the relevant Assessment Principles.

Details of the relationship of the unit and relevant national occupational standards	SCDHSC0024 Support the safeguarding of individuals SCDHSC0035 Promote the safeguarding of individuals

Title:	F/616/5043 Promote health, safety and wellbeing in care settings
Level:	3
Credit Value:	6
GLH:	45
TQT:	60

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Identify legislation relating to health and safety in a **care setting** 1.2 Explain the main points of health and safety **policies and procedures** agreed with the employer 1.3 Analyse the main health and safety responsibilities of: • self • the employer or manager • **others** in the **work setting** 1.4 Identify specific **tasks** in the work setting that should not be carried out without special training
2. Be able to carry out own responsibilities for health and safety	2.1 Use policies and procedures or other agreed ways of working that relate to health and safety 2.2 Support others' understanding of health and safety and follow agreed safe practices 2.3 Monitor potential health and safety risks 2.4 Use risk assessment in relation to health and safety 2.5 Minimise potential risks and hazards 2.6 Access additional support or information relating to health and safety
3. Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in own work setting 3.2 Explain procedures to be followed if an accident or sudden illness should occur

4.	Be able to reduce the spread of infection	4.1	Explain own role in supporting others to follow practices that reduce the spread of infection
		4.2	Describe the causes and spread of infection
		4.3	Demonstrate the **use of Personal Protective Equipment (PPE)**
		4.4	Wash hands using the recommended method
		4.5	Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work
5.	Be able to move and handle equipment and other objects safely	5.1	Explain the main points of legislation that relate to moving and handling
		5.2	Explain the principles for safe moving and handling
		5.3	Move and handle equipment and other objects safely
6.	Be able to handle hazardous substances and materials	6.1	Describe types of hazardous substances that may be found in the work setting
		6.2	Use safe practices when: • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances and materials
7.	Be able to promote fire safety in the work setting	7.1	Describe practices that prevent fires from: • starting • spreading
		7.2	Demonstrate measures that prevent fires from starting
		7.3	Explain emergency procedures to be followed in the event of a fire in the work setting
		7.4	Ensure clear evacuation routes are maintained at all times
8.	Be able to implement security measures in the work setting	8.1	Follow agreed procedures for checking the identity of anyone requesting access to: • premises • information
		8.2	Use measures to protect own security and the security of others in the work setting
		8.3	Explain the importance of ensuring that others are aware of own whereabouts

9. Know how to manage stress	9.1 Describe common signs and indicators of **stress** in self and others
	9.2 Analyse factors that can trigger stress
	9.3 Compare strategies for managing stress in self and others
	9.4 Explain how to access **sources of support**

Additional information about this unit

Care settings may include health, adult care or children and young people's settings

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

Work setting may include one specific location or a range of locations, depending on the context of a particular work role

Tasks that the learner should not carry out without special training may include those relating to:
• Use of equipment
• First aid
• Medication
• Health care procedures
• Food handling and preparation

Use of Personal Protective Equipment (PPE)
The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required

Stress can have positive as well as negative effects, but in this unit the word is used to refer to negative stress

Sources of support may include:
• Formal support
• Informal support
• Supervision
• Appraisal
• Within the organisation
• Beyond the organisation

Unit aim (s)	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, safety and wellbeing in their work setting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with the relevant Assessment Principles. Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	SCDHSC0032 Promote health, safety and security in the work setting Infection Prevention and Control NOS: IPC2, IPC4, IPC6

Title:	J/616/5044 Understand mental well-being and mental health promotion
Level:	3
Credit Value:	3
GLH:	20
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the different views on the nature of mental wellbeing and mental health and the factors that may influence both across the life span	1.1 Evaluate two different views on the nature of mental wellbeing and mental health 1.2 Explain the range of factors that may influence mental wellbeing and mental health problems across the **life span**, including: • biological factors • social factors • psychological factors • emotional factors 1.3 Explain how **risk factors** and **protective factors** influence levels of resilience in **individuals** and groups in relation to mental wellbeing and mental health
2. Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups	2.1 Explain the steps that an individual may take to promote their mental wellbeing and mental health 2.2 Explain how to support an individual in promoting their mental wellbeing and mental health 2.3 Evaluate a strategy for supporting an individual in promoting their mental wellbeing and mental health 2.4 Describe key aspects of a local, national or international strategy to promote mental wellbeing and mental health within a group or community 2.5 Evaluate a local, national or international strategy to promote

	mental wellbeing and mental health within a group or community
Additional information about this unit	

Life span: learners are expected to demonstrate their understanding of how factors arising from individuals' early lives may influence their wellbeing as adults and the potential impact of levels of wellbeing in later life. This is in order to promote a holistic and whole-person approach to understanding wellbeing and mental health

Risk factors: including inequalities, poor quality social relationships

Protective factors: including socially valued roles, social support and contact

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Unit aim (s)	This unit aims to provide the learner with an understanding of the key concepts of mental wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to MH14 Identify potential mental health needs and related issues

Title:	L/616/5045 Causes and Spread of Infection
Level:	2
Credit Value:	2
GLH:	20
TQT:	20
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the causes of infection	1.1 Identify the differences between bacteria, viruses, fungi and parasites 1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites 1.3 Describe what is meant by infection and colonisation 1.4 Explain what is meant by systemic infection and localised infection 1.5 Identify poor practices that may lead to the spread of infection 1.6 Identify how an understanding of poor practices, can be applied to own professional practice
2. Understand the transmission of infection	2.1 Explain the conditions needed for the growth of micro-organisms 2.2 Explain the ways an infective agent might enter the body 2.3 Identify common sources of infection 2.4 Explain how infective agents can be transmitted to a person 2.5 Identify the key factors that will make it more likely that infection will occur 2.6 Discuss the role of a national public health body in communicable disease outbreaks
Additional information about this unit	
N/A	
Unit aim (s)	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 enters the body and key factors that may lead to infection occurring.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to IPC2.2012

Title:	R/616/5046 Promote communication in care settings
Level:	3
Credit Value:	3
GLH:	25
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand why effective communication is important in the work setting	1.1 Identify the different reasons people communicate **1.2** Explain how communication affects relationships in the **work setting** 1.3 Explain ways to manage challenging situations
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Demonstrate how to establish the communication and language needs, wishes and **preferences** of **individuals** in order to maximise the quality of the interaction 2.2 Describe the factors to consider when promoting effective communication 2.3 Demonstrate a range of **communication methods** and styles to meet individual needs 2.4 Demonstrate how to respond to an individual's reactions when communicating
3. Be able to overcome barriers to communication	3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways 3.2 Identify barriers to effective communication 3.3 Demonstrate ways to overcome barriers to communication 3.4 Demonstrate how to use strategies that can be used to clarify misunderstandings

	3.5	Explain how to use communication skills to manage complex, sensitive, abusive or challenging situations and behaviours
	3.6	Explain how to access extra support or **services** to enable individuals to communicate effectively
	3.7	Explain the purposes and principles of independent advocacy
	3.8	Explain when to involve an advocate and how to access advocacy services
4. Be able to apply principles and practices relating to confidentiality	4.1	Explain the meaning of the term confidentiality
	4.2	Demonstrate ways to maintain and promote confidentiality in day-to-day communication
	4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

Additional Information

Care settings e.g. Adult, children and young people's health settings and adult care settings

Work setting may include one specific location or a range of locations, depending on the context of a particular work role

Preferences may be based on:
- beliefs
- values
- culture

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Communication methods may include:
non-verbal communication:
- eye contact
- touch
- physical gestures
- body language
- behaviour
- sign language
- braille
- pictorial information

verbal communication:

- vocabulary

- linguistic tone
- pitch
- technological aids

Services may include:
- translation services
- interpreting services
- speech and language services
- advocacy services

Unit aim (s)	This unit is aimed at those who work in care settings or with children or young people in a wide range of settings. The unit is about the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with the relevant Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0031 Promote effective communication

Title:	D/616/5048 Responsibilities of a care worker
Level:	2
Credit Value:	2
GLH:	16
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand working relationships in care settings	1.1 Explain how a working relationship is different from a personal relationship 1.2 Describe different working relationships in **care settings**
2. Be able to work in ways that are agreed with the employer	2.1 Describe why it is important to adhere to the agreed scope of the job role 2.2 Access full and up-to-date details of **agreed ways of working** 2.3 Work in line with agreed ways of working 2.4 Contribute to quality assurance processes to promote positive experiences for **individuals** receiving care
3. Be able to work in partnership with others	3.1 Explain why it is important to work in partnership with **others** 3.2 Demonstrate ways of working that can help improve partnership working 3.3 Identify skills and approaches needed for resolving conflicts 3.4 Access support and advice about: • partnership working • resolving conflicts

Additional information about this unit

Care settings e.g. Adult, children and young people's health settings and adult care settings

Agreed **ways of working** include policies and procedures where these exist; they may be less formally documented with micro-employers

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Others may include: • Team members and colleagues • Other professionals • Individual people who require care or support • Families, friends, advocates or others who are important to individual people	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with the relevant Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0023 Develop your own knowledge and practice and SCDHSC0024 Support the safeguarding of individuals.

Title:	H/616/5049 Promote effective handling of information in care settings
Level:	3
Credit Value:	2
GLH:	16
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand requirements for handling information in care settings	1.1 Identify legislation and codes of practice that relate to handling information in **care settings** 1.2 Summarise the main points of legal requirements and codes of practice for handling information in care settings
2. Be able to implement good practice in handling information	2.1 Describe features of manual and electronic information storage systems that help ensure security 2.2 Demonstrate practices that ensure security when storing and accessing information 2.3 Maintain records that are up to date, complete, accurate and legible 2.4 Support audit processes in line with own role and responsibilities
3. Be able to support others to handle information	3.1 Support **others** to understand the need for secure handling of information 3.2 Support others to understand and contribute to records

Additional information about this unit

Care settings e.g. Adult, children and young people's health settings and adult care settings

Others may include:
- Team members
- Colleagues
- Individuals accessing or commissioning care or support
- Families, carers or advocates

| Unit aim (s) | 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with the relevant Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC31

Title:	H/616/5052 Understand mental health problems
Level:	3
Credit Value:	3
GLH:	16
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the types of mental ill health	1.1 Describe the following 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 1.2 Explain the key strengths and limitations of the psychiatric classification system 1.3 Explain alternative frameworks for understanding mental distress 1.4 Explain indicators of mental ill health
2. Understand the impact of mental ill health on individuals and others in their social network	2.1 Explain how **individuals** experience discrimination 2.2 Explain the **effects** mental ill health may have on an individual 2.3 Explain the effects mental ill health may have on those in the individual's familial, social or work network 2.4 Explain how to intervene to promote an individual's mental health and well-being

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Effects:

- psychological and emotional impacts
- behaviour
- physical health
- practical and financial impacts
- the impact of using services
- social exclusion
- positive impacts

Unit aim (s)	This unit aims to provide the learner with knowledge of the main forms of mental ill health 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 ill health may affect the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and wellbeing.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC3111 and MH14.

Title:	M/616/5085 The principles of infection prevention and control
Level:	2
Credit Value:	3
GLH:	30
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand own and others roles and responsibilities in the prevention and control of infections	1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection 1.2 Explain employers' responsibilities in relation to the prevention and control infection
2. Understand legislation and policies relating to prevention and control of infections	2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection 2.2 Identify local and organisational policies relevant to the prevention and control of infection
3. Understand systems and procedures relating to the prevention and control of infections	3.1 Describe procedures and systems relevant to the prevention and control of infection 3.2 Explain the potential impact of an outbreak of infection on the **individual** and the organisation
4. Understand the importance of risk assessment in relation to the prevention and control of infections	4.1 Define the term risk 4.2 Outline potential risks of infection within the workplace 4.3 Describe the process of carrying out a risk assessment 4.4 Explain the importance of carrying out a risk assessment
5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections	5.1 Demonstrate correct use of PPE 5.2 Identify different types of PPE 5.3 Explain the reasons for use of PPE 5.4 State current relevant regulations and legislation relating to PPE

	5.5 Describe employees' responsibilities regarding the use of PPE
	5.6 Describe employers' responsibilities regarding the use of PPE
	5.7 Describe the correct practice in the application and removal of PPE
	5.8 Describe the correct procedure for disposal of used PPE
6. Understand the importance of good personal hygiene in the prevention and control of infections	6.1 Describe the key principles of good personal hygiene
	6.2 Demonstrate good hand washing technique
	6.3 Identify the correct sequence for hand washing
	6.4 Explain when and why hand washing should be carried out
	6.5 Describe the types of products that should be used for hand washing
	6.6 Describe correct procedures that relate to skincare

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

| **Unit aim (s)** | 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. |
| **Assessment requirements specified by a sector or regulatory body (if appropriate)** | This unit must be assessed in line with Skills for Health Assessment Principles. |
| **Details of the relationship of the unit and relevant national occupational standards** | This unit links to IPC01.2012 |

Title:	F/616/5088 Cleaning, Decontamination and Waste Management
Level:	2
Credit Value:	2
GLH:	20
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to maintain a clean environment	1.1 State the general principles for environmental cleaning 1.2 Explain the purpose of cleaning schedules 1.3 Describe how the correct management of the environment minimises the spread of infection 1.4 Explain the reason for the national policy for colour coding of cleaning equipment
2. Understand the principles and steps of the decontamination process	2.1 Describe the three steps of the decontamination process 2.2 Describe how and when cleaning agents are used 2.3 Describe how and when disinfecting agents are used 2.4 Explain the role of personal protective equipment (PPE) during the decontamination process 2.5 Explain the concept of risk in dealing with specific types of contamination 2.6 Explain how the level of risk determines the type of agent that may be used to decontaminate 2.7 Describe how equipment should be cleaned and stored
3. Understand the importance of good waste management practice	3.1 Identify the different categories of waste and the associated risks 3.2 Explain how to dispose of the different types of waste safely and without risk to others

	3.3 Explain how waste should be stored prior to collection 3.4 Identify the legal responsibilities in relation to waste management 3.5 State how to reduce the risk of sharps injury
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to IPC3.2012.

Title:	J/616/5089 Duty of care in care settings
Level:	3
Credit Value:	1
GLH:	8
TQT:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how duty of care contribute to safe practice	1.1 Explain what it means to have a duty of care in own work role 1.2 Explain how duty of care relates to duty of candour 1.3 Explain how duty of care contributes to the safeguarding or protection of **individuals**
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Describe conflicts or dilemmas that may arise between the duty of care and an individual's rights 2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care 2.3 Explain where to get additional support and advice about conflicts and dilemmas
3. Know how to respond to complaints	3.1 Describe how to respond to complaints 3.2 Explain **policies and procedures** relating to the handling of complaints

Additional information about this unit

Care settings e.g. Adult, children and young people's health settings and adult caresettings.

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Policies and procedures may include other agreed ways of working as well as formal policies and procedures.

Unit aim (s)	This unit is aimed at those who work in a wide range of settings. It introduces ways to

	address the dilemmas, conflicts or complaints that may arise where there is a duty of care.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with the relevant Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	SCDHSC0023 Develop your own knowledge and practice SCDHSC0024 Support the safeguarding of individuals SCDHSC0227 Contribute to working in partnership with carers SCDHSC0034 Promote the safeguarding of children and young people SCDHSC0035 Promote the safeguarding of individuals

Title:	A/616/5090 Promote equality and inclusion in care settings
Level:	3
Credit Value:	2
GLH:	18
TQT:	20
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by: • diversity • equality • Inclusion • discrimination 1.2 Describe the **effects** of discrimination 1.3 Explain how inclusive practice promotes equality and supports diversity
2. Be able to work in an inclusive way	2.1 Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role 2.2 Work with **individuals** in a way that respects their beliefs, culture, values and *preferences*
3. Be able to promote diversity, equality and inclusion	3.1 Model inclusive practice 3.2 Support **others** to promote equality and rights 3.3 Describe how to challenge discrimination in a way that promotes change

Additional information about this unit

Care settings e.g. Adult, children and young people's health settings and adult caresettings.

Effects may include effects on:
• The individual
• Families or friends of the individual
• Those who inflict discrimination
• Wider society

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Preferences may be based on:
- beliefs
- values
- culture

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

Unit aim (s)	This unit is aimed at those who work in in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with the relevant Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC3111 Promote the rights and diversity of individuals

Title:	J/616/5092 Promote person-centred approaches in care settings
Level:	3
Credit Value:	6
GLH:	39
TQT:	60

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to promote the application of person-centred approaches in care settings	1.1 Explain how and why person-centred values must influence all aspects of health and adult care work 1.2 Evaluate the use of care plans in applying person-centred values 1.3 Explain how to collate and analyse feedback to support the delivery of person centred care in line with roles and responsibilities
2. Be able to work in a person-centred way	2.1 Work with an individual and others to find out the individual's history, preferences, wishes and needs 2.2 Demonstrate ways to put person centred values into practice in a complex or sensitive situation 2.3 Adapt actions and approaches in response to an individual's changing needs or preferences
3. Be able to establish consent when providing care or support	3.1 Analyse factors that influence the capacity of an individual to express consent 3.2 Establish consent for an activity or action 3.3 Explain what steps to take if consent cannot be readily established
4. Be able to implement and promote active participation	4.1 Describe different ways of applying active participation to meet individual needs 4.2 Work with an individual and others to agree how active participation will be implemented

		4.3	Demonstrate how active participation can address the holistic needs of an individual
		4.4	Demonstrate ways to promote understanding and use of active participation
5.	Be able to support the individual's right to make choices	5.1	Support an individual to make informed choices
		5.2	Use own role and authority to support the individual's right to make choices
		5.3	Manage risk in a way that maintains the individual's right to make choices
		5.4	Describe how to support an individual to question or challenge decisions concerning them that are made by others
6.	Be able to promote individuals' well-being	6.1	Explain the links between identity, self-image and self-esteem
		6.2	Analyse factors that contribute to the wellbeing of individuals
		6.3	Support an individual in a way that promotes their sense of identity, self-image and self-esteem
		6.4	Demonstrate ways to contribute to an environment that promotes wellbeing
7.	Understand the role of risk-assessment in enabling a person-centred approach	7.1	Compare different uses of risk-assessment in care settings
		7.2	Explain how risk-taking and risk-assessment relate to rights and responsibilities
		7.3	Explain why risk-assessments need to be regularly revised

Additional information about this unit

Care settings e.g. Adult, children and young people's health settings and adult care settings

Person-centred values include:
- Care
- Respect
- Partnership
- Dignity
- Compassion
- Independence
- Courage
- Privacy
- Communication

- Choice
- Competence
- Rights
- Individuality

A **care plan** may be known by other names e.g. support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed

An **individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Others may include:
- Team members and colleagues
- Other professionals
- Families, friends, advocates or others who are important to individuals
- Individuals who require care or support

Preferences may be based on:
- Beliefs
- Values
- Culture

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; individual is regarded as an active partner in their own care or support, rather than a passive recipient

Wellbeing may include aspects that are:
- social
- emotional
- cultural

• spiritual • intellectual • economic • physical • mental	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with the relevant Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0035 Promote the safeguarding of individuals, SCDHSC0332 Promote individuals' positive self-esteem and sense of identity, SCDHSC0350 Support the spiritual wellbeing of individuals, SCDHSC0034 Promote the safeguarding of children and young people, SCDHSC3111 Promote the rights and diversity of individuals and GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness.

Optional Units

Title:	H/616/5097 Understand Advance Care Planning
Level:	3
Credit Value:	3
GLH:	25
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the principles of advance care planning	1.1 Describe the difference between a daily care or support plan and an advance care plan 1.2 Explain the purpose of advance care planning 1.3 Identify the national, local and organisational agreed ways of working for advance care planning 1.4 Explain the legal position of an advance care plan 1.5 Explain what is meant by mental capacity in relation to advance care planning 1.6 Explain what is meant by informed consent in relation to advance care planning
2. Understand the process of advance care planning	2.1 Explain when advance care planning may be introduced 2.2 Outline who may be involved in the advance care planning process 2.3 Describe **information** an **individual** may need to enable them to make informed decisions 2.4 Explain what is involved in an 'Advance Decision to Refuse Treatment' 2.5 Explain what is meant by a 'Do Not Attempt cardiopulmonary resuscitation' (**DNACPR**) order

		2.6	Explain how the **individual's capacity** to discuss advance care planning may influence their role in the process
		2.7	Explain role of the care worker in the advance care planning process and **sources of support** available
		2.8	Describe how personal beliefs and attitudes can affect participation in the **advance care planning** process
		2.9	Identify how an advance care plan can change over time
		2.10	Outline the principles of record keeping in advance care planning
		2.11	Describe when details of the advance care plan can be shared with others
3. Understand person centred approaches to advance care planning		3.1	Describe factors an individual may consider when creating their advance care plan
		3.2	Explain the importance of respecting the individual's values, beliefs and choices
		3.3	Identify how the needs of **others** may need to be taken into account when planning advance care
		3.4	Explain how to support an individual to exercise their right not to create an advance care plan
		3.5	Outline actions to take when an individual is unable to participate in advance care planning
		3.6	Explain how individual's care or support plan may be affected by an advance care plan

Additional information about this unit

Advance care planning (ACP) is a voluntary process of discussion about future care between an individual and their care providers, irrespective of discipline. If the individual wishes, their family and friends may be included. It is recommended that with the individual's agreement this discussion is documented, regularly reviewed, and communicated to key persons involved in their care. It may involve establishing the 'ceiling of treatment' for an individual, the Preferred Place of Care and Preferred Place of Death.

Information may include:
- Knowledge of illness and prognosis
- Choices of care and treatment options
- Resources available for delivery of care

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

DNACPR often referred to as DNR

Individual's capacity refers to being able to make their own decisions, based on the information available and communicate that decision

Others may include:

- Team members
- Other colleagues
- Families, carers and advocates

Unit aim (s)	The purpose of this unit is to provide the learner with the knowledge and understanding required to undertake advance care planning.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	K/616/5098 Understand risk management in the paediatric mental health setting
Level:	3
Credit Value:	3
GLH:	25
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand local trust policy in relation to absconsion, self-harm and behaviour management in paediatric mental health settings	1.1 Describe local trust policy in relation to: • absconsion • self-harm • behaviour management
2. Understand risk management in paediatric mental health settings	2.1 Describe the evidence base for using risk assessment in paediatric mental health settings 2.2 Explain what is meant by a risk management plan 2.3 Explain reasons for working in line with a risk management plan
3. Understand the implementation of risk management plans within paediatric mental health settings	3.1 Describe own role in relation to risk management plans 3.2 Evaluate potential environmental risks in paediatric mental health settings 3.3 Describe behaviours displayed by children and young people in paediatric mental health settings which may cause risk 3.4 Identify strategies to minimise risk 3.5 Explain recording and reporting procedures for incidents 3.6 Explain action to take in response to an incident which has been made safe by deviating from the risk plan

Additional information about this unit

N/A

Unit aim (s)	This unit provides the knowledge and understanding to undertake risk

	management in the paediatric mental health setting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCD HSC 0313, CM D1, CS21, CS5 and GEN8.

Title:	**M/616/5099 Work with babies and young children to support their development and learning**
Level:	**3**
Credit Value:	**6**
GLH:	**45**
TQT:	**60**
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the development and learning of babies and young children	1.1 Explain the pattern of development in the first five years of life and the skills typically acquired at each stage 1.2 Explain how development and learning are interconnected 1.3 Explain how and why variations occur in rate and sequence of development and learning 1.4 Explain that learning may take place in different ways 1.5 Explain the importance of play 1.6 Explain the potential effects on development, of pre conceptual, pre-birth and birth experiences 1.7 Explain the impact of current research into the development and learning of babies and young children
2. Be able to support the development and learning of babies and young children	2.1 Undertake assessments of babies or young children's development and learning needs 2.2 Demonstrate in own practice how the indoor and outdoor environment is responsive to the development and learning needs of babies and young children 2.3 Plan play based activities and experiences based on assessments to support development and learning 2.4 Demonstrate in own practice the provision of play based activities and

		experiences to support development and learning that are tailored to babies or young children's needs
3. Understand the attachment needs of babies and young children	3.1	Explain the benefits of the key worker/person system in early years' settings
	3.2	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
	3.3	Analyse the possible effects of poor quality attachments on the development of babies and children
4. Be able to engage with babies and young children and be sensitive to their needs	4.1	Engage sensitively with babies and young children giving them time to respond
	4.2	Engage in playful activity with babies and young children
	4.3	Explain how babies express their emotions, preferences and needs
	4.4	Demonstrate **responsive care** for babies and young children in own practice
	4.5	Explain why it is important to manage transitions for babies and young children
	4.6	Explain when and why babies and young children require periods of quiet to rest and sleep
5. Be able to work in partnership with carers in order to support the learning and development of babies and young children	5.1	Explain the primary importance of carers in the lives of babies and young children
	5.2	Communicate information with carers
	5.3	Evaluate ways of working in partnership with carers
Additional information about this unit		
Responsive care should include verbal and non-verbal cues from babies		
Unit aim (s)	The unit is designed to assess competence in work with babies and young children to support their learning and development This would normally cover children from birth to their 5th birthday.	
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.	

Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0037.

Title:	Y/616/5100 Support individuals who are bereaved
Level:	3
Credit Value:	4
GLH:	30
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the effects of bereavement on individuals	1.1 Describe how an **individual** may feel immediately following the death of a loved one 1.2 Analyse how the bereavement journey may be different for different individuals across the lifespan
2. Understand principles for supporting individuals who are bereaved	2.1 Compare theories of bereavement 2.2 Explain the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for bereavement 2.3 Explain importance of empathy in supporting a bereaved individual
3. Be able to support individuals to express their response to loss	3.1 Create an environment where the individual has privacy to express their emotions 3.2 Use active listening skills to support the individual to express their thoughts, feelings and distress
4. Be able to support individuals who are bereaved	4.1 Assess the individual's level of distress and their capacity for resilience **4.2** Agree a programme of support with the individual and **others** 4.3 Carry out own role within the support programme 4.4 Support the individual to identify any changes they may need to make as a result of their loss 4.5 Explain the importance of working at the individual's pace during the bereavement journey

		4.6	Support the individual to manage conflicting emotions, indecision or fear of the future
5.	Understand the role of specialist agencies in supporting individuals who are bereaved	5.1	Compare the roles of specialist agencies in supporting individuals who are bereaved
		5.2	Describe how to assess whether a bereaved individual requires specialist support
		5.3	Explain the importance of establishing agreement with the individual for a referral to a specialist agency
6.	Be able to manage own feelings when providing support for individuals who are bereaved	6.1	Identify ways to manage own feelings while providing support for an individual who is bereaved
		6.2	Use **support systems** to help manage own feelings

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

Support systems refers to a network of people who provide an individual with practical or emotional support

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	D/616/5101 Support individuals to access and use information about services and facilities
Level:	2
Credit Value:	3
GLH:	20
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know ways to support individuals to access information on services and facilities	1.1 Identify the types of **services and facilities** about which **individuals** may require information 1.2 Identify possible barriers to accessing and understanding information 1.3 Describe ways to overcome barriers to accessing information 1.4 Identify a range of formats, translations and technology that could make information more accessible for individuals 1.5 Describe types of support individuals may need to enable them to identify and understand information
2. Be able to work with individuals to select and obtain information about services and facilities	2.1 Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities 2.2 Work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes 2.3 Support an individual to obtain selected information in their preferred format and language
3. Be able to work with individuals to access and use information about services and facilities	3.1 Support an individual to access the content of information about services and facilities

		3.2	Demonstrate ways to check an individual's understanding of the information
		3.3	Work with an individual to access a service or facility using the information, in ways that promote active participation
		3.4	Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information
4.	Be able to support individuals to evaluate the information accessed on services and facilities	4.1	Support an individual to give feedback on whether information on services and facilities has met their needs and preferences
		4.2	Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information
		4.3	Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory, or which excludes individuals

Additional information about this unit

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

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Unit aim (s)	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 evaluate services and facilities.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0234.

Title:	H/616/5102 Prepare for and carry out extended feeding techniques
Level:	3
Credit Value:	4
GLH:	27
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand legislation and agreed ways of working when using extended feeding techniques	1.1 Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding 1.2 Explain the importance of following procedures exactly as specified
2. Understand anatomy and physiology in relation to extended feeding	2.1 Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding 2.2 Explain the importance of fluid and nutritional balance to the health of individuals 2.3 Describe conditions where feeding may be undertaken by extended methods
3. Understand extended feeding techniques	3.1 Explain techniques for extended feeding 3.2 Describe equipment and materials that may be used for extended feeding 3.3 Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences 3.4 Describe how to recognise and deal with adverse reactions which may occur: • During procedures • Following procedures
4. Be able to manage risks relating to extended feeding	4.1 Identify potential risks associated with extended feeding 4.2 Describe the potential sources and consequences of contamination related to extended feeding 4.3 Explain why it is important to:

			• maintain the correct level of cleanliness • pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area
		4.4	Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure
		4.5	Dispose of: • used equipment, materials and feeds • body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working
5.	Be able to prepare for extended feeding	5.1	Ensure that adequate and relevant fluids, feeds and equipment are available
		5.2	Confirm the identity of the individual prior to carrying out the activity
		5.3	Obtain valid consent from the individual prior to carrying out the planned activity
		5.4	Confirm equipment and materials are: • appropriate to the procedure • fit for purpose
		5.5	Position the individual to ensure safety and comfort and to facilitate the method of extended feeding
6.	Be able to carry out and complete extended feeding techniques	6.1	Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual
		6.2	Carry out extended feeding safely and according to the individual's plan of care
		6.3	Observe the individual throughout the activity and respond to any adverse reactions
		6.4	Ensure the comfort of the individual following extended feeding
7.	Be able to maintain records and report on extended feeding	7.1	Complete required records
		7.2	Identify others who may be involved in reviewing the nutritional and fluid intake of an individual

	7.3 Report any findings about the process and the individual which may have an impact on the care plan

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS17.

Title:	K/616/5103 Provide support to individuals to continue recommended therapies
Level:	3
Credit Value:	3
GLH:	20
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the importance of supporting individuals to continue recommended therapies	1.1 Analyse benefits of recommended therapies to an individual's health and wellbeing 1.2 Describe barriers that prevent **individuals** from continuing recommended therapies 1.3 Discuss consequences of individuals discontinuing recommended therapies
2. Be able to encourage individuals to continue recommended therapies	2.1 Agree individual's **needs, wishes and preferences** in relation to continuing a recommended therapy 2.2 Enable individuals to access information in relation to benefits of continuing the recommended therapy 2.3 Describe how to overcome an individual's fears or concerns in relation to continuing the recommended therapy 2.4 Explain how to motivate the individual to continue the recommended therapy
3. Be able to support individuals to continue recommended therapy	3.1 Clarify information required prior to providing support 3.2 Promote **active participation** during therapy 3.3 Manage concerns encountered during therapy 3.4 Provide constructive feedback and encouragement to the individual during therapy

4. Be able to monitor, record and report on observations during recommended therapy	4.1 Establish with the individual and **others** the observations to be made during therapy sessions
	4.2 Carry out agreed observations within scope of own role
	4.3 Record agreed observations within scope of own role
	4.4 Report on the findings of observations to individuals and others
5. Be able to contribute to evaluation and review of recommended therapies	5.1 Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
	5.2 Carry out agreed role to support the evaluation, using observations and feedback from the individual and others
	5.3 Agree changes to therapy sessions or the support provided with others
	5.4 Record agreed actions

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Needs, wishes and preferences can include:
- importance of recognising individual needs
- age and stage of development of child or young person
- home language
- preferred method
- additional learning needs
- physical disabilities
- cognitive and communication difficulties
- alternative methods of communication e.g. language; British Sign Language, Makaton, Braille, the use of signs, symbols, pictures and writing; objects of reference, finger spelling, communication passports, human and technological aids to communication

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

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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0352.

Title:	M/616/5104 Assist in the administration of medication
Level:	2
Credit Value:	4
GLH:	25
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Know the current legislation, guidelines and policies relevant to the administration of medication	1.1 Identify the current national legislation and guidelines relevant to the administration of medication 1.2 Outline the organisational policies for the management and administration of medication
2. Understand own role in assisting in the administration of medication	2.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication 2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence
3. Understand the requirements and procedures for assisting in the administration of medication	3.1 Explain the purpose and significance of the information which should be provided on the label of a medication 3.2 Describe the different routes for the administration of medication 3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility 3.4 Describe the various aids which can be used to help individuals take their medication

		3.5	Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice
		3.6	Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice
4.	Understand the requirements and procedures for ensuring an individual's safety	4.1	Explain the importance of identifying the individual for whom the medications are prescribed
		4.2	Explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it
5.	Be able to prepare for the administration of medication	5.1	Obtain or confirm valid consent for the administration of medication
		5.2	Apply standard precautions for infection control
		5.3	Select, check and prepare the medication according to the medication administration record or medication information leaflet
		5.4	Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist
		5.5	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
6.	Be able to assist in the administration of medication	6.1	Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan
		6.2	Assist the individual to be as self-managing as possible
		6.3	Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication
		6.4	Monitor the individual's condition throughout the administration process

		6.5	Explain the types of adverse effects that may occur and the action to take if they do
		6.6	Check and confirm that the individual has taken the medication and does not pass medication to others
7.	Be able to contribute to the management of medications and administration records	7.1	Explain the importance of keeping accurate and up-to-date records of the administration of medication
		7.2	Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely
		7.3	Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage
		7.4	Maintain the confidentiality of information relating to the individual at all times
		7.5	Check the stock level of medications and take action to obtain new stocks when required

Additional information about this unit	
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner	
Valid consent must be in line with agreed UK country definition	
Unit aim (s)	This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role. This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a 'drug round' may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.

Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS2.

Title:	T/616/5105 Insert and secure nasogastric tubes
Level:	3
Credit Value:	4
GLH:	30
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to inserting and securing nasogastric tubes	1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to inserting and securing nasogastric tubes 1.2 Summarise own responsibilities and accountability in relation to inserting and securing nasogastric tubes 1.3 Explain the duty to report any acts or omissions in care 1.4 Explain the importance of working within own sphere of competence
2. Understand purpose and functions of nasogastric tubes and associated procedures	2.1 Explain the anatomy of the upper gastro-intestinal tract in relation to inserting nasogastric tubes 2.2 Describe the physiology of the stomach and small intestine in relation to potential contents of gastric aspirate 2.3 Explain the types of nasogastric tubes 2.4 Explain how to select the appropriate tube for each individual 2.5 Explain the normal appearance and content of stomach/intestinal fluid 2.6 Explain how appearance and content of stomach/intestinal fluid could be affected by the individual's presenting medical condition 2.7 Describe sources of contamination 2.8 when inserting nasogastric tubes 2.9 Describe how to minimise sources of contamination when inserting nasogastric tubes

		2.10	Explain how aseptic technique contributes to the control of infection
3.	Be able to prepare for the insertion of a nasogastric tube	3.1	Apply health and safety measures relevant to the procedure and environment
		3.2	Apply standard precautions for infection control
		3.3	Confirm the individual's identity and gain valid consent
		3.4	Explain the procedure according to the individual's care plan
		3.5	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
		3.6	Prepare the equipment required for insertion of a nasogastric tube
4.	Be able to insert a nasogastric tube	4.1	Maintain compliance with health and safety guidance
		4.2	Ensure the individual is positioned in a way that will maintain their safety and comfort and will facilitate the insertion of the nasogastric tube
		4.3	Ensure that an individual's privacy and dignity is maintained
		4.4	Insert the nasogastric tube
		4.5	Observe the individual throughout the procedure and report any adverse reactions
		4.6	Ensure the nasogastric tube is correctly positioned in the stomach
		4.7	Ensure the drainage bag is securely attached in a way that prevents discomfort and promotes dignity of the individual
5.	Be able to provide aftercare for individuals following nasogastric tube insertion	5.1	Observe, report and document any changes in appearance to nasogastric aspirate
		5.2	Measure and record the volume of aspirate
		5.3	Seek assistance promptly from an appropriate person should it be required at any stage
		5.4	Ensure the comfort of the individual following insertion of the nasogastric tube
		5.5	Dispose of waste

Additional information about this unit

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

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Adverse reactions may include:
- fear/apprehension
- pain
- failure to pass the nasogastric tube
- asphyxiation

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS15.

Title:	A/616/5106 Coordinate the progress of individuals through care pathways
Level:	3
Credit Value:	4
GLH:	10
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines in relation to coordinating the progress of individuals through care pathways	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines in relation to the coordination of the progress of individuals through care pathways in relation to own role 1.2 Explain own and others' roles and responsibilities in the delivery of care pathways 1.3 Explain why and when individuals' priorities are reviewed 1.4 Describe the protocols for prioritising care and treatment in relation to own role
2. Understand the coordination of individuals through care pathways	2.1 Describe the stages of an individual's care pathway 2.2 Describe ways in which individuals accessing services can be managed and optimised 2.3 Describe ways to maintain individual safety when supporting the operation of care pathways 2.4 Identify the resources required for supporting individuals through care pathways 2.5 Identify any actions required to overcome any identified problems
3. Be able to coordinate the progress of individuals through care pathways	3.1 Communicate accurate information regarding the individual, their needs and treatment when the individual is

	transferred to the care of colleagues, other departments or services
	3.2 Identify actions required when there is deviation from the planned pathway within scope of own role
	3.3 Update records, store and share documentation and information in line with local policy and protocol
	3.4 Coordinate aspects of the care pathway in line with local policy and protocol and within scope of own role
	3.5 Assess issues that arise as an individual moves through the care pathway

Additional information about this unit

Care pathways: 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.

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Resources may include:
• people / practitioners
• physical resources
• services and facilities

Unit aim (s)	This unit is about coordinating the effective management of individuals through care or patient pathways. Pathways are determined by the specific needs of the individual and their condition.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning Outcome 3 must relate to real work activities and be observed in the work setting.
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN79.

Title:	F/616/5107 Undertake personal hygiene activities with individuals
Level:	2
Credit Value:	3
GLH:	24
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals	**1.1** Identify current legislation, national guidelines, **policies, procedures and protocols** in relation to undertaking personal hygiene activities with **individuals** 1.2 Explain the importance of complying with health and safety guidance 1.3 Explain the importance of using aseptic techniques
2. Know the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing	2.1 Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing
3. Be able to prepare for undertaking personal hygiene activities with individuals	3.1 Explain the importance of following the individual's care plan 3.2 Explain why resources should be prepared prior to commencing the activity 3.3 Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan 3.4 Confirm the individual's identity and gain **valid consent** 3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
4. Be able to undertake personal hygiene activities with individuals	4.1 Apply health and safety measures relevant to the procedure and environment 4.2 Apply standard precautions for infection control

	4.3	Carry out personal hygiene activities in accordance with the individual's care plan
	4.4	Ensure that the individual's privacy and dignity is maintained
	4.5	Observe the individual while providing support and reassurance and address any concerns
	4.6	Describe action to take in response to adverse reactions
5. Be able to record and report the outcome of the personal hygiene activity	5.1	Record the outcome of the personal hygiene activity
	5.2	Report the outcomes of the activity to a member of the care team in line with local policy

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Policies and procedures may include other agreed ways of working as well as formal policies and procedures

Unit aim (s)	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 control is required. The ability to follow a Care Plan is central to carrying out the activities.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS11.

Title:	J/616/5108 Support individuals with speech and language disorders to develop their communication skills
Level:	3
Credit Value:	4
GLH:	28
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with speech and language disorders to develop their communication skills	1.1 Identify key legislation, national guidelines, policies, protocols and good practice related to supporting i**ndividuals** with speech and language disorders to develop their communication skills 1.2 Explain own responsibilities and accountability in relation to providing support to individuals with speech and language disorders to develop their communication skills
2. Understand range of developmental, progressive and acquired disorders that can impact on developing or developed communication across the lifespan	2.1 Describe the range of developmental, progressive and acquired disorders that can impact on developing or developed communication across the lifespan
3. Understand the factors affecting individuals' ability to communicate	3.1 Outline how speech sounds are produced 3.2 Explain how common speech and language disorders can affect an individual's ability to communicate and learn 3.3 Explain the effect that developmental delay and acquired disorders can have upon an individual's communication 3.4 Explain the effects the following will have on communication and social interaction: • unusual patterns of interaction • psychological changes • stress and distress

			• familiar communication environments • employment • education • health
		3.5	Explain the stages in verbal comprehension and how situational understanding impacts on functional understanding
		3.6	Outline the role of the communication partner in making reasonable adjustments
		3.7	Explain the impact of social communication impairment
4.	Understand how **therapeutic programmes and activities** are used to support and enhance communication	4.1	Identify factors which affect attention span, memory and the ability to learn for different client groups accessing speech and language therapy
		4.2	Explain the nature and purpose of different therapeutic activities
		4.3	Explain how therapeutic activities can be adapted for use within the boundaries of a specified therapy programme
		4.4	Explain the meaning and uses of augmentative sign and symbol systems for communication disorders and social interaction
5.	Be able to prepare to support individuals with speech and language disorders during agreed therapeutic activities	5.1	Provide a model for the individual in terms of verbal and non-verbal communication
		5.2	Gain **valid consent** from the individual, or a third party where the individual is not in a position to provide this consent independently
		5.3	Explain and agree the therapeutic activities with the individual
6.	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	6.1	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
		6.2	Use motivators and provide levels of stimulation that are appropriate to the age and communication ability of the individual

	6.3	Provide the individual with sufficient time, opportunity and encouragement to practise existing and newly developed skills
	6.4	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
	6.5	Provide support to **relevant others** to enable them to develop skills which they can use with the individual in a functional setting
	6.6	Provide feedback to the individual's care team to support future planning of the individual's care
	6.7	Record outcomes of the programme activities, taking any necessary action in response to factors which indicate adverse reaction to the programme

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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
- augmentative and alternative communication (AAC)

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 aim (s) | 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 across the lifespan. Learners will have the opportunity to develop knowledge, understanding and skills to |

	implement and adapt therapeutic activities for individual communication needs.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS157.

Title:	L/616/5109 Develop positive relationships with children and young people
Level:	3
Credit Value:	4
GLH:	30
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
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	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year 1.2 Describe local policies for child safety and protection 1.3 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 1.4 Explain the rights and responsibilities of parents/carers for their child and how they relate to own role 1.5 Explain how to obtain advice and information to support own practice 1.6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol 1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol 1.8 Explain the importance of confidentiality when accessing records and information
2. Understand the need for developing positive relationships with children and young people	2.1 Explain why developing positive relationships with children and young people is important

		2.2	Explain how to develop positive relationships with children and young people
		2.3	Explain how to maintain positive relationships with children and young people
3.	Be able to establish positive relationships with children and young people	3.1	Explain how to respect privacy and confidentiality wishes
		3.2	Check that the child or young person understands that their needs are important and are being addressed
		3.3	Establish, through play and other methods, a rapport with the child or young person that encourages a good relationship to develop
		3.4	Obtain support in line with local policy or protocol where there are communication or relationship issues
4.	Be able to provide information and advice to children and young people	4.1	Respond to any concerns that the child or young person might have
		4.2	Agree with the child or young person the information which may be shared with others
		4.3	Provide information for the child or young person using different words, phrases, and expressions to assist understanding
		4.4	Direct the child or young person to any further sources of information, advice or support
		4.5	Maintain records in line with local policy and protocol
		4.6	Communicate in a way that is sensitive to the age, understanding and preferences of the child or young person

Additional information about this unit

Significant others may include
- Family
- Colleagues
- Other individuals involved with the care or wellbeing of the child or young person

Needs may include:
- physical
- emotional

- mental health
- spiritual
- environmental
- social
- sexual
- developmental
- cultural

Preferences may be based on:
- beliefs
- values
- culture

Children and young people are from birth to their nineteenth birthday

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to CS19.

Title:	F/616/5110 Perform the non-scrubbed circulating role for perioperative procedures
Level:	2
Credit Value:	3
GLH:	22
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to perform the non scrubbed **circulating role** for perioperative procedures in line with policies, protocols and good practice	1.1 State the **standard precautions** used for the provision and monitoring of medical equipment, devices and items, and the potential consequences of not following these 1.2 Explain local policies and procedures regarding the correct handling of contaminated items 1.3 Describe how to avoid compromising the **sterile field** 1.4 State the procedures which must be followed when there is a breakdown in the sterile field 1.5 State how to dispose of contaminated or potentially hazardous waste in line with local and national policies and protocols
2. Know how medical devices are used for surgical interventions	2.1 State the purpose and function of medical devices used for surgical interventions 2.2 Identify the potential hazards of medical devices 2.3 Describe the suitability of different types of surgical instrumentation for different procedures 2.4 Identify the equipment to be used for weighing swabs and counting instruments 2.5 Explain the actions to be taken when there is a problem with an item and the

		potential consequences of not following procedures
3.	Be able to work with medical devices and equipment for clinical procedures in accordance with requirements	3.1 Apply standard precautions for infection control 3.2 Apply health and safety measures relevant to the procedure and environment 3.3 Obtain, prepare and position medical devices and equipment in line with local policies and protocols 3.4 Use, care for and store medical devices and equipment in line with manufacturers' instructions and local policies and protocols 3.5 Monitor and count surgical instruments, swabs and sharps with the **appropriate person** in line with national and local policies and protocols 3.6 Maintain tracking and traceability requirements for sterile items 3.7 Dispose of clinical and hazardous waste safely, according to local policies and protocols

Additional information about this unit

The **circulating role** is someone in a clinical role assisting the practitioner during perioperative procedures

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 microorganisms. This is often an area immediately around an individual 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

Unit aim (s)	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.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to PCS24.

Title:	J/616/5111 Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies
Level:	3
Credit Value:	3
GLH:	22
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
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	1.1 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 1.2 Describe local policies for child safety and protection 1.3 Explain how to work in partnership with parents/carers and **significant others** 1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this 1.5 Explain how to obtain advice and information to support own practice 1.6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol 1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol 1.8 Explain the importance of confidentiality when accessing records and information
2. Understand the requirements for the health and wellbeing of newborn babies and their parents/carers	2.1 Explain the differing needs of babies at the different stages of physical, social, emotional and cognitive development

		2.2	Describe the main trends and changes relating to the care of newborn babies
		2.3	Explain how adopting a **healthy lifestyle** can enable parents/carers to promote their own health and well-being and that of their babies
		2.4	Explain the benefits of empowering parents/carers to manage the care of their babies, including the involvement of the father/father figure
		2.5	Describe the principles and practice of infant feeding during the first year
		2.6	Explain how the needs of newborn babies may affect those who care for them
		2.7	Explain the impact of family and environment, including parenting capacity, on the health and wellbeing of babies
		2.8	Identify the contributing factors that increase the risk of significant harm to newborn babies and how to respond to any concerns
3.	Be able to provide advice and information that enables parents/carers to meet the health and wellbeing needs of their newborn babies	3.1	Explain the purpose of own role and role of organisation to parents/carers
		3.2	Explain the importance of confirming the parents/carers understanding of how to promote and protect the health and wellbeing of their baby
		3.3	Involve parents/carers in identifying their requirements for promoting and protecting the health and wellbeing of their baby, including the advice and information needed
		3.4	Provide information in a way that enables parents/carers to make informed choices about the care of their baby
		3.5	Discuss with parents/carers potential **lifestyle changes** that will increase their capacity to manage their parenting responsibilities and optimise their own health and wellbeing, encouraging them to set achievable targets
		3.6	Assist parents/carers in developing realistic and achievable plans for

	promoting and protecting the health and wellbeing of their baby
	3.7 Provide information on how to access services, information and other resources available locally or nationally for parents/carers
	3.8 Update records in line with local policy and protocol
	3.9 Agree dates to review progress and requirements

Additional information about this unit

Significant others may include
- Family
- Colleagues
- Other individuals involved with the care or wellbeing of the baby, child or young person

Healthy lifestyle may include diet, nutrition, physical exercise, rest

Lifestyle changes may include reference to smoking, alcohol intake, recreational drugs

Unit aim (s)	This unit is aimed at those who provide advice and information to parents to enable them to promote the health and wellbeing of their newborn babies, adopting a suitable lifestyle to optimise the health and wellbeing of the babies, themselves and the whole family.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to MCN26.

Title:	L/616/5112 Facilitate and monitor housing and accommodation services to support individuals with mental health needs
Level:	3
Credit Value:	5
GLH:	32
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
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	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines for working with an **individual** with mental health needs 1.2 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of **housing and accommodation** for an individual with mental health needs
2. Understand the nature and operation of the housing sector as related to people with mental health needs	2.1 Explain the role of the principal agencies within the housing sector which develop housing and accommodation for individuals with mental health needs 2.2 Explain the impact of homelessness on mental health needs 2.3 Describe the different types of accommodation that are available with reference to an individual's mental health needs 2.4 Compare different types of accommodation in terms of the support they offer to an individual with mental health needs 2.5 Explain the influence of age and type of mental health needs on decisions made relating to housing

		2.6	Describe the practical and emotional skills required to live independently
3.	Be able to facilitate the arrangement of housing and accommodation services for individuals with mental health needs	3.1	Support the individual to prepare for attending housing and accommodation services
		3.2	Discuss the individual's housing and accommodation needs with housing and accommodation services
		3.3	Explain the factors that need to be considered when arranging housing and accommodation to meet the individual's needs
		3.4	Confirm that steps have been taken to maintain an individual's privacy and dignity at all times
		3.5	Confirm that steps have been taken to treat individuals with equality and that they are not discriminated against due to mental health needs
		3.6	Provide information to the housing and accommodation services in line with local policy and protocol
		3.7	Explain own role in assisting housing and accommodation services
		3.8	Explain the procedures for raising concerns relating to an individual with mental health needs in line with local policy and protocol
4.	Be able to monitor the provision of housing and accommodation services for individuals with mental health needs	4.1	Maintain contact with housing and accommodation workers to review arrangements in line with local policy and protocol
		4.2	Monitor an individual's progress in maintaining housing responsibilities
		4.3	Respond to any issues that interfere with the housing and accommodation arrangements
		4.4	Support partnership arrangements in maintaining housing and accommodation for an individual with mental health needs
5.	Be able to keep records relating to individuals housing and accommodation	5.1	Update records on the individual's progress with their housing and accommodation in line with local policy and protocol

	5.2 Collate records to contribute to data collection on work carried out with housing and accommodation services
Additional information about this unit	
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner	
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 aim (s)	This unit is intended for those who work directly with housing and accommodation services to enable them to support individuals with mental health needs.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health's Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0349.

Title:	R/616/5113 Collaborate in the assessment of environmental and social support in the community
Level:	3
Credit Value:	4
GLH:	23
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of environmental and social support in the community	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect work related to the provision of environmental and social support in the **community** 1.2 Identify when good practice suggests it may be necessary to seek assistance 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	2.1 Describe situations when individuals may need to be provided with environmental or social support 2.2 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 2.3 Describe the purpose of the assessment tools used in the workplace in relation to environmental and social support in the community 2.4 Explain the procedures relating to carrying out an assessment of environmental and social support in the community 2.5 Explain the roles of those involved in assessing 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	3.1	Communicate with the **individual** and **relevant others** in a way that encourages personal choice
		3.2	Undertake the assessment in line with local policy and protocol
		3.3	Identify and prioritise the individual's needs, in conjunction with relevant others if necessary
		3.4	Record the outcomes of the assessment in line with local policy and protocol
		3.5	Pass on the outcomes of the assessment in line with local policy and protocol
4.	Be able to plan changes to be made to the environment and social support with individuals and relevant others	4.1	Confirm the availability of the resources required for the environmental or social support
		4.2	Communicate the options for support and equipment to the individual and relevant others
		4.3	Identify any difficulties with providing the support or equipment, discussing possible solutions
		4.4	Agree any proposed changes to the environment and social support and gain **valid consent** to carry these out
		4.5	Record the agreed actions in line with local policy and protocol

Additional information about this unit

Community could be the individual's own home, a community home, a day centre or the individual's place of work

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Relevant others may include:
- Colleagues
- Family
- Carers
- Anyone else involved in the care and wellbeing of the individual

Valid consent must be in line with agreed UK country definition

| **Unit aim (s)** | 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. |

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN75.

Title:	Y/616/5114 Care for the physical and nutritional needs of babies and young children
Level:	3
Credit Value:	6
GLH:	45
TQT:	60
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to provide physical care for babies and young children	1.1 Provide physical care for babies and young children in relation to their: • Skin • Hair • Teeth • Nappy area 1.2 Explain the importance of taking into account preferences of carers in the provision of physical care 1.3 Engage with babies or young children in a respectful manner 1.4 Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care
2. Be able to provide routines for babies and young children that support their health and development	2.1 Plan daily and weekly routines for babies and young children to meet individual needs 2.2 Treat babies or young children with respect and sensitivity during everyday care routines 2.3 Explain the principles of effective toilet training
3. Be able to provide opportunities for exercise and physical activity	3.1 Explain the importance of exercise and physical activity for babies and young children 3.2 Provide opportunities for babies or young children to engage in exercise and physical activity

4. Be able to provide safe and protective environments for babies and young children	4.1 Explain policies and procedures that cover health, safety and protection of babies and young children
	4.2 Review the environment's safety features and ensure they provide a safe and protective environment for babies and young children
	4.3 Supervise babies or young children and demonstrate a balanced approach to risk management
	4.4 Explain current advice on minimising sudden infant death syndrome in everyday routines for babies
5. Be able to provide for the nutritional needs of babies under 18 months	5.1 Identify, using current government guidance, the nutritional needs of babies until they are fully weaned
	5.2 Plan a **programme of weaning** using information from carers
	5.3 Prepare formula feeds hygienically following current guidance
	5.4 Evaluate the benefits of different types of formula that are commonly available
6. Understand how to provide for the nutritional needs of young children from 18-36 months	6.1 Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers
	6.2 Explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child

Additional information about this unit

Programme of weaning may include supporting mothers to breast feed whilst weaning

Unit aim (s)	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 3rd birthday.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit should be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0037.

Title:	D/616/5115 Support individuals to manage their finances
Level:	3
Credit Value:	3
GLH:	20
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to access information and advice about financial affairs	1.1 Identify sources of information and advice about methods and services for managing personal finances 1.2 Identify sources of information and advice about benefits and allowances 1.3 Describe the role of **others** who may be involved in supporting individuals to manage their own finances 1.4 Describe how and when to access specialist expertise in relation to managing financial affairs 1.5 Explain how to access advice on safeguarding against financial abuse
2. Be able to provide support for individuals to manage their finances	2.1 Identify legislation, codes of practice and agreed ways of working in relation to providing support to manage finances 2.2 Work with the **individual** to identify the skills they have for managing their own finances 2.3 Identify an individual's preferred methods and services for managing their finances 2.4 Provide support for managing finances in a way that promotes **active participation** and safeguards the individual 2.5 Contribute to records and reports in relation to finances in line with agreed ways of working

3. Be able to contribute to applying for financial assistance	3.1	Provide support for an individual to check the benefits and allowances they are entitled to
	3.2	Contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation
4. Be able to contribute to reviewing support for managing finances	4.1	Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances
	4.2	Work with the individual to evaluate methods, services and support for managing finances
	4.3	Agree with the individual any changes to methods, services and support for managing finances
	4.4	Provide feedback to an organisation or agency about the effectiveness of financial information or support
	4.5	Explain the importance of providing feedback to organisations or agencies in relation to their financial services or support

Additional information about this unit

Others may include:
- Team members
- Other colleagues
- Families, carers and advocates

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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 aim (s)	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.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0345.

Title:	H/616/5116 Support individuals to carry out their own health care procedures
Level:	2
Credit Value:	2
GLH:	15
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand health care procedures likely to be undertaken by individuals	1.1 Identify treatments and physical measurements likely to be undertaken by **individuals** 1.2 Explain reasons why physical measurements and specimens might need to be taken 1.3 Describe possible adverse reactions individuals may experience when undertaking their own health care procedures
2. Be able to support individuals to prepare to carry out their own health care procedures	2.1 Establish with **others** own role in supporting individuals to carry out their own health care procedures 2.2 Promote safe storage of supplies 2.3 Support the individual to prepare equipment and the environment to carry out procedures 2.4 Provide the individual and key people with accurate and accessible information about the procedures they will use and how materials and equipment should be stored and disposed of 2.5 Support the individual's understanding of techniques for procedures 2.6 Check the individual's understanding of when to seek advice or take immediate action when carrying out health care procedures

3. Be able to support individuals to carry out health care procedures	3.1 Assist the individual to carry out health care procedures in a way that promotes **active participation**
	3.2 Promote safe disposal of supplies used for procedures
	3.3 Support the individual to record measurements and store records safely
4. Be able to monitor health care procedures undertaken by individuals	4.1 Monitor the accuracy, timing and outcomes of health care procedures carried out by the individual
	4.2 Record and report any adverse reactions or other concerns, in line with agreed ways of working
	4.3 Describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

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 aim (s)	This unit covers the knowledge and skills required to support individuals to carry out their own health care procedures.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0225.

Title:	K/616/5117 Obtain venous blood samples
Level:	3
Credit Value:	3
GLH:	24
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples	1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples
2. Understand the anatomy and physiology relating to obtaining venous blood samples	2.1 Describe the structure of venous blood vessels 2.2 Explain blood clotting processes and the factors that influence blood clotting 2.3 Describe the position of venous blood vessels in relation to arteries, nerves and other structures
3. Be able to prepare to obtain venous blood samples	3.1 Confirm the **individual's identity** and obtain **valid consent** 3.2 Communicate with the individual in a manner which: • is appropriate to their communication needs and abilities • provides relevant information • provides support and reassurance • addresses needs and concerns • is respectful of personal beliefs and **preferences** 3.3 Select and prepare appropriate equipment for obtaining the venous blood sample 3.4 Select and prepare an appropriate site taking into account the individual's age, needs and preferences
4. Be able to obtain venous blood samples	4.1 Apply health and safety measures relevant to the procedure and environment

	4.2 Apply standard precautions for infection control
	4.3 Obtain the venous blood sample, to include:
	• utilisation of blood collection equipment
	• 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
	4.4 Respond to indications of adverse reactions or complications during the procedure
	4.5 Explain the procedure to manage an arterial puncture
	4.6 Terminate the blood collection procedure to include:
	• removal of blood collection equipment
	• stopping blood flow
	• stopping bleeding
	• application of suitable dressing
	• personal care advice to the individual
5. Be able to prepare venous blood samples for transportation	5.1 Label, package, transport and store blood samples

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Preferences may be based on:
• beliefs
• values
• culture

| **Unit aim (s)** | This unit is aimed at health and social care professionals involved in the use of venepuncture/phlebotomy techniques and |

	procedures to obtain venous blood samples from individuals for investigations.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit should be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS132.2012.

Title:	M/616/5118 Implement therapeutic group activities
Level:	3
Credit Value:	4
GLH:	25
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the principles of therapeutic group activities	1.1 Explain how participating in **therapeutic group activities** can benefit an **individual's** identity, self-esteem and wellbeing 1.2 Analyse reasons why a group activity rather than one to one work may be recommended in particular circumstances 1.3 Compare theories in relation to group dynamics
2. Be able to plan and prepare for therapeutic group activities	2.1 Work with individuals and **others** to agree: • the nature and purpose of a therapeutic group • specific activities to fit the purpose of the group • the monitoring or observations required as part of the group activity • own role in relation to planning and preparing for the group activity 2.2 Address any risks that may be associated with the planned activities 2.3 Prepare the environment for a therapeutic group activity 2.4 Prepare equipment or resources needed for the activity
3. Be able to support individuals during therapeutic group activities	3.1 Support group members to understand the purpose and proposed activity of the group 3.2 Support group members during the activity in ways that encourage effective

		communication, **active participation** and co-operation
	3.3	Support group members according to their own level of ability and need
	3.4	Give direction, praise, reassurance and constructive feedback during the activity
	3.5	Support the group to bring the activity to a safe and timely end
4. Be able to contribute to the evaluation of therapeutic group activities	4.1	Encourage and support individuals to give feedback during and after group activities
	4.2	Agree with others processes and criteria for evaluating the therapeutic benefits of the group and its activities
	4.3	Carry out own responsibilities for supporting the evaluation and agreeing any revisions
	4.4	Record and report on outcomes and any revisions in line with agreed ways of working

Additional information

Therapeutic group activities may include:
- reminiscence therapy
- relaxation and anxiety management
- remedial games
- health-related group activities
- art or music therapy

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Others may include:
- Team members
- Other colleagues
- Families, carers and advocates

Risks may include those associated with:
- the health, safety and wellbeing 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	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC393.

Title:	T/616/5119 Collate and communicate health information to individuals
Level:	3
Credit Value:	2
GLH:	10
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals	1.1 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 1.2 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 1.3 Explain the ethics concerning confidentiality 1.4 Explain the tensions which may exist between an individual's request for information and the organisation's responsibilities within information governance
2. Be able to identify the information to be collated and communicated	2.1 Respond to individual needs in accordance with **clinical governance**, national guidelines and local policies and protocols 2.2 Confirm the purpose of the communication and needs of the individual or **others** 2.3 Adhere to legislation, protocols and guidelines relating to giving/sharing **information**, confidentiality and record

		keeping in relation to **information governance**
	2.4	Use relevant secure sources to access the required health information
3. Be able to communicate health information	3.1	Provide a suitable environment for communication to maintain privacy and dignity
	3.2	Communicate with the individual and relevant carers or family at a pace and level consistent with their understanding
	3.3	Identify and overcome any barriers to communication
	3.4	Identify the communication and information needs and abilities of the individual or others
	3.5	Present health information in a format that is: • consistent with the individual's level of understanding, culture, background and preferred ways of communicating • appropriate to the individual's communication needs and abilities
	3.6	Actively listen to the individual or others reactions to information provided and clarify any issues raised
	3.7	Confirm with the individual and others that their needs relating to the information have been met
	3.8	Direct the individual or others to other sources of information where appropriate
	3.9	Record the outcome of the communication by updating records in line with policies and protocols

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

Others may include:

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

Information governance- covers information quality, confidentiality, data protection, information security, freedom and records management

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN62.

Title:	K/616/5120 Provide information and advice to individuals on eating to maintain optimum nutritional status
Level:	3
Credit Value:	5
GLH:	38
TQT:	50
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Know factors which can affect the nutritional status of individuals	1.1 Identify factors which can affect an individual's nutritional intake 1.2 Describe the relationship between exercise and weight management 1.3 Describe the relationship between different foods and their nutritional composition 1.4 Outline basic anatomy and physiology in relation to maintaining optimum nutritional status
2. Know how to advise individuals on maintaining optimal nutritional status	2.1 Identify local and national services for an individual who needs information and support about changing their health behaviour 2.2 Identify contact details of registered dietitians 2.3 Identify when to seek advice from a qualified practitioner 2.4 Outline the components of an ideal nutritional plan for the specific needs of an individual 2.5 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
3. Be able to obtain specific body measurements from individuals	3.1 Prepare an environment which is suitable for confidential discussions and for taking body measurements

	3.2 Gain **valid consent** from the individual prior to taking body measurements 3.3 Obtain **background information** from the individual 3.4 Take an individual's body measurements in line with local policy and protocol 3.5 Interpret results against standard measures
4. Be able to provide individuals with information and advice on eating to maintain optimum nutritional status	4.1 Explain the **nutritional composition** of different foods to the individual/carer 4.2 Support an individual to assess their eating habits and set nutritional objectives 4.3 Provide information to the individual/carer on how to maintain optimum nutritional status 4.4 Update records in line with local policy and protocol 4.5 Record any actions to be taken by the individual/carer

Additional information

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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 aim (s)	This unit is aimed at those who provide advice and information to individuals on how to maintain optimum nutritional status.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.

Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS148.

Title:	M/616/5121 Assist in the implementation of programmes to increase mobility, movement and functional independence
Level:	3
Credit Value:	4
GLH:	28
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies, protocols and good practice related to the implementation of programmes to restore mobility, movement and functional independence	1.1 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
2. Understand health topics related to restoring movement and functional independence	2.1 Describe the physical and psychological benefits of functional exercise 2.2 Identify and describe the functions of the main muscle groups and joints in the body 2.3 Describe a range of psychological effects of physical disability on **individuals** 2.4 Describe the conditions which can cause difficulties in movement and mobility, in relation to those encountered in own role
3. Understand treatment programmes related to restoring movement and functional independence	3.1 Describe the treatment programmes for individuals with restricted movement and mobility encountered in own role 3.2 Explain the functions of equipment and materials used in own role 3.3 Identify and explain the hazards associated with using the equipment and materials

		3.4	Describe potential signs of adverse reactions to mobility and movement programmes
4.	Be able to assist in implementing programmes to restore mobility, movement and functional independence	4.1	Obtain **valid consent** from the individual for the therapeutic activities
		4.2	Position the individual for the therapeutic activities
		4.3	Carry out therapeutic activities which fulfil the individual's needs and goals as outlined in the treatment plan
		4.4	Support and encourage the individual to practise existing and newly developed skills during the treatment programme
		4.5	Encourage the individual to practise skills developed during treatment in their daily life
		4.6	Monitor the individual during and after treatment in line with the treatment plan
		4.7	Describe monitoring processes used and their importance in treatment programmes
5.	Be able to make records and provide information to the practitioner	5.1	Feedback information to the practitioner to inform future treatment in line with local policy and protocol
		5.2	Make records of treatment activities and the individual's condition in line with national/local policy and protocol
		5.3	Explain the importance of seeking advice and guidance when the treatment activity is beyond own competence
		5.4	Explain the importance of reporting adverse reactions
		5.5	Explain the potential consequences of poor practice

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS138.

Title:	T/616/5122 Receive and handle clinical specimens within the sterile field
Level:	3
Credit Value:	4
GLH:	30
TQT:	40
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to receive and handle clinical specimens within the sterile field in line with health and safety guidance	1.1 Identify the different types of specimens received and handled within the perioperative environment 1.2 State the requirements for handling and transporting both frozen and non-frozen clinical specimens to ensure their condition is maintained 1.3 Identify different types and uses of container and transport media in the perioperative environment 1.4 Describe the potential consequences of poor practice related to handling, labelling and transporting clinical specimens 1.5 Explain how to deal with hazards associated with receiving and handling clinical specimens 1.6 Explain the pathogenic causes of wound infections 1.7 Explain the consequences of the contamination of clinical specimens
2. Be able to receive and handle clinical specimens within the sterile field	2.1 Apply **standard precautions** for infection control 2.2 Apply health and safety measures relevant to handling clinical specimens 2.3 Obtain **valid consent** to collect clinical specimens 2.4 Receive specimens in line with local policies and procedures 2.5 Maintain the **sterile field** when passing specimens to the **appropriate person**

| | 2.6 Ensure specimens are labelled and documentation has been completed in line with local policies and procedures |
| | 2.7 Process and dispatch clinical specimens in line with local policies and procedures |

Additional information about this unit

Standard precautions are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens

Valid consent must be in line with agreed UK country definition

The **sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual 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 possibly someone senior who has responsibility for receiving and processing specimens

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to PCS17

Title:	A/616/5123 Prepare anaesthetic environment and provide support for Pre and post operative anaesthesia and recovery
Level:	3
Credit Value:	5
GLH:	38
TQT:	50
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand health and safety measures specific to carrying out activities in the anaesthetic/recovery environment	1.1 Explain the **standard precautions** required for preparing the anaesthetic/recovery environment and the potential consequences of poor practice 1.2 Explain the importance of wearing personal protective equipment in the anaesthetic/recovery environment 1.3 Explain the importance of using equipment in line with manufacturers' instructions and local policies and protocols 1.4 Explain how to recognise clinical emergencies, and how to provide support to the registered practitioner in these emergencies
2. Understand the parameters for clinical readings taken in the anaesthetic/recovery environment	2.1 Identify the normal parameters for temperature, pulse, blood pressure, respiration, oxygen levels and urinary output 2.2 Explain how to measure an **individual's** temperature, blood pressure, respiration, oxygen levels and urinary output 2.3 Explain how anaesthesia may affect an individual's temperature, pulse, blood pressure, respiration, oxygen levels and urinary output

		2.4	Explain the common adverse reactions an individual may experience related to anaesthetic and recovery care
		2.5	Explain the importance of reporting any issues beyond own competence in accordance with local policies and protocols
3.	Be able to prepare and maintain anaesthetic/recovery equipment for the reception of individuals	3.1	Apply health and safety measures relevant to anaesthetic/recovery equipment
		3.2	Apply standard precautions for infection control
		3.3	Ensure equipment and documentation is available for the registered practitioner
		3.4	Document and report any equipment that is unfit for use according to local policies and protocols
		3.5	Clean reusable equipment in line with local policies and protocols
		3.6	Dispose of single use equipment and waste according to local policies and protocols
		3.7	Maintain the stock of disposables/fluids/linen
4.	Be able to assist the registered practitioner in caring for individuals in the anaesthetic/recovery environment	4.1	Confirm the individual's identity and gain valid consent
		4.2	Maintain the individual's privacy, dignity and comfort when the individual is transferred and received into the anaesthetic/recovery environment
		4.3	Work within own sphere of competence, recognising when to refer on issues
		4.4	Use verbal and non-verbal skills to support individuals, prior to and after anaesthesia/sedation, overcoming any possible communication difficulties
		4.5	Support the registered practitioner in the assessment, management and reassurance of the individual in the anaesthetic/recovery environment
		4.6	Monitor the individual as delegated by the registered practitioner in accordance with the care plan
		4.7	Measure and record clinical observations, reporting any deviation

	from normal parameters to the registered practitioner 4.8 Record information in line with local policies and protocols
Additional information about this unit **Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to PCS25.

Title:	F/616/5124 Make recommendations for the use of physical resources in a health setting
Level:	3
Credit Value:	4
GLH:	15
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to make recommendations for the use of physical resources in a health setting	1.1 Explain own role and responsibilities in relation to making recommendations for the use of physical resources 1.2 Explain the types of information required in order to make recommendations for the use of physical resources 1.3 Explain local plans and objectives in relation to programmes of work 1.4 Identify possible trends and developments which might influence future expenditure 1.5 Explain the principles and methods which underpin budgetary control
2. Be able to interpret information to inform expenditure proposals, in line with organisational plans and objectives	2.1 Gather information to inform proposals for expenditure 2.2 Identify the level of physical resources required to maintain service 2.3 Explain the use of cost-benefit analysis 2.4 Collate suggestions for future expenditure from key stakeholders 2.5 Interpret any data gathered to inform expenditure proposal 2.6 Set targets and standards for the use of resources 2.7 Outline proposed methods of monitoring expenditure
3. Be able to present proposals for expenditure for physical resources to stakeholders	3.1 Present proposals for expenditure to stakeholders

	3.2	Summarise the expected benefits and any potential negative consequences of proposed expenditure
	3.3	Justify financial proposals, based on information gathered
	3.4	Provide explanations to stakeholders why any other options for future expenditure have been rejected
4. Be able to negotiate proposals for expenditure for physical resources with stakeholders	4.1	Negotiate proposals for expenditure with stakeholders, clarifying any areas of uncertainty or disagreement if necessary
	4.2	Conclude negotiations with stakeholders within the agreed timescale
	4.3	Use communication skills to maintain positive relations with stakeholders

Additional information about this unit	
N/A	
Unit aim (s)	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 required to meet health service delivery needs.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN65.

Title:	J/616/5125 Contribute to the discharge of individuals to carers
Level:	2
Credit Value:	1
GLH:	11
TQT:	10
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the procedures for discharging individuals to a carer	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform the discharge of an individual to a **carer** 1.2 Explain the national/local policies with regard to sharing clinical records and information 1.3 Explain the procedures for contacting carers to which the individual is being discharged 1.4 Explain the procedures to follow when the receiving carer cannot accommodate the **individual**
2. Be able to prepare individuals for discharge	2.1 Inform the individual of the decisions made in relation to their discharge 2.2 Explain to the individual about discharge arrangements 2.3 Communicate information in a way that is sensitive to the needs, personal beliefs and **preferences** of the individual or carer 2.4 Check that the individual understands the arrangements that have been made
3. Be able to contribute to the discharge of individuals to carers	3.1 Explain the reasons for arranging transport or escorts for an individual 3.2 Explain the procedures for arranging transport or escorts in line with local policy 3.3 Make arrangements for transport or escort in line with local procedures

	3.4 Advise the receiving carer of the individual's discharge and communicate information in line with local procedures
	3.5 Ensure that discharge records are updated in line with local procedures and within own role and responsibilities
	3.6 Refer any problems or issues regarding discharge to an appropriate person
	3.7 Maintain confidentiality in accordance with national/local **policies and procedures**

Additional information about this unit

Carer may include a family member, a residential or nursing care establishment, sheltered housing officer

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Preferences may be based on:
- Beliefs
- Values
- Culture

Policies and procedures may include other agreed ways of working as well as formal policies and procedures

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN17.

Title:	L/616/5126 Communicate with individuals about promoting their health and wellbeing
Level:	3
Credit Value:	3
GLH:	15
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Analyse concepts of health and wellbeing	1.1 Explain the terms 'health and wellbeing' 1.2 Define the term 'lifestyle' 1.3 Explain the links between lifestyle and health and wellbeing
2. Understand factors influencing health and wellbeing	2.1 Identify the factors influencing **individuals'** health and wellbeing 2.2 Identify wider determinants of health and wellbeing 2.3 Understand and communicate key health promotion messages and the benefits of making lifestyle changes 2.4 Identify agencies and **others** who might be able to help individuals to improve their health and wellbeing
3. Communicate appropriately with individuals and others	3.1 Select and use ways to communicate appropriately with individuals and others 3.2 Encourage an open and frank exchange of views 3.3 Identify barriers to communication 3.4 Use appropriate methods to reduce barriers to communications 3.5 Acknowledge individuals' right to make their own decisions 3.6 Support individuals and others to make their own decisions
4. Encourage individuals to address issues relating to their health and wellbeing	4.1 Raise individual's awareness of the key issues relating to their health and wellbeing

	4.2 Describe a range of approaches that apply to promoting health and wellbeing
	4.3 Use a range of methods for providing information on health and wellbeing
	4.4 Help individuals and others identify factors affecting their health and wellbeing
	4.5 Explore individuals' knowledge and beliefs about health and wellbeing
	4.6 Encourage individuals and others to take responsibility for changing their behaviour
	4.7 Help individuals and others to access reliable and up to date information and advice
	4.8 Help individuals and others access appropriate support

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

Unit aim (s)	The unit introduces the concepts of health and wellbeing and the ways of communicating key messages to individuals, in order to support them with choices they could make to improve their health and wellbeing.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to HT2.

Title:	R/616/5127 Maintaining quality standards in the health sector
Level:	2
Credit Value:	2
GLH:	13
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to provide a quality service within legislation, policies and procedures	1.1 Explain the importance of meeting quality standards as determined by legislation, **policies and procedures** 1.2 Explain how **others** could be encouraged to meet quality standards 1.3 Explain the benefits of maintaining quality standards
2. Understand the importance of working with others to provide a quality service	2.1 Explain personal responsibilities for working with others 2.2 Explain accountability when working with others 2.3 Explain the importance of working effectively with others to provide a quality service
3. Know how to monitor quality standards	3.1 Describe methods of monitoring quality standards 3.2 Explain how to inform other staff of quality issues 3.3 Describe how resources can be monitored and maintained 3.4 Outline the benefits of monitoring quality to maintain and improve standards
4. Understand the importance of prioritising own workload to reduce risks to quality	4.1 Review factors that can affect own workload 4.2 Explain how prioritising work will ensure the maintenance and improvement of a quality service
Additional information about this unit	

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	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	Y/616/5128 Support individuals during the last days of life
Level:	4
Credit Value:	5
GLH:	40
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the impact of the last days of life on the individual and others	1.1 Describe psychological effects of the dying phase on the **individual** and **others** 1.2 Describe the impact of the last days of life on the relationships between individuals and others
2. Understand how to respond to common symptoms in the last days of life	2.1 Describe the common signs of approaching death 2.2 Explain how to minimise the **distress** of symptoms related to the last days of life 2.3 Describe appropriate comfort measures in the final hours of life 2.4 Explain the circumstances when life-prolonging treatment can be stopped or withheld 2.5 Identify the signs that death has occurred
3. Be able to support individuals and others during the last days of life	3.1 Demonstrate a **range of ways** to enhance an individual's wellbeing during the last days of life 3.2 Describe ways to support others during an individual's last days of life 3.3 Work in partnership with others to support the individual's wellbeing 3.4 Describe how to use a **range of resources for care** in the last days of life according to agreed ways of working 3.5 Support others to understand the process following death according to **agreed ways of working**

4. Be able to respond to changing needs of an individual during the last days of life	4.1 Explain the importance of following the individual's advance care plan in the last days of life
	4.2 Record the changing needs of the individual during the last days of life according to agreed ways of working
	4.3 Support the individual when their condition changes according to agreed ways of working
	4.4 Explain the importance of communicating with others during the individual's last days of life
5. Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual	5.1 Implement actions immediately after a death that respect the individual's and others **preferences** and wishes according to agreed ways of working
	5.2 Provide care for the individual after death according to national guidelines, local policies and procedures
	5.3 Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care
	5.4 Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person
	5.5 Explain ways to support others immediately following the death of the individual
6. Be able to manage own feelings in relation to an individual's dying or death	6.1 Identify ways to manage own feelings in relation to an individual's death
	6.2 Use sources of support to manage own feelings in relation to an individual's death

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

Range of ways may include:

- Managing symptoms: Pharmacological and Non-pharmacological
- Physical, psychosocial and spiritual care

Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers

Preferences may be based on:

- Beliefs
- Values
- culture

Unit aim (s)	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals during the last days of life.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	R/616/5130 Assist individuals who have mental health problems when they are transferring between agencies and services
Level:	3
Credit Value:	2
GLH:	6
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how legislation and organisational policies impact on the transfer of individuals between agencies and services	1.1 List legislation that affects arrangements for referring or transferring **individuals** between services 1.2 Identify how organisational policies influence transfer arrangements
2. Be able to apply agency and service procedures correctly in preparing people for, and supervising them during, transfer from one service to another	2.1 Obtain and use the necessary information about transfer arrangements 2.2 Describe what information should be provided to meet the needs of individuals and others 2.3 Prepare an individual for transfer in accordance with agency and service procedures 2.4 Describe the roles and responsibilities of those involved in the transfer 2.5 Identify the agencies' requirements for support and monitoring of individuals 2.6 Complete accurate records and store them as required in accordance with confidentiality policies 2.7 Plan arrangements as necessary in order to monitor and review the individual's adjustment to change
3. Be able to respect the rights of the individual and value diversity	3.1 Identify the support and assistance which individuals will need to help them make the transfer

		3.2	Show how an individual's culture and gender influence own practice when helping them to prepare for transfer and when supervising transfer arrangements
		3.3	Demonstrate how principles of equality, diversity and anti-discriminatory practice have been considered and applied during a transfer
		3.4	Demonstrate how individuals and **relevant others** can be encouraged to seek information and express their views during the process of preparing for a transfer
4.	Be able to use communication skills effectively in working with individuals and the agencies and services to which they are being transferred	4.1	Explain to individuals and relevant others, the arrangements and reasons for a transfer
		4.2	Provide clear and accurate information about the support that will be provided
		4.3	Explain how people should seek further support should they need it
		4.4	Demonstrate how to provide support to individuals in situations where they may be distressed, anxious or angry
		4.5	Identify any disagreements that could arise and how you would negotiate with those involved
		4.6	Demonstrate how communication should be adapted to meet: • the needs of individuals • the requirements of different agencies

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Relevant others may include:
• Parent/s
• Carer
• Those with parental responsibility

| **Unit aim (s)** | This unit is aimed at people working with individual people who have mental health issues and staff who assist them when they transfer between agencies |

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in the working environment
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	Y/616/5131 Understand mental health and behaviour management of children and young people
Level:	3
Credit Value:	4
GLH:	10
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand mental health and mental wellbeing	1.1 Define the term 'mental health' 1.2 Identify components of mental well-being 1.3 Explain positive mental health
2. Understand mental health conditions that affect children and young people and reasons for classifying	2.1 Identify mental health conditions that affect **children and young people** 2.2 Describe features of **mental health conditions** that affect children and young people 2.3 Evaluate the impact upon children and young people of experiencing a mental health condition 2.4 Explain reasons for classifying mental health conditions that affect children and young people
3. Understand legal and organisational requirements in relation to working with children and young people with mental health conditions	3.1 Identify current legislation in relation to children and young people with mental health conditions 3.2 Explain organisational policies and procedures that support children and young people with mental health conditions 3.3 Explain reasons for challenging discrimination against children and young people with mental health conditions
4. Understand the use of behaviour management strategies for children and young people with mental health conditions	4.1 Describe behaviour management strategies used to support children and young people with mental health conditions

		4.2	Describe the impact of non-verbal cues when setting limits for children and young people with mental health conditions
		4.3	Explain the evidence base for the use of physical intervention
5.	Understand supervision of children and young people with mental health conditions	5.1	Explain reasons for supervising children and young people with mental health conditions
		5.2	Describe formal and informal observation
		5.3	Identify the potential impacts upon children and young people when supervised on a 1:1 basis

Additional information about this unit

Children and young people are from birth to their nineteenth birthday

Mental health conditions may include:
- ADHD
- Bulimia Nervosa
- Anorexia Nervosa
- anxiety disorders
- challenging behaviour

Unit aim (s)	This unit provides the knowledge and understanding in relation to mental health and behaviour management of children and young people.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0313, CM D1, SCDHSC0326, SCDHSC0336, CS21, CS5 and GEN8

Title:	H/616/5133 Promote positive behaviour
Level:	3
Credit Value:	6
GLH:	44
TQT:	60

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how legislation, frameworks, codes of practice and policies relate to positive behaviour support	1.1 Explain how legislation, frameworks, codes of practice and policies relating to positive behaviour support are applied
2. Be able to promote positive behaviour	2.1 Explain a range of factors associated with challenging behaviours 2.2 Highlight, praise and support positive aspects of an **individual's** behaviour in order to reinforce positive behaviour 2.3 Demonstrate how to model to others best practice in promoting positive behaviour 2.4 Evaluate the effectiveness of proactive strategies on promoting positive behaviour
3. Understand the context and use of proactive and reactive strategies	3.1 Explain the difference between proactive and reactive strategies 3.2 Identify the proactive and reactive strategies 3.3 Explain the importance of identifying patterns of behaviour or triggers to challenging behaviour 3.4 Explain the importance of maintaining a person or child centred approach when using proactive strategies 3.5 Explain the importance of reinforcing positive behaviour with individuals 3.6 Evaluate the impact of using reactive rather than proactive strategies on an individual's wellbeing

4.	Understand the use of restrictive interventions	4.1 Define restrictive interventions
		4.2 Explain when restrictive interventions may and may not be used
		4.3 Explain why the least restrictive interventions should always be used when dealing with incidents of challenging behaviour
		4.4 Describe safeguards that must be in place if restrictive interventions are used
		4.5 Explain reporting and recording requirements of incidents where restrictive interventions have been used
5.	Be able to respond appropriately to incidents of challenging behaviour	5.1 Identify types of challenging behaviours
		5.2 Respond to incidents of challenging behaviour following behaviour support plans, agreed ways of working or organisational guidelines
		5.3 Explain the steps that are taken to maintain the dignity of and respect for an individual when responding to an incident of challenging behaviour
		5.4 Complete records following an incident of challenging behaviour
6.	Be able to support individuals and others following an incident of challenging behaviour	6.1 Support an individual to return to a calm state following an incident of challenging behaviour
		6.2 Describe how to support an individual to reflect on an incident, to include: • How they were feeling at the time prior to and directly before the incident • Their behaviour • The consequences of their behaviour • How they were feeling after the incident
		6.3 Describe the complex feelings that may be experienced by **others** involved or witnessing an incident of challenging behaviour
		6.4 Debrief others involved in an incident of challenging behaviour
		6.5 Describe the steps that should be taken to check for injuries following an incident of challenging behaviour

7. Be able to review and revise approaches to promoting positive behaviour	7.1 Work with others to analyse the antecedent, behaviour and consequences of an incident of challenging behaviour
	7.2 Work with others to review the approaches to promoting positive behaviour using information from records, de-briefing and support activities
	7.3 Demonstrate how reflection on own role in an incident of challenging behaviour can improve the promotion of positive behaviour

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

Unit aim (s)	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to promote positive behaviour and respond appropriately to incidences of challenging behaviour.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 5, 6 and 7 must be assessed in real work environment.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0398.

Title:	M/616/5135 Support individuals to access and use services and facilities
Level:	3
Credit Value:	4
GLH:	25
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand factors that influence individuals' access to services and facilities	1.1 Describe how accessing a range of services and facilities can be beneficial to an i**ndividual's** wellbeing 1.2 Identify barriers that individuals may encounter in accessing services and facilities 1.3 Describe ways of overcoming barriers to accessing services and facilities 1.4 Explain why it is important to support individuals to challenge information about services that may present a barrier to participation
2. Be able to support individuals to select services and facilities	2.1 Work with individuals to identify services and facilities likely to meet their assessed needs 2.2 Agree with individuals their preferred options for accessing services and facilities 2.3 Work with individuals to select services or facilities that meet their assessed needs and **preferences**
3. Be able to support individuals to access and use services and facilities	3.1 Identify with individuals the resources, support and assistance required to access and use selected services and facilities 3.2 Carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities 3.3 Explain how to ensure individuals' rights and preferences are promoted when

	accessing and using services and facilities
4. Be able to support individuals to review their access to and use of services and facilities	4.1 Work with individuals to evaluate whether services or facilities have met their assessed needs and preferences 4.2 Support individuals to provide feedback on their experiences of accessing and using services or facilities 4.3 Work with individuals and **others** to evaluate the support provided for accessing and using services or facilities within scope of own role 4.4 Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Preferences may be based on:
• Beliefs
• Values
• Culture

Others may include:
• Team members
• Other colleagues
• Those who use or commission their own health or social care services
• Families, carers and advocates

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0226.

Title:	T/616/5136 Provide support for leisure activities
Level:	2
Credit Value:	3
GLH:	20
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role that leisure activities play in wellbeing	1.1 Identify **different activities** that may be regarded as leisure activities 1.2 Explain how participation in leisure activities aids the wellbeing of **individuals** 1.3 Describe the potential benefits of trying out new leisure activities from time to time
2. Be able to support individuals in planning for leisure activities	2.1 Identify with the individual his/her recreational needs, preferences and interests 2.2 Agree which new or existing leisure activities are likely to suit the individual's needs, preferences and interests 2.3 Agree with the individual the level and type of support needed for participation in a leisure activity 2.4 Work with the individual and **others** to develop a plan to support participation in a leisure activity
3. Be able to encourage and support individuals to participate in leisure activities	3.1 Support the individual in a way that promotes **active participation** identified in the planned activities 3.2 Provide encouragement and positive reinforcement for the activities 3.3 Describe how to support a person if any changes or difficulties are encountered

		3.4	Explain ways to access additional information or support about participation in a leisure activity
4.	Be able to contribute to the review and revision of support for leisure activities	4.1	Identify with the individual the process for reviewing their leisure activities
		4.2	Gather feedback from the individual on the leisure activity including the support provided
		4.3	Carry out agreed role in contributing to the review
		4.4	Implement agreed changes to the plan

Additional information about this unit

Different activities need to be covered and learners must provide at least two examples

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

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 aim (s)	The purpose of this unit is to provide the learner with the knowledge, skills and understanding to provide support to individuals for contribution to planned leisure activities.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in the working environment
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0420 and GEN46.

Title:	F/616/5138 Support individuals to meet personal care needs
Level:	2
Credit Value:	2
GLH:	16
TQT:	20
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Be able to work with individuals to identify their needs and preferences in relation to personal care	1.1 Encourage the **individual** to communicate their needs, **preferences** and personal beliefs affecting their personal care 1.2 Establish the level and type of support and individual needs for personal care 1.3 Agree with the individual how privacy will be maintained during personal care
2. Be able to provide support for personal care	2.1 Obtain **valid consent** for activities 2.2 Support the individual to understand the reasons for hygiene and safety precautions 2.3 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection 2.4 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care 2.5 Describe ways to ensure the individual can summon help when alone during personal care 2.6 Ensure safe disposal of waste materials
3. Be able to support individuals to use the toilet	3.1 Provide support for the individual to use toilet facilities in ways that respect dignity 3.2 Support the individual to make themselves clean and tidy after using toilet facilities 3.3 Support the individual to wash their hands after using the toilet

4. Be able to support individuals to maintain personal hygiene	4.1	Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care	
	4.2	Ensure toiletries, materials and equipment are within reach of the individual	
	4.3	Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation	
5. Be able to support individuals to manage their personal appearance	5.1	Provide support to enable the individual to manage their personal appearance in ways that respect dignity and promote active participation	
	5.2	Encourage the individual to keep their clothing and personal care items clean, safe and secure	
6. Be able to monitor and report on support for personal care	6.1	Seek feedback from the individual and **others** on how well support for personal care meets the individual's needs and preferences	
	6.2	Monitor personal care functions and activities in agreed ways	
	6.3	Record and report on an individual's personal care in agreed ways	

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Preferences may be based on:
- beliefs
- values
- culture

Valid consent must be in line with agreed UK country definition

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

Unit aim (s)	This unit covers the skills required to support individuals with their personal care needs. In includes monitoring and reporting on the personal care of individuals.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0218.

Title:	J/616/5139 Carry out vision screening
Level:	3
Credit Value:	4
GLH:	34
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, policy and good practice related to carrying out vision screening	1.1 Describe the current legislation, national guidelines and local policies, protocols and guidance which affect own role 1.2 Identify the procedures related to carrying out vision screening 1.3 Summarise when good practice suggests it may be necessary to seek assistance
2. Understand the factors related to vision screening	2.1 Describe the structure and function of the eyes 2.2 Identify the types, purpose and function of materials and equipment required in relation to carrying out vision screening 2.3 Explain the methods and techniques for carrying out vision screening
3. Be able to prepare to carry out vision screening	3.1 Select equipment and check that it is fit for purpose 3.2 Identify any needs the **individual** has which may affect the accuracy of screening and describe the relevant actions to take to meet these needs
4. Be able to carry out vision screening	4.1 Confirm the individual's identity and obtain **valid consent** 4.2 Explain the procedure to the individual according to their level of understanding, age and development 4.3 Apply health and safety measures relevant to the procedure and the environment 4.4 Apply standard precautions for infection control

		4.5 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
		4.6 Carry out vision screening in accordance with local policy and protocol
5. Be able to support individuals during and after the procedure	5.1 Reassure the individual throughout the activity
	5.2 Refer the individual to the relevant service in accordance with local policy and protocol
	5.3 Record and report outcomes of the activity in line with local policy and protocol

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/616/5141 Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services
Level:	3
Credit Value:	5
GLH:	35
TQT:	50
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
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	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for supporting individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services 1.2 Explain own responsibilities and accountability in relation to providing assistance to access and work with an interpreter
2. Understand the communication needs and abilities of individuals from diverse linguistic and cultural backgrounds	2.1 Explain the difference in developmental norms between English and another specialist language 2.2 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 2.3 Describe the factors which must be considered when developing activities and materials for different individuals from diverse linguistic and cultural backgrounds
3. Understand how to provide speech and language therapy related care and	3.1 Identify potential barriers to individuals from diverse linguistic and cultural

	support for individuals from diverse linguistic and cultural backgrounds		backgrounds accessing speech and language therapy services
		3.2	Explain how to tailor speech and language care and support for different age groups and cultural needs
		3.3	Describe ways of working with appropriate professionals to support individual care pathways
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	4.1	Identify the types of linguistic and cultural advice and information required by professionals to support individuals to access speech and language therapy services
		4.2	Identify support materials and equipment required to support an individual's therapy
		4.3	Outline how to prepare, produce and order materials and equipment
5.	Be able to assist professionals in providing support for individuals and significant others from diverse linguistic and cultural backgrounds	5.1	Provide interpretations between professionals, the individual and significant others
		5.2	Advise professionals on linguistic and phonetic aspects that are specific to the language of the individual
		5.3	Provide speech and language therapy related care and support to professionals, the individual and significant others
		5.4	Provide linguistic, phonetic and cultural advice to professionals in order to support the individual's care pathway
		5.5	Assist professionals to identify potential barriers to the individual accessing services
		5.6	Assist professionals to prepare, produce and order materials for use with bilingual/non-English speaking individuals

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS158

Title:	J/616/5142 Implement hydrotherapy programmes for individuals and groups
Level:	3
Credit Value:	5
GLH:	35
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to implementing hydrotherapy programmes	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role when implementing hydrotherapy programmes 1.2 Explain the importance of only working within own scope of practice
2. Know musculo skeletal aspects of the body	2.1 Identify the main bones, muscle groups and joints of the body 2.2 Describe the functions of muscle, ligaments and tendons 2.3 Describe the normal ranges of movement of the main joints in the body
3. Understand the principles of hydrotherapy practice	3.1 Describe the principles and main benefits of hydrotherapy 3.2 Identify the potential dangers and adverse reactions related to hydrotherapy and the actions to be taken 3.3 Describe response procedures to follow in emergency situations in hydrotherapy 3.4 Explain the reasons for respecting the **vulnerability** of individuals in the hydrotherapy environment 3.5 Explain the importance of taking refreshment and rest during hydrotherapy programmes 3.6 Describe the applications of hydrotherapy equipment

4. Be able to implement hydrotherapy programmes	4.1 Check the environment is suitable for hydrotherapy programmes 4.2 Obtain **valid consent** from the individual 4.3 Assist the **individual** to enter/exit the pool 4.4 Carry out specified activities under direction of the practitioner as outlined in the treatment goals 4.5 Monitor the safety and wellbeing of the individual during and after treatment in line with national/local policy and protocol 4.6 Explain the importance of monitoring an individual's condition during hydrotherapy programmes 4.7 Ensure self and individual take rest and refreshment as appropriate
5. Be able to report to the practitioner on the outcomes of the hydrotherapy programme	5.1 Make records of the programme activities and the individual's condition in line with national/local policy and protocol 5.2 Feedback information to the practitioner to inform future planning

Additional information about this unit

Vulnerability may be due to not being fully dressed, having cultural issues around modesty or use of professional touch

Valid consent must be in line with agreed UK country definition

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS139.

Title:	R/616/5144 Deliver exercise sessions to improve individuals' health and wellbeing
Level:	3
Credit Value:	5
GLH:	32
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to delivering exercise sessions	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in delivering exercise sessions
2. Understand the role of exercise and its physical effects	2.1 Describe the physical effects of exercise 2.2 Outline main aspects of cardiovascular anatomy and physiology which are relevant to exercise 2.3 Explain the role of exercise in improving self esteem, confidence and motivation
3. Understand the principles and rationales for exercise programmes	3.1 Explain what is meant by **FITT principles** and their application to exercise sessions 3.2 Describe the principles used in designing and developing exercise sessions 3.3 Explain the importance of using warm up and cool down exercises as part of a session 3.4 Describe potential adverse reactions to exercise and the procedures for dealing with them 3.5 Explain factors in risk assessment for exercise sessions for individuals and groups 3.6 Describe ways to measure and evaluate individuals' responses to exercise

4. Understand the use of exercise equipment	4.1 Describe the functions and limitations of exercise equipment encountered in own work practice
5. Be able to deliver exercise sessions	5.1 Instruct **individuals** to carry out exercise activities
	5.2 Adapt exercise sessions in response to changes in the individuals' condition, needs, abilities and goals
	5.3 Give encouragement and feedback to promote individuals' confidence and motivation
	5.4 Collaborate with individuals to agree on intended outcomes of exercise sessions within scope of own role
	5.5 Plan future goals with individuals to meet their needs and abilities within scope of own role
	5.6 Make records of all aspects of exercise sessions in line with national/local policy and protocol

Additional information about this unit

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 cardiorespiratory and resistance training.

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Unit aim (s)	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 wellbeing is required as well as an understanding of exercise programme rationales.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS144.

Title:	**Y/616/5145 Contribute to the safe use of medical devices in the perioperative environment**
Level:	**2**
Credit Value:	**4**
GLH:	**29**
TQT:	**40**

Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the importance of following health and safety requirements when using medical devices in the perioperative environment	1.1 Explain how **sterile fields** are maintained in the perioperative environment 1.2 Describe the sterilisation processes used for medical devices 1.3 Explain the role of **traceability systems** and recording mechanisms in health and safety 1.4 Explain the importance of compliance with specific organisational health and safety policies and procedures for medical devices and the implications of non-compliance 1.5 Describe how to sort and dispose of medical devices and waste materials in line with local policies and protocols 1.6 Identify different types of waste and spillage and how to dispose of them
2. Be able to check and handle medical devices in the perioperative environment, according to health and safety procedures	2.1 Apply **standard precautions** for infection control 2.2 Apply health and safety measures relevant to handling **medical devices** 2.3 Follow procedures for ensuring medical devices are fit for purpose 2.4 Follow procedures for the use and storage of medical devices 2.5 Document and report any shortage of supplies according to local policy and protocol

3.	Be able to check the integrity of instrument trays	3.1	Confirm instrument trays contain the specified items before and after use and record in line with local policies and procedures
		3.2	Follow tracking and traceability procedures for the safe use of instrument trays
		3.3	Implement the correct procedures for locating and replacing missing items from instrument trays and record and report to the appropriate person in line with local policies and procedures
		3.4	Identify, record and report any faulty equipment, instruments or soft pack items to the appropriate team member
4.	Be able to dispose of used items and equipment safely	4.1	Dispose of single use equipment in line with local policies and protocols
		4.2	Ensure items for decontamination and sterilisation are processed in accordance with local policies and protocols
		4.3	Ensure empty pack containers, trays and used medical devices are placed in the appropriate location for collection

Additional information about this unit

The sterile field is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area

Medical devices include medical products, equipment and packs

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 individual the equipment was used for

Standard precautions are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens

| Unit aim (s) | 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to PCS2.

Title:	H/616/5147 Provide support to the surgical team when preparing individuals for operative and invasive procedures
Level:	3
Credit Value:	4
GLH:	32
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to prepare individuals for operative and invasive procedures in line with national guidelines, policies, protocols and good practice	1.1 Explain how to apply **standard precautions** to the preparation of **individuals** for operative and invasive procedures 1.2 Explain the importance of applying standard precautions to the health and safety of individuals 1.3 Identify sources of contamination when preparing individuals for operative and invasive procedures 1.4 Explain the dangers of re-using single use equipment
2. Understand the factors to be considered in the choice of surgical instruments and supplementary items during operative procedures	2.1 Identify the types, purpose and functions of surgical instruments and supplementary items used in the surgical environment 2.2 Describe potential hazards of using surgical instruments and ways to minimise the risk of harm 2.3 Explain the factors affecting the choice of surgical instruments and supplementary items 2.4 Identify the factors which inform the choice of sites for attachment of surgical instruments 2.5 Explain how different types of skin preparation agents and surgical drapes are used in the surgical environment to provide barriers to cross infection

3. Be able to support others to prepare individuals for operative and invasive procedures	3.1 Confirm the individual's identity and gain valid consent
	3.2 Apply standard precautions for infection control
	3.3 Implement health and safety measures relevant to the procedure and environment
	3.4 Identify the individual's operative site, clarifying any queries with the **appropriate person**
	3.5 Support others to prepare the individual for an operative or invasive procedure, maximising their dignity, comfort and safety
4. Be able to select, handle and dispose of surgical instruments and supplementary items for operative and invasive procedures	4.1 Select and handle surgical instruments and supplementary items safely and in line with the manufacturers' instructions
	4.2 Select an appropriate site in the sterile field for attaching surgical instruments and supplementary items
	4.3 Account for and record all items and swabs used in the preparation of the operative site in line with local policies and protocols
	4.4 Dispose of waste generated during surgical preparation in line with local policies and protocols

Additional information about this unit

Standard precautions are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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 individual

The **sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual 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 aim (s)** | 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to PCS15

Title:	K/616/5148 Conduct hearing assessments
Level:	3
Credit Value:	4
GLH:	15
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand how to conduct hearing assessments in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Summarise how current legislation, national guidelines, policies, protocols and good practice guidelines affect practice related to assessing an **individual's** hearing 1.2 Explain how to maintain the privacy, safety, dignity and comfort of individuals throughout the hearing assessment 1.3 Explain how to prepare for and administer a hearing assessment in line with local policy and protocol 1.4 Identify reasons for not conducting a hearing assessment on an individual 1.5 Identify potential adverse reactions to hearing assessments
2. Know the anatomy and physiology of the ear related to hearing	2.1 Describe the anatomy and physiology of the ear 2.2 Explain the reasons for hearing impairment 2.3 Describe the levels of hearing loss 2.4 Describe the effects that hearing loss can have on an individual
3. Understand how to maintain equipment required to assess individuals' hearing	3.1 Identify materials and equipment required to assess an individual's hearing 3.2 Explain how to maintain equipment 3.3 Describe procedures and timescales for the calibration of equipment

4.	Be able to prepare to conduct hearing assessments	4.1	Confirm the individual's identity and gain **valid consent** prior to beginning the hearing assessment
		4.2	Explain the procedure to the individual/carer in a way that is sensitive to the individual's personal beliefs and preferences
		4.3	Apply standard precautions for infection control
		4.4	Apply health and safety measures relevant to the procedure and the environment
		4.5	Prepare equipment for the hearing assessment
		4.6	Position the individual and self so that the assessment can be conducted safely and comfortably
5.	Be able to conduct hearing assessments	5.1	Conduct the hearing assessment
		5.2	Monitor the individual for adverse reactions throughout the assessment, taking action in line with local policy and protocols
		5.3	Provide follow-up advice and instructions, referring to health care professionals in line with local policy and protocol
6.	Be able to record and report the results of hearing assessments	6.1	Complete the audiology report in line with local policy and protocol
		6.2	Update the individual's records
		6.3	Report results to the referring clinician, carrying out any post procedural instructions in line with local policy and protocol

Additional information about this unit	
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Valid consent** must be in line with agreed UK country definition	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS21.

Title:	M/616/5149 Support individuals to access education, training or employment
Level:	4
Credit Value:	4
GLH:	31
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the value of engagement in training, education or employment for individuals	1.1 Explain why engagement in education, training or employment opportunities can have a positive impact on the wellbeing and quality of life of **individuals**
2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	2.1 Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment 2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment 2.3 Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities
3. Understand the support available to individuals accessing education, training or employment	3.1 Identify agencies that provide support to individuals accessing education, training or employment 3.2 Explain the support provided by the agencies identified
4. Be able to support an individual to identify and access education, training or employment that meet needs and preferences	**4.1** Work with individuals to identify education, training or **employment opportunities** 4.2 Work with the individual and / or **others** to source accessible information on education, training or employment opportunities

	4.3	Support the individual to select education, training or employment
	4.4	Support the individual to complete applications to access education, training or employment
	4.5	Support the individual to prepare for interview or selection for education, training or employment
5. Be able to support individuals to undertake education, training or employment	5.1	Outline own role and role of others in providing support to an individual to undertake education, training or employment
	5.2	Work with the individual and / or others to identify assistive technology, resources and support that may be needed to undertake education, training or employment
6. Be able to evaluate engagement in education, training or employment	6.1	Review with the individual and / or others how well the education, training or employment opportunity has met: • expectations • identified outcomes
	6.2	Review with the individual and / or others the continued support required to undertake education, training or employment
	6.3	Agree with the individual and / or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Employment opportunities
Responses to assessment criteria 4.1 should take into account:
• Aspirations
• Skills and abilities
• Interests
• Experience
• Qualifications
• Support needs
• Preferred career pathway
• Personal circumstances
• Language / communication needs

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

Unit aim (s)	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0348.

Title:	H/616/5150 Support individuals to access and manage direct payments
Level:	4
Credit Value:	4
GLH:	20
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the role of direct payments	1.1 Explain the purpose of direct payments 1.2 Explain legislation and policies relating to direct payments for providing care and support 1.3 Identify the range of services for which direct payments may be used 1.4 Explain the term personalisation in relation to direct payments
2. Be able to support individuals to decide whether to use direct payments	2.1 Identify sources of information and advice about using direct payments 2.2 Identify the conditions that need to be met for the **individual** to be eligible for direct payments 2.3 Provide information and advice about direct payments in a way that is accessible to an individual and **others** 2.4 Access specialist guidance about using direct payments 2.5 Work with the individual and others to assess: • whether a direct payment would be beneficial in meeting the individual's needs • the level and type of support needed to manage the direct payment
3. Be able to provide support to select services to be purchased with direct payments	3.1 Provide accessible information about services that are likely to meet the individual's needs 3.2 Work with the individual and others to select support that meets their needs within resources available

		3.3 Support the individual to check and understand documents produced by service providers selected
4. Be able to provide support for completing paperwork associated with direct payments		4.1 Contribute to completing paperwork to apply for direct payments, in a way that promotes **active participation**
		4.2 Support the individual to make payments for services purchased, in a way that promotes active participation
		4.3 Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation
5. Understand how to address difficulties, dilemmas and conflicts relating to direct payments		5.1 Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments
		5.2 Identify practical difficulties and conflicts that may arise in relation to direct payments
		5.3 Describe strategies to resolve or minimise difficulties, dilemmas and conflicts
6. Be able to contribute to reviewing the support provided through direct payments		6.1 Agree with the individual any support needs and the required support to be purchased
		6.2 Work with the individual and others to evaluate the support they have purchased
		6.3 Agree and record any changes needed to the support purchased
		6.4 Provide feedback to organisations about the support purchased
7. Be able to contribute to reviewing the management of direct payments		7.1 Work with the individual and others to review the management of the direct payment
		7.2 Agree and record any changes to the type and level of support needed for managing a direct payment
		7.3 Provide feedback to people and organisations about the management of the individual's direct payment

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

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 aim (s)	This unit covers the underpinning knowledge and skills to enable learners to support individuals with managing direct payments. This unit can apply to a number of care settings.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0346.

Title:	K/616/5151 Work in partnership with families to support individuals
Level:	3
Credit Value:	3
GLH:	27
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand partnership working with families and family members in care and/or support	1.1 Describe the contribution **families and family members** have in caring for and/or supporting individuals 1.2 Identify factors that may affect the level of involvement of family members 1.3 Describe dilemmas or conflicts that may arise when working in partnership with families 1.4 Explain how the attitudes of a worker affect partnership working
2. Be able to establish and maintain positive relationships with families and family members in care and/or support	2.1 Interact with family members in ways that respect their culture, values, experiences and expertise 2.2 Show dependability in carrying out actions agreed with families 2.3 Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families
3. Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support	3.1 Agree with the **individual**, family members and **others** the desired outcomes of partnership working within scope of own role 3.2 Clarify own role, role of family members and roles of others in supporting the individual 3.3 Support family members to understand person centred approaches and **agreed ways of working**

		3.4 Plan ways to manage risks associated with sharing care or support within scope of own role
		3.5 Agree with the individual, family members and others processes for monitoring the shared support care plan within scope of own role
4.	Be able to work with families to access support in their role as carers	4.1 Identify the support required from families to fulfil their role
		4.2 Provide accessible information about available resources for support
		4.3 Work with family members to access resources for support
5.	Be able to exchange and record information about partnership work with families	5.1 Exchange information, within scope of own role, with the individual and family members about: • implementation of the plan • changes to needs and preferences
		5.2 Record information in line with agreed ways of working about: • progress towards outcomes • effectiveness of partnership working
6.	Be able to contribute to reviewing partnership work with families	6.1 Agree criteria and processes for reviewing partnership work with families and family members within scope of own role
		6.2 Involve the individual and family members in the reviews
7.	Be able to provide feedback about support for families	7.1 Provide feedback to others about the support accessed by family members
		7.2 Report on any gaps in the provision of support for family members
		7.3 Describe ways to challenge information or support that is discriminatory or inaccessible

Additional information about this unit

Families and family members may include:
- Parents
- Legal guardians/those with legal responsibility
- Siblings
- Grandparents
- Step-parents
- Other relatives

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. This may be an adult or a child or young person

Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers

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

Unit aim (s)	This unit provides the learner with the knowledge and skills required to work in partnership with families to support individuals in a wide range of settings.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC387 and SCDHSC388.

Title:	M/616/5152 Provide support for mobility
Level:	2
Credit Value:	2
GLH:	14
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of mobility	1.1 Define mobility 1.2 Explain how different health conditions may affect and be affected by mobility 1.3 Outline the effects that reduced mobility may have on an **individual's well-being** 1.4 Describe the benefits of maintaining and improving mobility
2. Be able to prepare for mobility activities	2.1 Agree **mobility activities** with the individual and **others**, according to the individual's needs and abilities 2.2 Remove or minimise hazards in the environment before a mobility activity 2.3 Check the suitability of an individual's clothing and footwear for safety and mobility 2.4 Check the suitability of mobility equipment and appliances for the individual 2.5 Check the safety and cleanliness of mobility equipment and appliances
3. Be able to support individuals to keep mobile	3.1 Promote the **active participation** of the individual during a mobility activity 3.2 Assist an individual to use mobility appliances correctly and safely 3.3 Monitor the individual during the mobility activity and report any adverse events to an appropriate person 3.4 Give feedback and encouragement to the individual during mobility activities

4. Be able to observe, record and report on activities to support mobility	4.1 Record observations of mobility activity 4.2 Report on progress and/or problems relating to the mobility activity including: • choice of activities • equipment • appliances • the support provided

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Wellbeing may include aspects that are:
• social
• emotional
• cultural
• spiritual
• intellectual
• economic
• physical
• mental

Mobility activities may include:
• exercises
• physiotherapy
• occupational therapy
• household activities
• group activities

Others may include:
• Team members
• Other colleagues
• Those who use or commission their own health or social care services
• Families, carers and advocates

Mobility equipment and appliances may include:
• wheelchairs
• 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0215.

Title:	A/616/5154 Support individuals to develop and run support groups
Level:	3
Credit Value:	3
GLH:	24
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of support groups	1.1 Explain the benefits of support groups to individuals 1.2 Explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals 1.3 Compare key points of theories about group dynamics 1.4 Explain when to refer any issues, which are out of scope of own role, to an appropriate person
2. Be able to support individuals to assess the need for additional support groups	2.1 Work with individuals to identify if a support group could be helpful 2.2 Assist the individual to access sources of information about existing support groups 2.3 Work with individuals to evaluate existing support groups and identify gaps in provision
3. Be able to support individuals to develop their own support groups	3.1 Work with individuals to identify ways to develop their own support group where there is a gap in provision 3.2 Work with individuals to agree the nature and purpose of the support group 3.3 Establish with individuals the level and type of support they require to set up a group 3.4 Carry out own role as agreed to support the setting up of the group

4. Be able to support individuals to run support groups	4.1 Establish with individuals the support they need to run the group
	4.2 Support the individual to operate safely
	4.3 Support the individual to resolve conflicts
5. Be able to support individuals to evaluate support groups	5.1 Support the individual to monitor the group's activities and outcomes
	5.2 Support the individual to:
	• Agree processes and criteria for evaluating the group's activities and outcomes
	• Evaluate the group's activities and outcomes
	5.3 Report on the effectiveness of the support group in line with agreed ways of working

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/616/5155 Perform first line calibration on clinical equipment to ensure it is fit for use
Level:	3
Credit Value:	3
GLH:	20
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect clinical practice in relation to first line calibration 1.2 Describe the standard operating policies and procedures including their importance 1.3 Explain own role in relation to the calibration of equipment
2. Understand the procedures involved in the calibration of equipment	2.1 Explain the importance of accuracy and precision when calibrating equipment 2.2 Explain how to check for validity and reliability when calibrating equipment 2.3 Identify the faults in equipment and corrective action that should be taken 2.4 Conduct a risk assessment to recognise factors that pose a risk to safety associated with the use of equipment within scope of own role
3. Be able to run tests on equipment	3.1 Undertake tests/checks to confirm operational status 3.2 Select reference material to calibrate equipment for operation 3.3 Use standards to undertake the calibration of equipment for the intended purpose 3.4 Follow procedures to confirm operational effectiveness of equipment 3.5 Confirm the equipment is suitable

4. Be able to conclude and report on tests on equipment	4.1 Record the validity and reliability of the calibration procedure
	4.2 Prevent accidental use of any equipment that does not meet calibration standards
	4.3 Notify the appropriate person of the status of equipment following calibration

Additional information about this unit

Calibration e.g.
- Daily
- Weekly
- Monthly
- New kits
- New Reagents
- Quality control protocols

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

Reference material may be:
- solutions
- test strips
- electronic sensors

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN77.

Title:	J/616/5156 Monitor and review individuals progress in relation to maintaining optimum nutritional status
Level:	3
Credit Value:	3
GLH:	26
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to monitor and review individuals' progress in relation to maintaining optimum nutritional status	**1.1** Explain how to create a suitable environment for open and confidential discussions and for taking **body measurements** 1.2 Outline the types of information to gather from an **individual** in order to assess their progress 1.3 Identify the body measurements which must be taken in order to assess an individual's progress 1.4 Explain how to review an individual's food diary 1.5 Explain how to provide constructive feedback and encouragement to an individual regarding their progress
2. Be able to monitor individuals' progress in maintaining optimum nutritional status	2.1 Prepare an environment which is suitable for open and confidential discussions and for taking body measurements 2.2 Confirm the individual's identity and gain valid consent prior to taking body measurements 2.3 Obtain information from the individual regarding their experience in following a nutritional plan 2.4 Take an individual's body measurements in line with local policy and protocol 2.5 Interpret body measurements against standard measures

3. Be able to support individuals to review their own progress in relation to maintaining optimum nutritional status	3.1 Support an individual to review their own progress against agreed objectives
	3.2 Provide constructive feedback and affirm the individual's progress
	3.3 Suggest potential modifications to the nutritional plan which are consistent with nutritional objectives
	3.4 Reaffirm the benefits of adhering to the nutritional plan and lifestyle changes in relation to their effect on health
	3.5 Update records in line with local policy and protocol
	3.6 Record any further actions to be taken by the individual

Additional information about this unit

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

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Further actions may include future review dates

Unit aim (s)	This unit is aimed at those who support individuals to maintain nutritional status by monitoring and reviewing their progress.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS149.

Title:	L/616/5157 Give presentations to groups
Level:	3
Credit Value:	3
GLH:	26
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand policies, protocols and good practice related to group presentations	1.1 Summarise the policies, protocols and good practice guidelines which inform own practice in giving presentations
2. Understand factors which contribute to effective group presentations	2.1 Explain how to devise aims and objectives for a presentation 2.2 Explain how to choose from a range of presentation techniques to meet the needs of the audience 2.3 Appraise emerging developments in technology and the relevance of technology to presentation techniques and materials
3. Be able to plan a presentation to facilitate learning	3.1 Explain how to structure presentations to maximise understanding 3.2 Explain how to anticipate barriers to understanding and how they can be overcome 3.3 Plan presentation delivery taking account of the audience's needs and context of delivery 3.4 Choose and prepare **materials and resources** 3.5 Adapt presentation content to suit the needs of the audience
4. Be able to present information to a group	4.1 Use materials and resources to support understanding 4.2 Present clear information in a manner and pace in line with the group's needs 4.3 Encourage the group to ask questions 4.4 Reiterate key points at suitable intervals

	4.5 Monitor the group's understanding and adapt own presentation style in line with audience responses
	4.6 Summarise information to conclude the presentation
	4.7 Gain feedback from audiences and evaluate their understanding from the presentation to inform future delivery

Additional information about this unit

Materials and resources can be paper based and /or electronic equipment

Unit aim (s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN18.

Title:	R/616/5158 Support individuals in undertaking their chosen activities
Level:	3
Credit Value:	4
GLH:	24
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice when supporting individuals to undertake chosen activities	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in supporting **individuals** to undertake their chosen activities
2. Understand concepts for supporting individuals to undertake chosen activities, services or facilities	2.1 Explain factors which motivate an individual to change behaviour and/or lifestyle 2.2 Explain the benefits to the: • individual's sense of **wellbeing** • personal development 2.3 Describe how to identify the physical, psychological and social demands of an individual's chosen activities within scope of own role 2.4 Explain the use of **SMART** goals
3. Be able to make plans with individuals to undertake chosen activities	3.1 Interpret any previous assessment of the individual's needs to inform future requirements 3.2 Actively listen to the individual or relevant others to establish an understanding of their needs, interests, values and beliefs 3.3 Identify the physical, social, safety and psychological demands of the chosen activity within scope of own role 3.4 Agree the steps to develop ability to undertake chosen activities 3.5 Identify the range of local services and facilities available

		3.6	Select the local services and facilities based on the: • availability • relevance
		3.7	Agree with the individual and relevant others any information, resources, adaptations and assistance required to access and use chosen services and facilities
4.	Be able to support individuals to undertake chosen activities	4.1	Organise any required resources, adaptations and assistance to enable the individual to access chosen activities
		4.2	Support an individual to access their chosen activities in line with scope of own role and national/local policy
		4.3	Describe coping strategies that an individual may require to fulfil their chosen activities
		4.4	Evaluate the effectiveness of the activities in line with national/local policy within scope of own role
		4.5	Maintain clear records in accordance with national/ local policy
		4.6	Report the outcomes in accordance with national/local policy

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Wellbeing may include aspects that are:
- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic
- Physical
- mental

SMART-comprehensive definition for goal setting:
S - specific
M - measurable
A - achievable
R - realistic
T - time-bound

Others may include: • Team members • Other colleagues • Those who use or commission their own health or social care services • Families, carers and advocates	
Unit aim (s)	This unit aims to develop the learner's ability to work with the individual and/or significant other to identify chosen activities to enhance wellbeing. 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN15.

Title:	Y/616/5159 Conduct external ear examinations
Level:	3
Credit Value:	4
GLH:	28
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to conduct external ear examinations in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Summarise how current legislation, national guidelines, policies, protocols and good practice affect practice related to conducting ear examinations 1.2 Describe how to prepare an environment for ear examinations in line with local policy and protocol 1.3 Describe how to prepare individuals for external ear examinations in line with local policy and protocol 1.4 Explain the importance of positioning the **individual** and self correctly prior to undertaking the ear examination 1.5 Describe how to maintain the privacy, safety, dignity and comfort of individuals throughout the examination 1.6 Explain how to use an otoscope to examine the external ear
2. Know the anatomy of the ear as related to conducting ear examinations	2.1 Identify the main components of the external ear 2.2 Identify the main components of the middle and inner ear
3. Understand reasons for conducting an examination of the external ear	3.1 Describe potential effects of abnormalities of the external ear 3.2 Describe the signs and symptoms which may indicate an abnormality of the external ear 3.3 Explain why it is important to examine the external ear only
4. Be able to prepare to conduct external ear examinations	4.1 Apply standard precautions for infection control

	4.2	Apply health and safety measures relevant to the procedure and environment
	4.3	Prepare equipment for the ear examination
	4.4	Confirm the individual's identity and gain **valid consent** prior to beginning the examination
	4.5	Position the individual and self so that the examination can be conducted safely and comfortably
5. Be able to conduct external ear examinations	5.1	Explain the procedure to the individual/carer in a way that is sensitive to their personal beliefs and preferences
	5.2	Conduct an examination of the external ear
	5.3	Monitor the individual for adverse reactions throughout the examination, taking action in line with local policy and protocol
	5.4	Explain findings to the individual/carer
6. Be able to record and report results from external ear examinations	6.1	Record findings in line with local policy and protocol
	6.2	Report any further actions to the appropriate member of staff in line with local policy and protocol

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS20.

Title:	L/616/5160 Control the use of physical resources in a health setting
Level:	3
Credit Value:	3
GLH:	25
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to control the use of physical resources in a health setting in line with local policy and protocol	1.1 Explain the principles and systems which underpin expenditure control 1.2 Explain organisational requirements for expenditure control, authorisation procedures and record keeping, including standing financial instructions 1.3 Describe corrective action to take in response to actual variations from agreed budget 1.4 Describe corrective action to take in response to potential variations from agreed budgets 1.5 Describe how to respond to requests for additional expenditure, in line with local policy and protocol 1.6 Explain the importance of effective expenditure control 1.7 Explain the importance of accurate and comprehensive record keeping to expenditure control and systems to achieve this
2. Be able to advise team members on the control of expenditure and physical resource usage in a health setting	2.1 Prepare advisory information for team members on the control of expenditure and resource usage 2.2 Set targets for team members to take responsibility for monitoring and controlling expenditure

3. Be able to monitor expenditure and physical resource usage in a health setting	3.1 Monitor expenditure and physical resource use against local targets 3.2 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
Additional information about this unit N/A	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN66.

Title:	R/616/5161Assist others to plan presentations
Level:	2
Credit Value:	2
GLH:	16
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand techniques and resources involved in planning presentations	1.1 Summarise the policies, protocols and good practice guidelines which inform own practice in assisting others to plan presentations 1.2 Explain the importance of developing aims and objectives for the presentation and how these impact on delivery 1.3 Identify the range of materials and equipment which can be used in presentations 1.4 Assess the appropriateness of using visual aids and technology within a presentation
2. Be able to assist others to plan presentations	2.1 Describe the process of planning a presentation 2.2 Describe what is required to deliver a presentation 2.3 Explain how to modify the plan to take account of changes to requirements 2.4 Help **others** to identify the aims and objectives of the presentation 2.5 Identify sources of information which could inform presentations in the presenter's area of expertise 2.6 Work with others to identify the **background information** needed in the presentation 2.7 Work with others to gather resources for the presentations 2.8 Assist others to prepare and organise equipment, materials and the venue

	2.9 Explain the importance of seeking advice and assistance on issues beyond own competence
Additional information about this unit	

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

Background information may include:
- Number of delegates and their roles
- Date and length of presentation
- Venue

Unit aim (s)	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, materials and resources.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN19.

Title:	Y/616/5162 Support children and young people experiencing transitions
Level:	3
Credit Value:	3
GLH:	7
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the impact of transitions on children and young people	1.1 Define the term **'transitions'** in relation to children and young people 1.2 Describe the types of transitions that **children and young people c**an experience 1.3 Explain how different types of transitions affect children and young people
2. Understand how to support children and young people experiencing transitions	2.1 Outline how to recognise that a child or young person is experiencing transition 2.2 Explain how to support children and young people experiencing transitions to reach positive outcomes 2.3 Explain the importance of children and young people making choices appropriate to their age and stage of development
3. Understand influences on children and young people experiencing transitions	3.1 Describe factors which influence children and young people's resilience during transitions 3.2 Explain the importance of support from adults and **significant others** for children and young people experiencing transitions

Additional information about this unit

Transitions could include:
- Physical
- Psychological
- Cognitive
- Emotional

- Family
- Social
- Between services
- At school

Children and young people are from birth to their nineteenth birthday

Significant others may include:
- Family
- Colleagues
- Other individuals involved with the care or wellbeing of the child or young person

Unit aim (s)	This unit is aimed at those who support work with children, young people and their families during transitions
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links partially to CS11 and SCDLDSS312.

Title:	D/616/5163 Service improvement in the health sector
Level:	3
Credit Value:	3
GLH:	20
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to evaluate own work and that of others to identify improvements	1.1 Show how to benchmark own work and that of others 1.2 Explain how feedback can be obtained and used to identify potential service improvements 1.3 Review the policies and strategies for service improvements
2. Understand how to make constructive suggestions about how services can be improved	2.1 Explain key issues related to potential improvements 2.2 Explain why service improvements are required 2.3 Explain how service improvements could be implemented
3. Understand how to discuss and agree improvements with others	3.1 Explain the importance of agreeing changes with others 3.2 Explain how working with others can support service improvements
4. Understand how to make agreed improvements to own work and how to support others to make changes	4.1 Evaluate strategies for making changes effective within own work role 4.2 Explain how to support others in implementing changes

Additional information about this unit

N/A

Unit aim (s)	This unit aims 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.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This units must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/616/5164 Support individuals to manage their own recovery from mental health problems
Level:	3
Credit Value:	3
GLH:	10
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the principles that promote and support wellbeing and recovery from mental health problems	1.1 Explain the biological, psychological and social factors that influence mental well-being and **recovery** from mental health problems 1.2 Define the term recovery when working with **individuals** who are managing their mental health problems 1.3 Explain how the factors affect an individual's ability to apply the recovery principles 1.4 Describe how self-management approaches put the individual in control of their own recovery
2. Know the range of issues that may be addressed in a recovery plan	2.1 Explain how different aspects of the individual's life can be addressed in their recovery plan 2.2 Evaluate the approaches and interventions that can support individuals in their recovery
3. Be able to support people to use approaches for managing their own recovery from mental health problems	3.1 Apply recovery principles and values in their own actions and interactions with others 3.2 Work in a way that recognises that a person who needs additional support may have their own definitions of recovery which should be respected and supported 3.3 Support an individual in drawing up their own recovery plan

	3.4 Support an individual in putting their recovery plan into practice
Additional information about this unit	
Recovery is about building a meaningful and satisfying life, whether or not there are recurring or ongoing symptoms or mental health problems	
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner	
Unit aim (s)	This unit covers the knowledge and skills required to be able to support individuals to manage their own recovery from mental health problems.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	K/616/5165 Understand the process and experience of dementia
Level:	3
Credit Value:	3
GLH:	22
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the neurology of dementia	1.1 Describe a range of causes of dementia syndrome 1.2 Describe the types of memory impairment commonly experienced by individuals with dementia 1.3 Explain the way that **individuals** process information with reference to the abilities and limitations of individuals with dementia 1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia 1.5 Explain why the abilities and needs of an individual with dementia may fluctuate
2. Understand the impact of recognition and diagnosis of dementia	2.1 Describe the impact of early diagnosis and follow up to diagnosis 2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working 2.3 Explain the process of reporting possible signs of dementia within agreed ways of working 2.4 Describe the possible impact of receiving a diagnosis of dementia on: • the individual • their family and friends
3. Understand how dementia care must be underpinned by a person centred approach	3.1 Compare a person centred and a non-person centred approach to dementia care

	3.2 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia 3.3 Describe how myths and stereotypes related to dementia may affect the individual and their carers 3.4 Describe ways in which individuals and carers can be supported to overcome their fears
Additional information about this unit **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner	
Unit aim (s)	This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/616/5166 Move and position individuals in accordance with their care plan
Level:	2
Credit Value:	4
GLH:	26
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning individuals	1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to moving and positioning **individuals** 1.2 Summarise own responsibilities and accountability in relation to moving and positioning individuals 1.3 Describe health and safety factors in relation to moving and positioning individuals
2. Understand anatomy and physiology in relation to moving and positioning individuals	2.1 Outline the anatomy and physiology of the human body in relation to moving and positioning individuals 2.2 Describe the impact of specific conditions on the movement and positioning of an individual
3. Be able to minimise risk before moving and positioning individuals	3.1 Carry out preparatory checks using: • the individual's care plan • the moving and handling risk assessment 3.2 Identify any immediate risks to the individual 3.3 Describe the action to take in relation to identified risks 3.4 Describe the action to take if the individual's wishes conflict with their care plan 3.5 Prepare the environment ensuring: • adequate space for the move • potential hazards are removed

	3.6 Apply standard precautions for infection control
4. Be able to move and position an individual	4.1 Confirm the individual's identity and obtain valid consent 4.2 Communicate with the individual in a manner which: • provides relevant information • addresses needs and concerns • provides support and reassurance • is respectful of personal beliefs and preferences 4.3 Position the individual in accordance with their care plan 4.4 Communicate effectively with others involved in the manoeuvre 4.5 Describe the aids and equipment that may be used for moving and positioning 4.6 Use equipment to maintain the individual in the appropriate position 4.7 Encourage the individual's active participation in the manoeuvre 4.8 Monitor the individual throughout the activity 4.9 Record and report the activity noting when the next positioning manoeuvre is due
5. Know when to seek advice and/or assistance from others when moving and positioning an individual	5.1 Describe when advice and/or assistance should be sought in relation to moving or positioning an individual 5.2 Describe sources of information available in relation to moving and positioning individuals

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

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

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 aim (s)	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS6.2012.

Title:	T/616/5167 Support individuals to manage continence
Level:	2
Credit Value:	3
GLH:	19
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand factors that affect the management of continence	1.1 Explain how continence can affect an **individual's** self-esteem, health and day to day activities 1.2 List **conditions** that can affect continence 1.3 Explain how continence issues can be transient in individuals 1.4 Explain how the personal beliefs and values of an individual or their carers may affect the management of continence 1.5 Describe ways to respect an individual's privacy whilst managing continence
2. Be able to support individuals and their carers to manage continence issues	2.1 Encourage an individual and their carers to express **preferences** and concerns about continence needs 2.2 Support the individual and their carers to understand the effects of lifestyle on continence 2.3 Explain how and when to access additional support in relation to the management of continence
3. Be able to support the use of equipment to manage continence	3.1 Access information about continence equipment recommended for the individual 3.2 Agree with the individual and their carers preferred times and places for using continence equipment 3.3 Agree the level and type of support required for use of continence equipment

		3.4	Support the individual and their carers to use continence equipment in ways that respect dignity and privacy and promote **active participation**
4.	Be able to maintain infection control when supporting individuals to manage continence	4.1	Identify risks that may arise while supporting individuals and their carers to manage continence
		4.2	Encourage the individual and their carers to maintain personal hygiene whilst managing continence
		4.3	Use protective equipment, protective clothing and hygiene techniques to minimise risks
		4.4	Dispose of used equipment and soiled materials
		4.5	Ensure the environment is clean, tidy and accessible before and after use
5.	Be able to monitor, record and report on support for managing continence	5.1	Monitor, record and report on support for managing continence

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Conditions may include:
- Congenital structural problems
- Disorders which affect nerve function of the bladder
- Overactive bladder disorder
- Enuresis/soiling
- Caffeine/fizzy drinks
- Polyuria

Preferences may be based on:
- Beliefs
- Values
- culture

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

	of continence equipment. In the case of children and young people, the learner will be working with parents and/or carers of the child or young person.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0219.

Title:	A/616/5168 Obtain and test specimens from individuals
Level:	2
Credit Value:	2
GLH:	15
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens	1.1 Outline current legislation, national guidelines, organisational policies and protocols which affect working practice 1.2 Identify the hazards and other consequences related to incorrect labelling of specimens
2. Understand the processes involved in obtaining and testing specimens from individuals	2.1 Identify the different types of specimens that may be obtained 2.2 Describe the tests and investigations that may be carried out upon the specimens 2.3 Identify the correct equipment and materials used in the collection and transport of specimens
3. Be able to prepare to obtain specimens from individuals	3.1 Introduce yourself to the **individual**, and confirm the individual's identity 3.2 Explain the procedure and obtain **valid consent** 3.3 Ensure the individual's privacy and dignity is maintained at all times 3.4 Identify any aspects of the individual's ethnic and religious background which might affect the procedure 3.5 Communicate with the individual in a medium appropriate to their needs and preferences 3.6 Demonstrate that the required preparations have been completed, including materials and equipment
4. Be able to obtain specimens from individuals	4.1 Provide the correct container for the individual to be able to provide the

		specimen for themselves or collect the specimen where the individual cannot provide the specimen for themselves
	4.2	Describe possible problems in collecting specimens and how and when these should be reported
	4.3	Demonstrate the correct collection, labelling and storage of specimens
	4.4	Complete and attach relevant documentation
5. Be able to test specimens	5.1	Explain tests for a range of specimens obtained
	5.2	Demonstrate appropriate health and safety measures relevant to the procedure and **environment**
6. Be able to report on the outcomes on the test of specimens	6.1	Demonstrate the correct process for reporting and recording test results
	6.2	Describe the actions to be taken when the results are outside the normal range
	6.3	Communicate test results in accordance with agreed ways of working
	6.4	Describe why it is important to understand the implications the test results may have on the individual

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Environment to include:
- standard precautions for infection prevention and control
- use of PPE

Unit aim (s)	The aim of this unit is to provide the learner with the knowledge and skills required to obtain and test specimens from individuals in a health care setting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/616/5172 Undertake urethral catheterisation processes
Level:	3
Credit Value:	4
GLH:	28
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation	1.1 Describe the current legislation, national guidelines, and local policies and protocols which affect work practice 1.2 Identify the correct procedures relating to urethral catheterisation 1.3 Explain the conditions and constraints which might influence who undertakes this procedure and why 1.4 Identify when good practice suggests it may be necessary to seek assistance from an appropriate member of staff 1.5 Describe the ethical issues surrounding catheterisation, as applied to males and females
2. Understand the relevant anatomy and physiology	2.1 Describe the anatomy and physiology of the genito-urinary system of: • male • female
3. Be able to prepare to insert urethral catheters	3.1 Confirm the **individual's** identity and obtain **valid consent** 3.2 Identify the types of catheters that can be used 3.3 Select an appropriate catheter 3.4 Describe the local anaesthetic agents available for use when inserting urethral catheters
4. Be able to insert urethral catheters	4.1 Apply standard precautions for infection control 4.2 Apply health and safety measures relevant to the procedure and environment

		4.3	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
5.	Be able to monitor and care for the urethral catheter after insertion	5.1	Monitor the catheterisation equipment and materials to check they are functioning correctly
		5.2	Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan
		5.3	Empty draining bags
		5.4	Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required
		5.5	Explain the appropriate action to remedy common problems when these arise
6.	Be able to care for and support the individual during and after the procedure	6.1	Maintain the individual's comfort during and after the procedure
		6.2	Explain the adverse effects and the actions to minimise these
		6.3	Communicate information to the individual/carer on the care of the catheter and attachments

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Unit aim (s)	This unit is about insertion of urethral catheters, including recatheterisation, following agreed protocols and procedures, and covers regular monitoring and care of the urethral catheter after insertion.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS8.

Title:	J/616/5173 Understand the legal, policy and service framework in mental health
Level:	3
Credit Value:	5
GLH:	16
TQT:	50
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Know the legal and current policy framework for mental health	1.1 Explain the key points of mental health legislation 1.2 Explain the relevance of **other important legislation** when supporting individuals with mental ill health 1.3 Describe two current national policy initiatives that are relevant to mental health 1.4 Explain how current national policy initiatives that are relevant to mental health are intended to change or improve service provision 1.5 Identify the key points of legislation relating to carers of **individuals** with mental health problems
2. Know the service framework for mental health	2.1 Describe the framework of national mental health service provision 2.2 Describe the role and responsibilities of the key statutory, voluntary or private agencies involved in mental health care 2.3 Describe the role and responsibilities of the main professionals and workers within mental health care 2.4 Explain why and how carers/ **others** should be involved in service delivery
3. Understand the rights and responsibilities of individuals using services and of others	3.1 Describe the rights and responsibilities of individuals with mental health problems

	3.2 Explain why workers should promote the rights of and challenge discrimination against individuals with mental health problems
	3.3 Explain how to promote the rights of individuals with mental health problems within their own area of practice
	3.4 Explain how to challenge discrimination against individuals with mental health problems within their own area of practice
	3.5 Explain the role of independent advocacy in promoting the rights of individuals with mental health problems
	3.6 Explain the role of independent advocacy in promoting the rights of carers and others

Additional information about this unit

Other important legislation:
- Mental capacity – Mental Capacity Act – DoLS
- Mental Health – Mental Health Act CAMHS
- Disability rights
- Human rights
- Eligibility for services
- Safeguarding vulnerable adults
- Health and safety
- Data protection

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

Unit aim (s)	This unit is about understanding the legal, policy and service framework requirements for those working in mental health services. It covers promoting the rights of individuals with mental health problems, as well as the rights and responsibilities of those working in mental health services.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	**R/616/5175 Perform routine electrocardiograph (ECG) procedures**
Level:	**3**
Credit Value:	**4**
GLH:	**30**
TQT:	**40**

Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing routine electrocardiograph procedures 1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines 1.3 Explain the duty to report any acts or omissions in care that could be detrimental
2. Understand the purpose and functions of electrocardiographs	2.1 Explain the purpose of electrocardiograph procedures 2.2 Describe the type, common characteristics and set up requirements of recording devices used in electrocardiograph procedures 2.3 Explain the structure and function of the heart 2.4 Identify a normal electrocardiograph and relate this to the conduction system of the heart 2.5 Describe the correct positioning of electrodes for at rest and ambulatory procedures 2.6 Explain why it is important to position electrodes correctly 2.7 Identify potential sources of artefact and explain how to recognise them

3. Be able to prepare to carry out routine electrocardiograph procedures	3.1 Implement health and safety measures relevant to routine electrocardiograph procedures
	3.2 Apply standard precautions for infection control
	3.3 Confirm the **individual's** identity, reason for referral and obtain **valid consent**
	3.4 Confirm the individual is fit to undergo the procedure
	3.5 Inform the individual and carers on the procedure and requirements for their compliance
	3.6 Identify any factors or **special needs** which may affect the test or test results
	3.7 Seek guidance where alternative arrangements are required to meet special needs
	3.8 Establish the suitability of the equipment for the procedure
	3.9 Prepare sites and position electrodes, considering any special needs that have been identified
4. Be able to carry out routine electrocardiograph procedures	4.1 Inform the individual and their carers on the procedure and the next action
	4.2 Check that an individual's privacy and dignity is maintained at all times
	4.3 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
	4.4 Encourage the individual to relax and remain immobile throughout a resting electrocardiograph
	4.5 Check the individual understands the need for recording signs and symptoms, throughout an ambulatory electrocardiograph
	4.6 Label documents and recording devices in line with local policy and protocol

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS130.

Title:	Y/616/5176 Prepare individuals for healthcare activities
Level:	2
Credit Value:	2
GLH:	9
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines relevant to the preparation of an **individual** for healthcare activities 1.2 Describe own role activities and accountabilities in relation to preparing individuals for healthcare activities
2. Be able to prepare individuals for healthcare activities	2.1 Greet the individual, introduce yourself and own role 2.2 Confirm the individual's identity, explain the activity to be undertaken and obtain **valid consent** 2.3 Maintain the individual's privacy and dignity at all times 2.4 Apply standard precautions for infection prevention and control 2.5 Confirm that the individual has complied with any pre-procedural instruction 2.6 Provide support and reassurance to the individual being sensitive to their personal beliefs and **preferences** 2.7 Respond to any questions the individual may have, referring to **others** when required 2.8 **Prepare the individual** for the healthcare activity in accordance to the requirements of the activity 2.9 Explain how to respond to any issue or emergency situation that arises

3. Be able to record and report healthcare activities	3.1 Record information in line with national and local policy and protocol 3.2 Describe how to report any issues that arise to the relevant person

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Preferences may be based on:
- beliefs
- values
- culture

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

Prepare the individual ensuring:
- optimal position of the individual
- optimal position of medical equipment
- secure storage of personal articles

Unit aim (s)	The aim of this unit is for the learner to be able to prepare individuals for healthcare activities in a safe and professional manner.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2 and 3 must be assessed in the real work setting
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN4.

Title:	K/616/5179 Undertake treatments and dressings of lesions and wounds
Level:	3
Credit Value:	4
GLH:	23
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand safety measures specific to undertaking treatments and dressings of lesions and wounds	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking treatments and dressings of lesions and wounds 1.2 Explain the importance of maintaining compliance with health and safety guidance at all times 1.3 Explain the importance of using aseptic techniques which follow local guidelines and procedures 1.4 Explain the importance of wearing personal protective equipment 1.5 Explain the importance of working within own sphere of competence in relation to undertaking treatments and dressings of lesions and wounds
2. Understand wound infection and healing	2.1 Define asepsis, antisepsis and cross infection 2.2 Describe the aspects of the anatomy and physiology of the skin which inform the application of dressings 2.3 Explain the process of wound healing and identify factors which promote and delay the process 2.4 Outline sources and consequences of wound contamination and measures to avoid and deal with these

3.	Understand the rationale for carrying out procedures when treating wounds/lesions	3.1	Identify the types and functions of equipment, materials and dressings used in own work area
		3.2	Explain the importance of following procedures outlined in the care plan
4.	Be able to prepare to treat and dress lesions and wounds	4.1	Identify own responsibilities and accountability with regard to legislation, policies and procedures while caring for lesions/wounds
		4.2	Confirm the individual's identity and gain valid consent to carry out the procedure
		4.3	Provide information, support and reassurance to address the individual's needs and concerns
		4.4	Confirm all equipment and materials to be used is fit for purpose as outlined in the care plan
		4.5	Maintain the sterility of dressings prior to and during application
5.	Be able to carry out treatments and dressings to lesions/wounds	5.1	Apply standard precautions for infection control
		5.2	Implement health and safety measures relevant to the procedure and environment
		5.3	Scrutinise the lesion/wound for any change in appearance
		5.4	Explain the importance of referring any changes in the wound/lesion or adverse reactions which are outside own competence to the practitioner
		5.5	Carry out treatments as outlined in the care plan
		5.6	Observe the individual for adverse reactions while carrying out treatment in accordance with the care plan
		5.7	Apply/attach dressings in line with the care plan
		5.8	Deal with hazardous waste
6.	Be able to record and report outcomes of the activities	6.1	Record outcomes of the activity in line with national/local policy
		6.2	Report the outcomes of the activity to a member of the care team in line with national/local policy
Additional information about this unit			

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS12.

Title:	D/616/5180 Assist in planning and evaluating learning activities
Level:	2
Credit Value:	3
GLH:	22
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know current legislation, national guidelines, policies, protocols and good practice which inform planning and evaluating learning activities	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role
2. Understand learning styles	2.1 Describe learning styles and how they inform planning and evaluating learning activities within scope of own role
3. Understand roles and responsibilities in planning, implementing and evaluating learning activities	3.1 Identify the roles and responsibilities of self, and **others** in planning, implementing and evaluating learning activities 3.2 Identify own role and responsibilities in supporting **individuals'** learning 3.3 Describe own strengths, experience, expertise and areas for development in supporting different types of learning
4. Be able to assist in planning learning activities	4.1 Assist the therapist to identify the **learning styles** and needs of an individual 4.2 Assist the therapist to clarify expected learning outcomes 4.3 Maintain working relationships with colleagues when dealing with any differences of opinions 4.4 Plan learning activities with the therapist offering: • constructive suggestions on ideas • options • improvements • difficulties which could occur

	4.5	Explain own role in implementing the learning activities
	4.6	Plan own time to meet responsibilities for implementing learning activities
5. Be able to evaluate learning activities	5.1	Evaluate the strengths and areas for development of the learning activities
	5.2	Feedback on the success of the learning activities
	5.3	Propose constructive ideas for improving the learning activities

Additional information about this unit

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

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Learning styles may include:
- Visual
- Logical
- Social
- Solitary
- Aural
- Verbal
- Physical/kinaesthetic

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN84.

Title:	M/616/5183 Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs
Level:	3
Credit Value:	6
GLH:	37
TQT:	60

Learning Outcomes The learner will:	Assessment Criteria The learner can:
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	1.1 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 1.2 Outline own role, responsibilities and accountability when adapting and fitting prescribed items 1.3 Outline the procedures and systems used within own workplace for authorising prescribed items 1.4 Explain the importance of handover procedures for the prescribed item
2. Understand anatomy and physiology relevant to adapting and fitting prescribed items to meet individuals' needs	2.1 Outline the aspects of anatomy and physiology which impact on adapting and fitting prescribed items within own role
3. Understand specialist technical requirements of healthcare equipment, medical devices, assistive technology, associated systems or products	3.1 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 3.2 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
	3.3	Explain the importance of checking the impact of a prescribed item on other devices and systems used by the **individual**
	3.4	Identify the parameters used when assessing the fit of prescribed items encountered in own role
	3.5	Describe the process of making minor adjustments to ensure best fit and comfort for prescribed items
4. Be able to adapt prescribed items to meet individuals' needs	4.1	Liaise with **those involved** in the adaptation and check authorisation for the work
	4.2	Check that the prescribed item conforms to required **standards**
	4.3	Make adaptations in line with prescribed recommendations, in accordance with national/local policy and protocol
	4.4	Confirm the prescribed item is in safe working order within expected performance parameters
	4.5	Explain the action to take if any faults are identified outside of expected performance parameters
	4.6	Inform those involved and the individual that the prescribed item is ready for fitting
	4.7	Record details of the adjustments in line with national/local policy
5. Be able to fit prescribed items to meet the needs of individuals	5.1	Confirm the individual's identity and gain **valid consent**
	5.2	Explain to the individual the purpose and instruct in the use of the prescribed item
	5.3	Maintain compliance with health and safety guidance at all times
	5.4	Apply standard precautions for infection control
	5.5	Fit the prescribed item and activate, if necessary
	5.6	Check the safety and performance measurements of the prescribed item

	5.7 Ensure the item is comfortable, acceptable and meets the individual's needs and clinical requirements
	5.8 Give the prescribed item to the individual with documentation, instructions on maintenance and how to report malfunction
	5.9 Record details of the fitting and instruction process in line with national/local policy

Additional information about this unit

Prescribed items are defined as healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS206 and CHS223.

Title:	T/616/5184 Assist the practitioner to carry out health care activities
Level:	2
Credit Value:	2
GLH:	13
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out health care activities	1.1 Summarise own roles, responsibilities and accountability with regard to: • current legislation • national guidelines • policies, protocols and good practice guidelines
2. Be able to assist the practitioner in carrying out health care activities	2.1 Identify the information needed by the practitioner: • prior to carrying out **health care activities** • during health care activities 2.2 Confirm the identity of the **individual** 2.3 Confirm **valid consent** has been obtained 2.4 Carry out tasks as required by the practitioner, the care plan and own scope of practice 2.5 Communicate information to other team members while maintaining confidentiality 2.6 Explain how to seek guidance and refer on to the appropriate person if any adverse events occur in line with organisational requirements 2.7 Collaborate during activities that require teamwork 2.8 Record information as directed by the practitioner in line with national and local policy

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Health care activities could include clinical or therapeutic activities.

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

Unit aim (s)	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. This unit should be applied in the context of the learner's own role and work setting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN8.

Title:	F/616/5186 Administer oral nutritional products to individuals
Level:	3
Credit Value:	4
GLH:	23
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines affecting own practice related to administering oral nutritional products 1.2 Explain how to take information from medication administration charts to inform the administration of oral nutritional products 1.3 Explain how to prepare oral nutritional products 1.4 Explain how to ensure the dignity, safety and privacy of an **individual** during the procedure 1.5 Explain how to check if the individual has taken the oral nutritional product
2. Understand common nutritional products and their uses	2.1 Describe common nutritional products and their uses 2.2 Explain how common nutritional products should be stored 2.3 Describe the effects of common nutritional products, relevant to the individual's condition 2.4 Explain the importance of information labelling of nutritional products
3. Understand how to manage possible reactions to the use of nutritional products	3.1 Describe common adverse reactions to nutritional products and how to recognise them 3.2 Explain how to deal with adverse reactions

		3.3	Explain how to deal with non-compliance when attempting to administer nutritional products
		3.4	Identify support staff to help manage reactions to the use of nutritional products
		3.5	Explain how to minimise risk of any hazards and complications occurring during the administration of nutritional products
4.	Be able to prepare for oral administration of nutritional products	4.1	Apply standard precautions for infection control
		4.2	Apply health and safety measures relevant to the procedure and environment
		4.3	Confirm the individual's identity and gain **valid consent** prior to administering nutritional products
		4.4	Check the individual's administration record for accuracy prior to administering nutritional products, taking any necessary action
		4.5	Explain the procedure to the individual in a way that is sensitive to their personal beliefs and **preferences**
		4.6	Prepare an individual to receive oral administration of nutritional products
		4.7	Prepare nutritional products according to the administration record and standard hygiene precautions
		4.8	Select materials, equipment and aids which can be used for the oral administration of nutritional products
5.	Be able to administer oral nutritional products to individuals	5.1	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
		5.2	Monitor the individual's condition throughout, recognising any adverse effects and taking appropriate action immediately
		5.3	Dispose of waste products in line with local policy and protocol
		5.4	Update records in line with local policy and protocol

6. Be able to maintain stock of nutritional products	6.1 Monitor and rotate stock levels, reporting any discrepancies to the appropriate person 6.2 Maintain the correct storage conditions for oral nutritional products 6.3 Dispose of out-of-date and part-used nutritional products in line with local policy and protocol 6.4 Maintain stock records

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Preferences may be based on:
- Beliefs
- Values
- culture

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS147.

Title:	L/616/5188 Inform an individual of discharge arrangements
Level:	**2**
Credit Value:	**2**
GLH:	**10**
TQT:	**20**
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand discharge and post discharge information needs of individuals	1.1 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 1.2 Describe the information an individual might need about discharge recovery
2. Be able to inform individuals of discharge arrangements	2.1 Clarify with the practitioner the potential side effects of treatment to which the individual should be aware of on discharge 2.2 Clarify with the practitioner any advice and information to be given to the individual 2.2 Gain any necessary authorisation prior to passing on discharge information to the individual 2.3 Communicate information in a way that is sensitive to the needs, personal beliefs, **preferences** and abilities of the individual 2.4 Confirm the individual's and/or relevant **other's** understanding of general and after care information 2.5 Maintain confidentiality throughout the procedure 2.6 Record details of the procedure in line with organisational requirements
Additional information about this unit	

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

Preferences may be based on:
- Beliefs
- Values
- culture

Unit aim (s)	This unit develops the learner's ability to assist in the discharge of an individual by providing information on discharge arrangements.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN16.

Title:	R/616/5189 Supporting individuals with loss and grief before death
Level:	3
Credit Value:	2
GLH:	5
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the impact of loss and grief on individuals approaching end of life and others	1.1 Describe what is meant by loss and grief before reaching end of life 1.2 Explain how the experience of loss and grief is unique to **individuals** and **others** 1.3 Describe models of loss and grief 1.4 Describe stages of loss and grief commonly experienced by people with a life-limiting illness 1.5 Describe the effects of loss and grief on the individual and others
2. Be able to support individuals and others through the experience of loss and grief	2.1 Support individuals and others to identify the losses and feelings they may experience 2.2 According to their **preferences** and wishes support individuals and others to communicate the losses and feelings they may experience 2.3 Support the individual and others through the stages of grief they are experiencing 2.4 Support individuals and others experiencing loss and grief to access support services
3. Be able to manage own feelings in relation to loss and grief	3.1 Describe how own feelings about loss and grief can impact on the support provided 3.2 Use support systems to manage own feelings brought on by loss and grief
Additional information about this unit	

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Others may include:
• Team members
• Other colleagues
• Those who use or commission their own health or social care services
• Families, carers and advocates

Preferences may be based on:
• Beliefs
• Values
• culture

Unit aim (s)	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals and others through their experience of loss and grief before death.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/616/5190 Support individuals to access housing and accommodation services
Level:	3
Credit Value:	4
GLH:	31
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand support available to access housing and accommodation services	1.1 Identify sources of funding and benefits that are available for **housing and accommodation** services 1.2 Analyse the range of housing and accommodation services available 1.3 Explain how and where to access specialist information and advice about housing and accommodation services
2. Be able to work with individuals to identify housing and accommodation services that meet their needs	2.1 Work with an **individual** to identify their accommodation requirements 2.2 Work with the individual to understand the range of accommodation services that could meet their needs 2.3 Support the individual to understand requirements that may be made by housing and accommodation services
3. Be able to work with individuals to plan to access housing and accommodation services	3.1 Work with the individual and **others** to agree a plan for accessing housing and accommodation services 3.2 Establish with an individual which housing and accommodation services will be approached
4. Be able to work with individuals to access housing and accommodation services	4.1 Support the individual to prepare to attend meetings with housing and accommodation services 4.2 Work with the individual to provide accurate and complete information to express their requirements and preferences

		4.3	Support the individual to understand the outcome of decisions made by a housing or accommodation service
		4.4	Describe ways to challenge discrimination in accessing housing and accommodation services
5.	Be able to work with housing and accommodation services to meet the needs of individuals	5.1	Provide housing and accommodation services with information about own role and responsibilities
		5.2	Contact housing and accommodation staff over a prolonged period of time
		5.3	Show how continued contact is appropriate to ensure individual needs are being met
6.	Be able to contribute to the review of housing and accommodation services for individuals	6.1	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
		6.2	Consult with others about any problems and proposed solutions
		6.3	Record and report on the review in line with agreed ways of working

Additional information about this unit

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

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Others may include:
• Team members
• Other colleagues
• Those who use or commission their own health or social care services
• Families, carers and advocates

Preferences may be based on:
• Beliefs
• Values
• culture

| **Unit aim (s)** | 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0349.

Title:	D/616/5194 Provide support to manage pain and discomfort
Level:	2
Credit Value:	2
GLH:	15
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand approaches to managing pain and discomfort	1.1 Explain the importance of a holistic approach to managing pain and discomfort 1.2 Describe different approaches to alleviate pain and minimise discomfort 1.3 Outline **agreed ways of working** that relate to managing pain and discomfort
2. Be able to assist in minimising individuals' pain or discomfort	2.1 Describe how pain and discomfort may affect an **individual's** holistic well-being and communication 2.2 Encourage an individual to express their pain or discomfort 2.3 Explain how to recognise that an individual is in pain when they are not able to verbally communicate this 2.4 Support carers to recognise when individuals are in pain or discomfort 2.5 Explain how to evaluate pain levels using **assessment tools** in own area of work 2.6 Encourage an individual and their carers to use self-help methods of pain control 2.7 Assist an individual to be positioned safely and comfortably 2.8 Carry out agreed measures to alleviate pain and discomfort
3. Be able to monitor, record and report on the management of individuals' pain or discomfort	3.1 Carry out required monitoring activities relating to management of an individual's pain or discomfort 3.2 Complete records in line with agreed ways of working

	3.3 Report findings and concerns as required
Additional information about this unit **Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro-employers **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner **Assessment tools** includes the use of pain scores	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work situation.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0216 and SFHCHS164.

Title:	K/616/5196 Select and wear appropriate personal protective equipment for work in healthcare settings
Level:	2
Credit Value:	2
GLH:	15
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand legislation, local policy and protocol in relation to dressing for work in a healthcare setting	1.1 Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings 1.2 Explain standard precautions for infection prevention and control which affect own practice in: • preparing for work • dressing for work 1.3 Explain how and when to cleanse own hands in line with local policy and protocol 1.4 Explain the importance of maintaining a professional appearance and presentation 1.5 Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting
2. Be able to select and use personal protective equipment (PPE) in a healthcare setting	2.1 Check for the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken 2.2 Wear PPE in the designated work area only according to own role and procedures to be undertaken 2.3 Describe how PPE may become unsuitable for use including the actions to take if this happens 2.4 Remove and dispose of PPE in line with local policy and protocol

	2.5 Describe what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation
	2.6 Describe the importance of promptly reporting reduction in stocks of PPE
	2.7 Explain when synthetic non-powdered un-sterile gloves and apron should be used
Additional information about this unit	
N/A	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN2.

Title:	M/616/5197 Develop and prepare speech and language therapy resources for alternative and augmentative communication (AAC) use
Level:	3
Credit Value:	4
GLH:	25
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how resources are used to support individuals who use alternative and augmentative communication (AAC) systems	1.1 Outline the **factors** to take into account when determining the type of **resources** required by **individuals** 1.2 Explain why different therapies may require different resources 1.3 Explain why resources must match the specified communication goals of an individual 1.4 Explain the importance of working with professionals in the development of resources 1.5 Explain how copyright impacts on use of resources
2. Be able to determine the resource needs of individuals who use AAC systems	2.1 Discuss with the individual his/her communication needs 2.2 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 2.3 Identify relevant materials, equipment and resources that are suitable for the individual
3. Be able to cost and order materials, equipment and resources for individuals who use AAC systems	3.1 Identify available funding sources for AAC devices

	3.2 Cost materials, equipment and resources that are suitable for the individual
	3.3 Order materials, equipment and resources that are suitable for the individual in line with policy and protocol
4. Be able to develop resources for individuals who use AAC systems	4.1 Develop and/or adapt resources for an individual who uses AAC systems
	4.2 Check that the resources are not hazardous to the individual or self
	4.3 Implement health and safety measures relevant to developing resources for individuals who use AAC systems
	4.4 Provide feedback to the Speech and Language Therapist if the individual has concerns about using AAC

Additional information about this unit

Factors to consider in determining appropriate resources may include: mode and system of communication, age, level of functioning, physical, visual and perceptual abilities and needs, culture and ethnic background, personal beliefs, interests and experiences

Resources include those commercially available, prepared by the worker or required for speech and language therapy (including equipment, materials, environment and activities)

Individuals may be adults, babies, 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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/616/5199 Carry out wound drainage care
Level:	3
Credit Value:	4
GLH:	23
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand safety measures specific to undertaking wound drainage care	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking wound drainage care 1.2 Explain the importance of maintaining compliance with health and safety guidance at all times 1.3 Explain the importance of using aseptic techniques which follow local guidelines and procedures
2. Understand the principles of wound drainage and use of related equipment	2.1 Explain the principles of wound drainage 2.2 Describe the types, purposes and function of wound drainage measurement materials and equipment 2.3 Describe the aspects of the anatomy and physiology of the skin and underlying structures which affect the positioning of wound drains and care 2.4 Describe techniques for preparing and applying drains and dressings and the consequences of contamination
3. Understand procedures and techniques involved in wound drainage	3.1 Explain the importance of following the care plan and the potential effects of poor practice 3.2 Explain the purpose of measuring wound drainage and how to avoid potential hazards

		3.3	Explain the importance of differentiating between body fluids and introduced fluids when measuring fluid loss
		3.4	Describe the process of disposal of hazardous waste and equipment
4.	Be able to prepare for wound drainage care	4.1	Confirm the **individual's** identity and gain **valid consent** to carry out the activity
		4.2	Communicate information in a way that is reassuring and sensitive to the personal beliefs and **preferences** of the individual and **others**
		4.3	Implement health and safety measures relevant to the procedure and the environment
		4.4	Confirm all equipment and materials are fit for purpose
		4.5	Apply standard precautions for infection control and prevention
		4.6	Support the individual and others prior to wound drainage
5.	Be able to carry out wound drainage care	5.1	Use techniques and equipment to observe and measure wound drainage in line with the care plan
		5.2	Explain the importance of referring any changes or adverse reactions which are outside own competence to the practitioner
		5.3	Attach replacement drainage collection systems, maintaining sterility and the individual's comfort and dignity
		5.4	Check drains and seals are secure, intact and functioning
		5.5	Dispose of hazardous waste and equipment in line with local policies and procedures
6.	Be able to record and report outcomes from procedure	6.1	Record and report measurement and outcomes of the activity in line with national/local policy

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Preferences may be based on:

- Beliefs
- Values
- Culture

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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS13.

Title:	H/616/5200 Monitor and maintain the environment and resources during and after health care activities
Level:	2
Credit Value:	3
GLH:	20
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the procedures for monitoring and maintaining the environment and resources	1.1 Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability 1.2 Identify the procedures relating to monitoring the environment during specific **health care activities** in own work practice 1.3 Identify the **resources** needed during specific health care activities in own work practice 1.4 Explain the procedures for reporting problems with the environment and resources, beyond own scope of practice 1.5 Outline the hazards and risks associated with procedures carried out in own work practice including how these are controlled
2. Be able to operate equipment	2.1 Explain the importance of ensuring equipment is safe to use 2.2 Apply standard precautions for infection control when handling equipment 2.3 Implement health and safety measures when handling equipment 2.4 Operate equipment in line with manufacturer's instructions, national and local policies and procedures and own scope of practice

3. Be able to monitor and maintain the environment and resources	3.1 Maintain environmental conditions at the levels required by the activity
	3.2 Replenish and replace resources as required for the activity
	3.3 Explain the importance of checking resources are of the correct quality and quantity for the activity
	3.4 Return unused and/or surplus resources to the correct storage location
	3.5 Store resources in line with local policy or protocol at the end of the activity
	3.6 Maintain monitoring records in line with national and local policies and protocols
4. Be able to clean resources in own work area	4.1 Maintain the levels of cleanliness required in own work area
	4.2 Clean fixed resources after use in line with national and local policies and protocols
	4.3 Clean reusable resources and make safe prior to storage
	4.4 Dispose of waste in line with national and local policy

Additional information about this unit

Health care activities could include clinical or therapeutic activities

Resources are all equipment

Unit aim (s)	This unit develops the learner's ability to maintain and monitor the environment and resources while under supervision during health care activities. Knowledge of monitoring and maintenance parameters informs practice.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN7.

Title:	T/616/5203 Prepare and dress for scrubbed clinical roles
Level:	2
Credit Value:	4
GLH:	28
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand how to follow safe procedures when preparing and dressing for scrubbed clinical roles	1.1 Explain how national guidelines and local policies and protocols inform the selection and preparation of personal protective equipment 1.2 Explain what is meant by an aseptic environment and the **sterile field** 1.3 Explain the importance of reporting any potential contamination in line with local policies and procedures
2. Know how to work within own sphere of competence	2.1 Outline the importance of understanding and working within the limits of own competence 2.2 Identify the action to take on issues outside own sphere of competence
3. Understand how to dress for scrubbed clinical roles	3.1 Explain how to follow infection control procedures in preparation for the scrubbed clinical role 3.2 Describe the factors which affect the choice of personal protective clothing for different procedures 3.3 Explain the importance of wearing personal protective clothing for the scrubbed clinical role 3.4 Explain why it is necessary to change personal protective equipment which has become unsuitable
4. Be able to work within scrubbed clinical roles	4.1 Apply **standard precautions** for infection control 4.2 Implement health and safety measures relevant to scrubbed clinical roles

	4.3 Select and wear personal protective equipment in line with local policies and protocols
	4.4 Identify and maintain the sterile field by following theatre etiquette and protocols
	4.5 Dispose of used personal protective equipment appropriately
	4.6 Report any potential contamination in line with local policies and protocols

Additional information about this unit

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 microorganisms. This is often an area immediately around an individual 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to PCS13.

Title:	R/616/5208 Prepare and provide surgical instrumentation and supplementary items for the surgical team
Level:	3
Credit Value:	6
GLH:	43
TQT:	60

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to prepare and provide surgical instrumentation and items for the surgical team in line with health and safety procedures and protocols	1.1 Explain how the sterile field contributes to infection control in the operative setting 1.2 Explain how to maintain the sterile field during surgical procedures and the actions to take if it is compromised 1.3 Explain the types, purposes and functions of commonly used surgical instruments and the potential hazards associated with their use 1.4 Describe common supplementary items and their use during surgery 1.5 Explain the procedures for identifying and reporting problems with instruments and items during preparation and throughout the procedure 1.6 Explain the principles and techniques for counting instruments, sharps, swabs and supplementary items and the importance of these
2. Be able to prepare surgical instruments and supplementary items for the surgical team	2.1 Apply standard precautions for infection control 2.2 Maintain compliance with health and safety guidance at all times 2.3 Check surgical instruments and supplementary items before preparation and confirm as being within expiry date, safe and fit for purpose

		2.4	Select and prepare required surgical instruments and supplementary items for the procedure
		2.5	Set up surgical instruments and supplementary items to meet the needs of the operative procedure and the individuals plan of care
		2.6	Count and record instruments, sharps, swabs and supplementary items prior to commencing the procedure in line with local policies and protocols
3.	Be able to provide surgical instruments and supplementary items for the surgical team	3.1	Handle instruments and supplementary items in line with local policies and protocols while maintaining the integrity of the sterile field
		3.2	Anticipate the needs of the surgical team by monitoring their activities and the placement of items within the surgical field
		3.3	Clarify any uncertainty over the requirements of the surgical team with the appropriate person
		3.4	Provide instrumentation and supplementary items to meet the needs of the surgical team and the individual's plan of care
		3.5	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
		3.6	Inform the surgical team of instrument and supplementary item counts during the procedure in line with local policies and protocols
4.	Be able to dispose of waste from the sterile field	4.1	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
		4.2	Update records in line with national guidelines
		4.3	Remove and dispose of drapes in line with local policies and protocols

	4.4 Maintain the dignity of the **individual** throughout the procedure in line with local policy and protocol
Additional information about this unit	
The **appropriate person** will be another member of the surgical team	
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to PCS14 & 16.

Title:	Y/616/5209 Care for individuals with naso-gastric tubes
Level:	3
Credit Value:	3
GLH:	19
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand how to care for individuals with naso-gastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 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 1.2 Describe the responsibilities and boundaries related to own role 1.3 Outline how to prepare equipment and materials required for aspiration and the removal of naso-gastric tubes 1.4 Explain the importance of following health and safety procedures 1.5 Outline how to deal with concerns that **individuals** may have in relation to clinical procedures such as aspiration and the removal of naso-gastric tubes 1.6 Outline the action to take in the event of an individual reacting adversely to the naso-gastric procedure
2. Know the anatomy and physiology of the upper gastrointestinal system and its relevance to naso-gastric procedures	2.1 Describe the anatomy and physiology of the upper gastrointestinal system in relation to the aspiration and removal of naso-gastric tubes 2.2 Describe the normal and abnormal appearance and content of stomach/intestinal fluid according to the individual's presenting medical condition 2.3 Outline the action to take to reduce or deal with potential sources of contamination when undertaking

	aspiration and removal of naso-gastric tubes
	2.4 Describe the potential consequences of contamination of naso-gastric tubes and equipment used for aspiration
3. Be able to prepare to carry out naso-gastric procedures	3.1 Apply standard precautions for infection control
	3.2 Apply health and safety measures relevant to the procedure and environment
	3.3 Prepare resources, equipment and materials needed for the aspiration and removal of naso-gastric tubes prior to starting the activity
	3.4 Confirm the individual's identity and gain **valid consent** prior to carrying out naso-gastric procedures
	3.5 Explain the procedure to the individual, ensuring they have all the information they require to meet their needs
	3.6 Position the individual and self so that the procedure can be carried out safely and comfortably
4. Be able to support individuals undergoing naso-gastric procedures	4.1 Carry out the naso-gastric procedures as directed and in accordance with the individual's care plan and local policy and protocol
	4.2 Observe the individual throughout the activity, taking action to deal with any condition or behaviour which may signify adverse reactions
	4.3 Check the naso-gastric tube and any drainage bags are securely attached in a way that prevents discomfort and maintains the individual's dignity
	4.4 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
	4.5 Measure and record the volume of aspirate
	4.6 Pack up used equipment and materials and cover receptacles containing naso-gastric aspirate prior to leaving the immediate care area

	4.7 Dispose of used equipment and materials and naso-gastric aspirate in line with local policy and protocol
	4.8 Update records and make them available to the care team in line with local policy and protocol

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/616/5210 Care for a newborn baby
Level:	3
Credit Value:	3
GLH:	32
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to caring for newborn babies	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to the care of newborn babies 1.2 Describe local policies for child safety and protection 1.3 Explain how to work in partnership with parents or carers and **significant others** 1.4 Explain the rights and responsibilities of parents or carers for their child and own role in relation to this 1.5 Explain how to obtain advice and information to support own practice 1.6 Explain how to report any concerns about the parent, carer or child's health, safety or wellbeing in line with local policy and protocol 1.7 Explain how to access records and information on the needs and **preferences** of babies, parents and carers, in line with local policy and protocol 1.8 Explain the importance of confidentiality when accessing records and information
2. Understand how to meet the physical, social, emotional and developmental needs of newborn babies	2.1 Describe the **normal state of newborn babies** 2.2 Explain how to recognise when a newborn baby may be becoming unwell

		2.3	Describe the physical, social and emotional developmental needs of babies during the first ten days of life
		2.4	Explain how to anticipate and respond to the needs of newborn babies using non-verbal cues
		2.5	Explain the health, safety and hygiene requirements of newborn babies
		2.6	Explain the importance of providing consistency and continuity of care for newborn babies
		2.7	Explain how to protect the rights and interests of babies
3.	Be able to contribute to the safety of newborn babies within own care	3.1	Create a care environment which ensures the newborn baby is safe, secure and free from danger, harm and abuse
		3.2	Handle, move and position the baby safely to encourage interaction and help them feel secure, in line with local policy and protocol
		3.3	Confirm the identity of anyone who wants to handle the baby, checking that identification labels are secure and visible
		3.4	Update and store records in line with local policy and protocol
4.	Be able to feed, bathe and clothe newborn babies in line with local policy and protocol	4.1	Apply standard precautions for infection control
		4.2	Apply health and safety measures relevant to the procedure and environment
		4.3	Prepare the environment and equipment for feeding, bathing and clothing newborn babies according to their individual needs
		4.4	Dispose of leftover food in line with local policy and protocol
		4.5	Undress the baby, wash, bathe and dry them, following safe hygiene and care principles
		4.6	Monitor skin condition, treating any dryness or soreness in accordance to care plan

	4.7 Dress the baby in a clean nappy and suitable clothes for the environmental conditions and temperature
	4.8 Dispose of soiled nappies, clean and store equipment in line with local policy and protocol
	4.9 Update records, referring any observations and actions to the **appropriate person**

Additional information about this unit:

Significant others may include
- Family
- Colleagues
- Other individuals involved with the care or wellbeing of the baby, child or young person

Preferences may be based on:
- beliefs
- values
- culture

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 aim (s)	This unit is aimed at those who provide care for newborn babies. 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
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	Y/616/5212 Understanding Suicide Interventions
Level:	4
Credit Value:	6
GLH:	43
TQT:	60

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the causes and prevalence of suicidal behaviour	1.1 Interpret information on the prevalence of suicidal behaviour 1.2 Analyse factors that lead to suicidal behaviour 1.3 Analyse impact the media and society has on suicidal behaviour
2. Understand the process of suicide intervention	2.1 Describe different **suicide interventions** 2.2 Describe the importance of directive and non-directive approaches in suicide interventions 2.3 Explain the relationship between the components of suicide intervention 2.4 Describe the relationship between the suicide intervention tasks and the needs of the individual at risk 2.5 Evaluate the use of risk assessment tools in suicide interventions
3. Understand the role of the main caregiver and other professionals in managing suicide interventions	3.1 Evaluate the role of a population based approach to suicide prevention 3.2 Analyse the relationships between the main caregiver and professionals in suicide intervention 3.3 Explain the need to conform to legal and organisational policies and procedures when undertaking suicide interventions 3.4 Evaluate the importance of knowledge of the local network in delivering suicide interventions

Additional information about this unit

Suicide interventions – including safety planning and management of suicidal ideation

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Unit aim (s)	This unit is aimed at individuals who have a role in contributing to suicide prevention. This may include workers in a range of settings who form part of a network of support within an organised suicide prevention framework. It provides an understanding of the factors that may lead to suicidal behaviour and knowledge of the key components of suicide prevention.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/616/5214 Awareness of the Mental Capacity Act 2005
Level:	3
Credit Value:	3
GLH:	28
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the importance of the Mental Capacity Act 2005	1.1 Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves 1.2 Describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves 1.3 Explain how the Mental Capacity Act 2005: • empowers people to make decisions for themselves • protects people who lack capacity by placing them at the heart of the decision making process 1.4 Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves
2. Understand the key elements of the Mental Capacity Act 2005	2.1 Define the five statutory principles included in the Mental Capacity Act 2005 2.2 Describe when a worker must comply with the Mental Capacity Act 2005 2.3 Explain how the Mental Capacity Act 2005 gives legal protection to workers providing care and treatment for someone who lacks capacity 2.4 Explain 'capacity' as defined in the Mental Capacity Act 2005

	2.5	Explain 'best interests' as defined in the Mental Capacity Act 2005
	2.6	Explain what actions needs to be taken to ensure a worker acts in an individual's **'best interests'**
	2.7	Identify whose responsibility it is to assess 'capacity' and 'best interests'
	2.8	Identify the type of 'day to day' decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves
	2.9	Explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed
	2.10	Explain how the Mental Capacity Act 2005 can assist a person to 'plan ahead' for a time when they may not have capacity to make certain decisions
3. Understand 'restraint' as defined in the s6(4) Mental Capacity Act 2005	3.1	Identify the range of actions that amount to restraint
	3.2	Identify the factors which make restraint lawful under the Mental Capacity Act 2005
	3.3	Describe the circumstances where the restrictions or restraint being used amount to a person being **'deprived of their liberty'**
	3.4	Describe the actions that are necessary to ensure that a person is lawfully 'deprived of their liberty'
	3.5	Explain why a worker should raise their concerns with their supervisor / manager when they think a person may be being 'deprived of their liberty'
4. Understand the importance of complying with the Mental Capacity Act 2005 Code of Practice when working with individuals who lack capacity	4.1	Explain the legal status of the Mental Capacity Act 2005, Code of Practice
	4.2	Explain the purpose of the Mental Capacity Act 2005, Code of Practice
	4.3	Explain how the Mental Capacity Act 2005 Code of Practice effects the day to day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves

Additional information about this unit	
Best interests - when making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision. Mental Capacity Act Code of Practice (Chapter 5) **Deprived of their liberty** - Mental Capacity Act Code of Practice (Chapter 6)	
Unit aim (s)	This unit provides the knowledge and understanding required by a learner to provide care and treatment to individuals in accordance with the value base that underpins the Mental Capacity Act 2005.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	K/616/5215 Understand child and young person development
Level:	3
Credit Value:	4
GLH:	30
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the expected pattern of development for children and young people from birth - 19 years	1.1 Explain the sequence and rate of each aspect of **development** from birth to 19 years 1.2 Explain the difference between sequence of development and rate of development and why the difference is important
2. Understand the factors that influence children and young people's development and how these affect practice	2.1 Explain how children and young people's development is influenced by a range of personal factors 2.2 Explain how children and young people's development is influenced by a range of external factors 2.3 Explain how theories of development and frameworks to support development influence current 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	3.1 Explain how to monitor children and young people's development using different methods 3.2 Explain the reasons why children and young people's development may not follow the expected pattern 3.3 Explain how disability may affect development 3.4 Explain how different types of interventions can support positive outcomes for children and young people where development is not following the expected pattern
4. Understand the importance of early intervention to support the speech,	4.1 Analyse the importance of early identification of speech, language and

language and communication needs of children and young people	communication delays and disorders and the potential risks of late recognition 4.2 Explain how multi agency teams work together to support speech, language and communication 4.3 Explain how play and activities are used to support the development of speech, language and communication
5. Understand the potential effects of transitions on children and young people's development	5.1 Explain how different types of transitions can affect children and young people's development 5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition

Additional information about this unit

Development may include:
• Physical
• Physiological
• Emotional

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit should be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/616/5216 Provide support to maintain and develop skills for everyday life
Level:	3
Credit Value:	4
GLH:	28
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the context of supporting skills for everyday life	1.1 Compare methods for developing and maintaining skills for everyday life 1.2 Analyse reasons why **individuals** may need support to maintain, regain or develop skills for everyday life 1.3 Explain how maintaining, regaining or developing skills for everyday life can benefit individuals
2. Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1 Work with an individual and **others** to identify skills for everyday life that need to be supported 2.2 Agree a plan with the individual for developing or maintaining the skills identified 2.3 Analyse possible sources of conflict that may arise when planning 2.4 Evaluate ways to resolve any possible sources of conflict 2.5 Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it
3. Be able to support individuals to retain, regain or develop skills for everyday life	3.1 Provide agreed support to develop or maintain skills, in a way that promotes **active participation** 3.2 Give positive and constructive feedback to the individual during activities to develop or maintain their skills

	3.3 Describe actions to take if an individual becomes distressed or unable to continue
4. Be able to evaluate support for developing or maintaining skills for everyday life	4.1 Work with an individual and others to agree criteria and processes for evaluating support 4.2 Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used 4.3 Agree revisions to the plan 4.4 Record and report in line with **agreed ways of working**

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Others may include:
• Team members
• Other colleagues
• Those who use or commission their own health or social care services
• Families, carers and advocates

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; they may be less formally documented with micro-employers

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	T/616/5217 Support individuals who are distressed
Level:	2
Credit Value:	3
GLH:	21
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand causes and effects of distress on individuals	1.1 Identify causes of distress 1.2 Describe signs that may indicate an **individual** is distressed 1.3 Explain how distress may affect the way an individual communicates
2. Understand potential impacts on own wellbeing when supporting an individual who is distressed	2.1 Explain how supporting an individual who is distressed may impact on own wellbeing 2.2 Identify **sources** of support to manage own feelings when supporting an individual who is distressed
3. Be able to prepare to support individuals who are experiencing distress	3.1 Access information and advice in relation to supporting an individual who is distressed 3.2 Recognise signs of distress that indicate the need for specialist intervention 3.3 Describe how to access specialist intervention
4. Be able to support individuals who are experiencing distress	4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and **preferences** of the individual 4.2 Work in ways to alleviate immediate distress 4.3 Respond to the individual's reactions 4.4 Involve others when supporting an individual who is distressed
5. Be able to support individuals to manage distress	5.1 Encourage the individual to express thoughts and feelings 5.2 Work with the individual and others to identify triggers for distress

		5.3	Work with an individual and others to manage triggers or alleviate causes of distress
		5.4	Encourage the individual to review ways of coping with distress
6. Be able to record and report on an individual's distress		6.1	Maintain records relating to the individual's distress and the support provided
		6.2	Report on periods of distress in line with agreed ways of working

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Sources of support may include:
- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

Preferences may be based on:
- beliefs
- values
- culture

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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning Outcomes 3, 4,5 and 6 must be assessed in a real work environment
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	T/616/5220 Facilitate learning and development activities to meet individual needs and preferences
Level:	3
Credit Value:	5
GLH:	35
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the role of learning and development activities in meeting individual needs	1.1 Describe the benefits to **individuals** of engaging in **learning or development activities** 1.2 Analyse the purpose of a range of learning or development activities in which individuals may participate 1.3 Explain how individual needs and **preferences** may influence how learning and development activities are accessed or delivered
2. Be able to identify learning and development activities to meet individual needs and preferences	2.1 Support the individual to communicate their goals, needs and preferences about learning or development activities 2.2 Provide the individual and **others** with information on possible learning or development activities 2.3 Assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities 2.4 Work with the individual and others to agree learning or development activities that will suit the individual
3. Be able to plan learning and development activities with individuals	3.1 Describe factors that may affect the way a programme of learning or development activities is implemented and supported 3.2 Establish with the individual and others a plan for implementing the programme of activities

		3.3	Assess risks in line with **agreed ways of working**
4.	Be able to prepare for learning and development activities	4.1	Obtain or prepare resources or equipment needed for the activity
		4.2	Describe how resources or equipment might be adapted to meet the needs of an individual
		4.3	Support the individual to prepare for an activity so as to minimise risks and maximise their participation
		4.4	Prepare the environment so that the activity can be carried out safely and effectively
5.	Be able to facilitate learning and development activities with individuals	5.1	Carry out agreed role in facilitating the activity
		5.2	Support the individual to engage with the activity in a way that promotes **active participation**
		5.3	Encourage the individual to give feedback about how the activity is implemented and the support provided
		5.4	Make adjustments in response to feedback
6.	Be able to evaluate and review learning and development activities	6.1	Agree with the individual and others the process and criteria for evaluation of the activity and the support provided
		6.2	Collate and present information for evaluation as agreed
		6.3	Use agreed criteria to evaluate the activity with the individual and others
		6.4	Make recommendations for any changes in the activity, its implementation or the support provided
		6.5	Explain the importance of recognising progress achieved through a learning or development activity
		6.6	Record the outcome of the evaluation in line with organisational requirements
		6.7	Explain how to refer any concerns to an appropriate person

Additional information about this unit

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

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Preferences may be based on:
- beliefs
- values
- culture

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

Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers

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 aim (s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/616/5221 Support individuals undergoing healthcare activities
Level:	2
Credit Value:	3
GLH:	22
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand healthcare activities in order to support individuals	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to supporting **individuals** undergoing healthcare activities 1.2 Describe anatomy and physiology in relation to the healthcare activity 1.3 Explain the purposes and use of medical equipment and devices required for the procedure 1.4 Explain the roles and responsibilities of team members 1.5 State protection/precautionary measures: • for the procedure being carried out • how they should be applied • the implications and consequences of not applying these measures 1.6 Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states 1.7 Explain how to complete records of the actions taken and the individual's condition during the healthcare activity
2. Be able to prepare individuals to undergo healthcare activities	2.1 Introduce self and confirm the individual's identity 2.2 Explain the procedure to the individual and relevant others 2.3 Confirm that **valid consent** has been obtained

	2.4	Identify any concerns and worries that an individual and relevant others may have in relation to healthcare activities
	2.5	Describe ways of responding to any concerns and worries that an individual and relevant others may have in relation to healthcare activities
	2.6	Agree the support needed with the individual and **relevant others** in a way that is sensitive to their personal beliefs and **preferences**
	2.7	Refer any concerns or questions to others if unable to answer
	2.8	Support an individual to prepare and position for the procedure ensuring that privacy and dignity are maintained at all times
3. Be able to support individuals undergoing healthcare activities	3.1	Inform and reassure individuals
	3.2	Apply standard precautions for infection prevention and control
	3.3	Apply health and safety measures relevant to the healthcare activity and environment
	3.4	Recognise any ill effects or adverse reactions
	3.5	Take actions in response to any ill effects or adverse reactions
	3.6	Ensure that an individual's privacy and dignity are maintained at all times
4. Be able to support individuals following the healthcare activities	4.1	Provide the individual with the facilities and support for the period of recovery
	4.2	Monitor an individual and recognise signs of ill effects or adverse reactions
	4.3	Take action in response to any ill effects or adverse reactions
	4.4	Give individuals and relevant others instructions and advice, within scope of own role
	4.5	Explain how to confirm any requirements for transport and escorts and make the necessary arrangements
	4.6	Make records appropriate to the role
	4.7	Maintain confidentiality of information in accordance with guidelines and procedures

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Relevant others may include:
• Parent/s
• Carer
• Those with parental responsibility

Valid consent must be in line with agreed UK country definition

Preferences may be based on:
• beliefs
• values
• culture

Unit aim (s)	This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit should be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/616/5222 Enable individuals to develop strategies to manage their behaviour
Level:	3
Credit Value:	8
GLH:	41
TQT:	80
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand legislation, policies and practice in relation to supporting individuals to manage their behaviour	1.1 Describe the relationship between legislation, policy and practice in relation to supporting individuals to manage their behaviour 1.2 Describe the methods and approaches available to help an individual manage their behaviour
2. Understand the factors that influence behaviour	2.1 Explain how factors relating to the **individual** can affect behaviour 2.2 Describe the potential effects of the environment and the behaviour of **others** on individuals
3. Be able to work with individuals to recognise the impact of their behaviour on others	3.1 Describe why it is important to establish a professional relationship 3.2 Support the individual and others to recognise their behavioural responses to different situations 3.3 Encourage the individual to consider the impact of their behaviour
4. Be able to support individuals to develop strategies for managing behavioural responses	4.1 Work with an individual to identify and agree the factors which will motivate them to manage their behaviour 4.2 Explain to an individual the positive outcomes of managing behaviours 4.3 Support an individual to identify situations and circumstances which trigger specific behavioural responses 4.4 Explore with the individual ways of coping with situations and

			circumstances which trigger behaviour they wish to manage
		4.5	Work with the individual to identify and agree strategies
		4.6	Support an individual to develop and practise the agreed strategies
		4.7	Record the individual's agreement and motivation to manage their behaviour
		4.8	List any potential barriers to progress and ways in which these barriers can be overcome
		4.9	Describe advice and support available
5.	Be able to evaluate and review strategies for managing behavioural responses	5.1	Conduct regular reviews of strategies for managing behavioural responses
		5.2	Assist the individual and others to evaluate the effectiveness of strategies for managing behavioural responses
		5.3	Use the positive outcomes identified through the review process to motivate the individual
		5.4	Give constructive feedback on progress
		5.5	Encourage individuals to find ways in which to sustain the management of their behaviour
		5.6	Record and report on the evaluation and review process
		5.7	Agree actions to be taken

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Others may include:

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

Unit aim (s)	This unit is aimed at health and social care workers in a wide range of settings. It applies to those with responsibility for supporting individuals to change their behavioural responses through the development of appropriate strategies.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles.

	Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/616/5224 Support positive risk taking for individuals
Level:	3
Credit Value:	4
GLH:	32
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of risk-taking in everyday life	1.1 Explain ways in which risk is an important part of everyday life 1.2 Explain why **individuals** may have been discouraged or prevented from taking risks 1.3 Describe the links between risk-taking and responsibility, empowerment and social inclusion
2. Understand the importance of a positive, person-centred approach to risk-assessment	2.1 Explain the process of developing a positive, person-centred approach to risk-assessment 2.2 Explain how to apply the principles and methods of a **person-centred approach** to each of the different stages of risk-assessment 2.3 Explain how a service-focused approach to risk-assessment would differ from a person-centred approach 2.4 Identify the consequences for individuals of a service-focused approach to risk assessment
3. Understand the framework which underpins an individual's right to make decisions and take risks	3.1 Explain how legislation, national and local policies and guidance provide a framework for decision-making which can support individuals to have control over their own lives 3.2 Describe how a human rights based approach supports an individual to make decisions and take risks

4. Be able to support individuals to make decisions about risks	4.1 Support individuals to recognise potential risk in different areas of their lives 4.2 Support individuals to balance choices with their own and **others'** health, safety and wellbeing 4.3 Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks 4.4 Record all discussions and decisions made when supporting the individual to take risks
5. Be able to support individuals to take risks	5.1 Complete a risk-assessment with an individual following agreed ways of working 5.2 Communicate the content of the risk-assessment to relevant others 5.3 Support the individual to take the risk for which the assessment has been completed 5.4 Review and revise the risk-assessment with the individual 5.5 Evaluate with the individual how taking the identified risk has contributed to that individual's wellbeing
6. Understand duty of care in relation to supporting positive risk-taking	6.1 Explain how the principle of duty of care can be maintained while supporting individuals to take risks 6.2 Describe what action to take if an individual decides to take an unplanned risk that places him/her or relevant others in immediate or imminent danger

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

A person-centred approach involves listening, thinking together, coaching, sharing ideas, and seeking feedback from the individual

Relevant **others** may include:
- Parent/s
- Carer
- Those with parental responsibility

Unit aim (s)	This unit is aimed at people who are working with individuals where they are promoting positive risk-taking. Although this unit sits in the Mental Health suite, it is appropriate for other care settings as risk-taking is part of everyday life.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 4 and 5 must be assessed in the workplace.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	Y/616/5226 Carry out intravenous infusion
Level:	3
Credit Value:	4
GLH:	22
TQT:	40
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice for performing intravenous cannulation	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing intravenous cannulation 1.2 Explain responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines 1.3 Explain the importance of working within own role and of seeking advice when faced with situations outside this role
2. Understand the principles intravenous infusion	2.1 Explain the anatomy and physiology of the circulatory system in relation to the administration of intravenous fluids 2.2 Explain the reasons for intravenous infusion 2.3 Explain the clinical indications of infection in the cannula site and the actions that should be taken if signs of infection are evident 2.4 Explain the risks and adverse reactions to intravenous fluids and actions that should be taken 2.5 Explain the risks and adverse reactions to infusion of incorrect volumes of intravenous fluids and actions that should be taken 2.6 Explain the materials and equipment used for intravenous infusion

3. Be able to prepare to carry out intravenous infusion	3.1 Confirm the **individual's** identity and gain **valid consent**
	3.2 Implement health and safety measures relevant to the procedure and environment
	3.3 Apply standard precautions for infection control
	3.4 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual
	3.5 Confirm the required intravenous fluid to be administered in line with local protocols
4. Be able to carry out intravenous infusion	4.1 Check the intravenous fluid to be administered is in date and clear, with all seals intact
	4.2 Ensure the administration set is primed and connected to the fluid container and cannula in a way that ensures no contamination or leakage
	4.3 Adjust the fluid administration rate according to the needs of the individual and the fluid being administered
5. Be able to monitor and report on the intravenous infusion	5.1 Monitor the individual's condition and seek support and guidance from a member of the team if events or risks are outside own competence
	5.2 Report any condition which may indicate adverse reactions to the procedure, taking action in accordance with local policy and protocol
	5.3 Record the administration in accordance with local policy and protocol
	5.4 Monitor the cannulation site at regular intervals, taking action in accordance with local policy and protocol

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Preferences may be based on:
- beliefs
- values
- culture

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	D/616/5244 Reprocess endoscopy equipment
Level:	3
Credit Value:	4
GLH:	30
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to the reprocessing of endoscopy equipment	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines related to the reprocessing of endoscopy equipment 1.2 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
2. Understand the procedures involved in reprocessing endoscopy equipment	2.1 Explain the endoscopic procedures, equipment, and sedation that are used 2.2 Describe the admission and discharge procedures for reprocessing **endoscopic equipment** 2.3 Identify the sources of authoritative information on endoscopic procedures, including evidence based information
3. Carry out the reprocessing procedure	3.1 Check that all endoscopy equipment is accounted for after the endoscopic procedure 3.2 Maintain compliance with health and safety guidance at all times relevant to reprocessing endoscopy equipment 3.3 Test reprocessing equipment prior to use

		3.4	Reprocess the endoscopy equipment in accordance with local policy and protocol
		3.5	Dispose of any used, damaged, or out of date items in accordance with local policy and protocol
		3.6	Restore the endoscopy equipment and environmental conditions in preparation for the next procedure
4.	Report on and record the reprocessing of endoscopy equipment	4.1	Report any endoscopy or reprocessing equipment that is not functioning correctly or requires maintenance
		4.2	Keep records in accordance with local policy and procedure
		4.3	Liaise with the **individual, others** and agencies in line with local policy and protocol

Additional information about this unit

Reprocessing includes:
- cleaning
- decontamination
- disposal
- preparation for re-use
- storage

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 procedures could be one of the following:
- colonoscopy

- enteroscopy
- ERCP
- EUS
- flexible sigmoidoscopy
- gastroscopy
- PEG insertion

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

Unit aim (s)	This unit is aimed at those who reprocess endoscopy equipment. This involves preparing and testing the endoscopic equipment prior to use, and then reprocessing the endoscopy equipment, including the endoscope itself.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/616/5245 Support individuals with cognition or learning difficulties
Level:	3
Credit Value:	5
GLH:	34
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with cognition or learning difficulties	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role
2. Understand cognitive or learning difficulties	2.1 Identify the cognitive skills required for learning 2.2 Explain how global learning difficulties and specific learning difficulties affect learning 2.3 Explain how cognitive difficulties affect language development and communication 2.4 Explain the effects of learning difficulties on perception, memory and information processing 2.5 Describe the cognition or learning difficulties encountered in own practice and the implications on providing support for learning activities 2.6 Explain the importance of active learning for individuals with cognition or learning difficulties and how this can be promoted 2.7 Explain the potential effects of medication on **individuals** with cognition or learning difficulties
3. Be able to assist the therapist to prepare learning activities	3.1 Obtain information about the individual's cognition or learning needs and the planned learning activities

		3.2	Work with the therapist to identify approaches to enable and motivate the individual to develop learning strategies
		3.3	Obtain and use suitable equipment and materials to support the individual's learning needs
		3.4	Adapt teaching and learning materials at the direction of the therapist to suit the individual's learning needs
		3.5	Describe modifications to learning activities which can be made to improve an individual's progress
4.	Be able to support individuals with learning tasks	4.1	Support, encourage, praise and reassure the individual to help them with learning tasks and following instructions
		4.2	Provide information, advice and opportunities to enable and encourage the individual to decide on own learning
		4.3	Monitor the individual's responses to learning activities and use appropriate strategies to improve achievement
		4.4	Use a range of methods to help the individual understand the environment and the use of objects
		4.5	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
		4.6	Explain the use of educational/behaviour support plans
5.	Be able to assist in reviewing learning	5.1	Feed back to the therapist on the individual's learning achievements and any problems encountered
		5.2	Help individuals to review their achievements and plan for future learning

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Unit aim (s)	This unit aims to develop the learner's ability to support individuals with cognition or learning difficulties at the direction of the therapist. Knowledge of cognition and learning difficulties is paramount in order to apply theory to practice
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/616/5247 Assist in testing individuals' abilities prior to planning physical activities
Level:	3
Credit Value:	5
GLH:	38
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to assisting in testing individuals prior to planning physical activities	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role
2. Understand health related topics in relation to physical activities	2.1 Outline cardiovascular: • Anatomy • Physiology • Biochemistry 2.2 Describe the bio-physical-social model of health as it relates to own role 2.3 Identify factors which cause limitations to physical activity 2.4 Define **rating of perceived exertion** and the methods used to calculate this
3. Understand motivation factors for physical activities	3.1 Explain how to motivate individuals to become involved in exercise regimes 3.2 Explain factors which could motivate individuals to change behaviour and/or lifestyle
4. Be able to carry out preparations to assess individuals' ability to exercise	4.1 Obtain the **individual's valid consent** to the assessment process 4.2 Prepare environmental conditions for carrying out assessment in line with national/local policy and protocol 4.3 Consult previous assessments and check individual's medication history 4.4 Explain the importance of accessing previous assessments and medication history

5. Be able to assist the practitioner to administer tests to assess individuals' ability to exercise	5.1 Outline the tests used in own work practice to assess individuals' physical abilities
	5.2 Identify the barriers to exercise for individual
	5.3 Identify the individual's present and former levels of physical activity
	5.4 Establish the individual's goals in relation to physical activity
	5.5 Assist the practitioner to administer tests to assess the individual's ability to exercise
	5.6 Report any medical limitations on the individual's physical activity
	5.7 Identify the individual's rating of perceived exertion
	5.8 Record the individual's exercise capacity in line with national/local policy and protocol

Additional information about this unit

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

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Unit aim (s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/616/5249 Prepare equipment for intraoperative cell salvage blood processing
Level:	2
Credit Value:	4
GLH:	26
TQT:	40
Learning Outcomes The learner will:	Assessment Criteria The learner can:
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	1.1 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
2. Understand blood transfusion issues in relation to intraoperative cell salvage	2.1 Explain the rationale for using autologous blood transfusion 2.2 Explain the applications of intraoperative cell salvage with regard to those who refuse allogeneic blood on religious or other grounds
3. Understand the rationale for the use of intraoperative cell salvage	3.1 Outline the indications and contraindications for the use of intraoperative cell salvage
4. Understand how the decision to proceed with intraoperative cell salvage blood processing is made	4.1 Outline how to estimate blood loss during intraoperative cell salvage 4.2 Outline the reasons for an expiry time for intraoperative cell salvaged blood and define how this is calculated 4.3 Outline the possible contents of the collection reservoir during surgery relevant to the decision to set up to process intraoperative cell salvaged blood
5. Understand the rationale for swab washing in relation to intraoperative cell salvage blood	5.1 Outline the benefits and risks of swab washing

6.	Understand the role and function of equipment used for intraoperative cell salvage blood processing	6.1	Outline the types and functions of intraoperative cell salvage machines used in own work practice to salvage blood
		6.2	Explain the rationale for expiry time on the set up equipment
		6.3	Outline the factors which inform the decision to set up processing equipment
		6.4	Explain the rationale for selecting the machine programme
		6.5	Explain the dangers of re-using single use equipment
		6.6	Describe the potential hazards and malfunctions of equipment and how to deal with them
7.	Be able to prepare equipment for intraoperative cell salvage blood processing	7.1	Apply **standard precautions** for infection control
		7.2	Implement health and safety measures relevant to preparing equipment for intraoperative cell salvage blood processing
		7.3	Confirm with the appropriate person the suitability of the intraoperative cell salvage blood for processing
		7.4	Confirm that the processing equipment is fit for purpose
		7.5	Load the processing equipment and connect to the collection equipment in accordance with manufacturer's guidelines
		7.6	Confirm the wash fluid is intra-venous normal saline 0.9%
		7.7	Prime the system and set the machine programme ready for use in accordance with guidance
		7.8	Inform the **appropriate person** that the processing equipment is ready for use

Additional information about this unit

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 (e.g. 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/616/5250 Assist in receiving, handling and dispatching clinical specimens
Level:	2
Credit Value:	2
GLH:	17
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how health and safety measures are implemented when receiving, handling and dispatching clinical specimens	1.1 Explain how the **standard precautions** for infection control apply when receiving, handling and dispatching specimens 1.2 Describe how to avoid compromising the **sterile field** 1.3 Outline the actions to take when there is a breakdown in the sterile field
2. Understand the reasons for different containers and transport media for different clinical specimens	2.1 Identify different types and uses of containers and transport media used in the perioperative environment 2.2 Explain the differences between the types of specimens and how these are received, handled and dispatched 2.3 Explain the potential consequences of failing to follow procedure when handling, labelling and dispatching clinical specimens
3. Be able to assist others to receive, handle, label and dispatch clinical specimens	3.1 Apply standard precautions for infection control 3.2 Implement health and safety measures relevant to handling clinical specimens 3.3 Use the correct container and transport medium for the type of specimen as directed by the appropriate person 3.4 Receive, handle, label, dispatch and record information on specimens in line with local policies and protocols as directed by the appropriate person

| | 3.5 Notify the **appropriate person** of any queries relating to clinical specimens which are beyond own competence |
| | 3.6 Update records in line with local policies and protocols |

Additional information about this unit

The **sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/616/5252 Support individuals to manage dysphagia
Level:	4
Credit Value:	5
GLH:	35
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting individuals with dysphagia 1.2 Describe why **individuals** with dysphagia should be encouraged to promote their own health and wellbeing 1.3 Describe the types of activities to compensate, support development or maintenance of swallowing ability
2. Understand how dysphagia affects individuals	2.1 Describe the main clinical causes of **dysphagia** 2.2 Outline how to recognise the main types of dysphagia 2.3 Identify major risks and secondary difficulties associated with dysphagia 2.4 Describe the anatomy and physiology relevant to maintaining a safe swallow 2.5 Explain how an individual's ability to swallow is affected by: • sensory impairment • physical impairment • neurological impairment • cognitive impairment • previous experiences of oral feeding • age 2.6 Explain how to provide a suitable environment for affected individuals
3. Know the importance of nutritional intake for individuals with dysphagia	3.1 Describe the impact of dysphagia on oral intake and nutrition for an individual

		3.2	Describe safe practices with regard to preparing oral intake
		3.3	Describe food or drink textures in accordance with national guidelines and how this relates to individuals with dysphagia
		3.4	Explain how to implement feeding techniques within scope of own role
		3.5	Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia
4.	Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes	4.1	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
		4.2	Provide oral intake in the consistency and appearance outlined in the individual's care programme
		4.3	Provide the individual with sufficient time to practice newly developed skills
		4.4	Provide the individual or carer with information and advice in regards to management, as instructed by the specialist
		4.5	Carry out therapeutic feeding activities with dysphagic individuals under direction
		4.6	Assist others in the development of: • optimal feeding strategies • modelling and reinforcing strategies recommended by a Speech and Language Therapist
5.	Be able to provide information to colleagues regarding individuals' treatment	5.1	Update records regarding the support provided, in line with local policy and protocol
		5.2	Provide feedback to the individual's therapist and care team to aid future care planning

Additional information about this unit

Dysphagia includes eating, drinking and swallowing difficulties

Individuals can be adults, children and young people or older people

Valid consent must be in line with agreed UK country definition	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work environment
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/616/5253 Provide advice on foot care for individuals with diabetes
Level:	4
Credit Value:	4
GLH:	31
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand good practice in diabetic foot care	1.1 Summarise national and local guidelines on diabetes healthcare 1.2 Describe local referral pathways for foot health
2. Understand the factors affecting foot health in individuals with diabetes	2.1 Explain the causes of diabetes 2.2 Describe the signs and symptoms of diabetes 2.3 Identify the risks of diabetes to foot health 2.4 Explain the importance of footwear to foot health for **individuals** with diabetes 2.5 Explain the impact of nutrition, health and physical exercise on an individual with diabetes 2.6 Explain the **treatment options** for specific foot disorders often experienced by individuals with diabetes
3. Be able to discuss foot examination results with individuals/carers	3.1 Gain **valid consent** for carer to be present 3.2 Use preferred method of communication 3.3 Maintain privacy throughout the examination 3.4 Discuss the results of the foot examination with the individual/carer 3.5 Discuss and agree arrangements for review with the individual/carer or the need for referral on for further tests
4. Be able to advise individuals/carers on the management of foot health	4.1 Discuss with the individual/carer the best options for managing foot health

	4.2 Provide written information on foot health to support the individual/carer
5. Be able to complete records	5.1 Update records in line with local policy and protocol
	5.2 Record any actions to be taken by the individual/carer and other members of the care team

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Treatment options may include orthotic intervention

Valid consent must be in line with agreed UK country definition

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles Learning outcomes 3, 4 and 5 must relate to real work activities and be observed in the work setting.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/616/5255 Transport, transfer and position individuals and equipment within the perioperative environment
Level:	3
Credit Value:	5
GLH:	32
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of health and safety measures when transporting, transferring and positioning individuals and equipment in the perioperative care environment	1.1 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 1.2 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 1.3 Explain the importance of using personal protective equipment 1.4 Identify situations when additional protective equipment may be required
2. Understand the requirements for pressure area care in the perioperative environment	2.1 Explain how to contribute to the maintenance of individuals' skin integrity in the perioperative environment 2.2 Explain how to use risk assessment documents for pressure area care during transfers and positioning 2.3 Explain the importance of using appropriate equipment to minimise the risk of tissue damage 2.4 Explain the importance of recording and reporting using the appropriate documents in line with local policies and protocols

3. Be able to prepare to transport individuals within the perioperative care environment	3.1 Identify the nature of the task required in discussion with the **appropriate person**/registered practitioner 3.2 Apply **standard precautions** for infection control 3.3 Implement health and safety measures relevant to transporting individuals within the perioperative care environment 3.4 Check that the transport equipment is clean, safe and functioning in line with local policies and protocols 3.5 Report any potential hazards to the appropriate team member 3.6 Identify the individual who needs to be moved 3.7 Inform the individual of the nature and purpose of the transfer and the role of people involved 3.8 Confirm that any required documents are available to accompany the individual
4. Be able to assist in the transfer and positioning of individuals within the perioperative environment	4.1 Use safe moving and handling techniques which minimise risk to all involved, including pain, friction and discomfort for those being moved 4.2 Transfer and position individuals according to instructions, confirming they are positioned safely, comfortably and in accordance with guidelines 4.3 Maintain the privacy, dignity, safety, security and comfort of individuals while using equipment for transfer and positioning 4.4 Identify the effects of premedication and anaesthesia on the ability of individuals to move independently 4.5 Use verbal and non-verbal skills to support individuals, closely observing and reporting any changes in condition to the appropriate team member 4.6 Transfer the individual and their associated documentation over to the appropriate member of staff in the perioperative environment

	4.7 Return equipment to the correct location in good working order
Additional information about this unit **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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to PCS1 and PCS23.

Title:	R/616/5256 Support the spiritual wellbeing of individuals
Level:	3
Credit Value:	3
GLH:	26
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of spiritual wellbeing for individuals	1.1 Outline different ways in which **spiritual wellbeing** can be defined 1.2 Define the difference between spirituality and religion 1.3 Describe different aspects of spiritual wellbeing 1.4 Explain how spiritual wellbeing is an individual experience 1.5 Explain how spiritual wellbeing defines an **individual's** identity 1.6 Outline the links between spirituality, faith and religion 1.7 Explain how an individual's current exploration of spiritual wellbeing may be affected by their previous experience of spirituality, faith or religion
2. Be able to identify the spiritual needs of an individual and others	2.1 Support the individual and others to identify their spiritual needs and how and by whom these can be addressed 2.2 Identify how an individual's emphasis on spiritual wellbeing may vary at different stages of their life experience 2.3 Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan
3. Understand the impact of values and beliefs on own and an individual's spiritual wellbeing	3.1 Analyse how own values and beliefs may impact on **others** when communicating about the individual's spiritual wellbeing

		3.2	Identify how the values and beliefs of others may impact on the individual
		3.3	Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others
4.	Be able to support individuals' spiritual wellbeing	4.1	Access resources and information to support the individual's spiritual wellbeing
		4.2	Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing
		4.3	Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing
		4.4	Support the individual to participate in their chosen activities to support their spiritual wellbeing
		4.5	Access any additional expertise required to meet the individual's spiritual needs
		4.6	Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual

Additional information about this unit

Spiritual wellbeing can be defined as:
• something everyone can experience
• helps to find meaning and purpose in the things individuals value
• can bring hope and healing in times of suffering and loss
• encourages individuals to seek the best relationship with themselves, others and what lies beyond

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Others may include:
• Team members
• Other colleagues
• Those who use or commission their own health or social care services
• Families, carers and advocates

| Unit aim (s) | The purpose of this unit is to provide the learner with the knowledge, understanding |

	and skills required to support the spiritual wellbeing of individuals.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	D/616/5258 Managing symptoms in end of life care
Level:	3
Credit Value:	4
GLH:	30
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the effects of symptoms in relation to end of life care	1.1 Identify a range of conditions where you might provide end of life care 1.2 Identify common **symptoms** associated with end of life care 1.3 Explain how symptoms can cause an individual distress and discomfort 1.4 Evaluate the significance of the **individual's** own perception of their symptoms
2. Understand how to manage symptoms in end of life care	2.1 Identify signs that may indicate that an individual is experiencing pain, distress or discomfort from symptoms 2.2 Describe factors that can influence an individual's perception of their symptoms 2.3 Describe the range of assessment tools for monitoring symptoms including those for individuals with cognitive impairment in own work setting 2.4 Explain how to provide relief using a range of **methods** from symptoms in end of life care
3. Be able to manage symptoms in end of life care	3.1 Demonstrate the range of methods that can provide symptom relief in own work setting 3.2 Describe own role in supporting therapeutic options used in symptom relief 3.3 Recognise symptoms that identify the last few days of life may be approaching

	3.4	Respond to an individual's needs and **preferences** in managing their symptoms
	3.5	Actively provide support, comfort and wellbeing in end of life care
	3.6	Recognise when to seek advice from relevant **others** if the level of support required by the individual is beyond own scope of practice
4. Be able to integrate symptom management in the care management process	4.1	Explain how pain and symptom management is an important part of the care planning process
	4.2	Regularly monitor symptoms associated with end of life care
	4.3	Record and report changes in symptoms according to policies and procedures in own work setting
	4.4	Support the implementation of changes in the care plan

Additional information about this unit

Symptoms can include:
Physical:
- Pain
- Breathlessness/dyspnoea
- Coughing
- Itching
- Haemoptysis
- Terminal respiratory secretions
- Nausea

Psychological:
- Agitation
- Anxiety
- depression

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Methods may include:
- Comfort measures which can include physical and psychological
- Pharmacological and non-pharmacological methods

Preferences may be based on:
- beliefs
- values
- culture

Others may include: • Team members • Other colleagues	
Unit aim (s)	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to manage symptoms in end of life care.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/616/5259 Recognise indications of substance misuse and refer individuals to specialists
Level:	3
Credit Value:	4
GLH:	24
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the regulations and legislation that applies to the misuse use of substances in line with organisational procedures	1.1 Outline the regulation and legislation that applies to the misuse of **substances** 1.2 Identify the organisation's policies and procedures that relate to substance misuse
2. Understand the indications of substance misuse	2.1 Describe theories relevant to substance misuse 2.2 Identify the range of substances which may be misused 2.3 Explain the effects of the range of substances that may be misused 2.4 Identify indications of substance misuse 2.5 Identify factors which produce similar indications that are misinterpreted as being caused by substance misuse 2.6 Explain how to obtain specialist assistance when required 2.7 Describe how to keep the following up to date: • personal knowledge about substances • indications of substance misuse
3. Be able to assess and monitor risk in accordance with organisational procedures	3.1 Assess the risk to the individual and to others which may result from substance misuse 3.2 Review the assessment of risk 3.3 Explain why the review of risk assessment is important

		3.4	Describe positive interventions that can be used with individuals in line with risk assessment
		3.5	Apply the risk assessment appropriate to the level of risk
4. Understand how to handle information and maintain records in line with organisational procedures		4.1	Explain the importance of following organisational requirements when handling information and maintaining records
		4.2	Explain own approach to handling information and records in relation to the: • Rights of individuals • Principles of confidentiality
5 Be able to refer individuals to appropriate services in line with organisational requirements		5.1	Identify the range of services in relation to substance misuse which is available locally and nationally
		5.2	Refer individuals to services in line with organisational requirements
		5.3	Provide services with information about the referral in line with organisational requirements

Additional information about this unit	
Substances may include illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents, novel psychoactive compounds	
Unit aim (s)	The purpose of this unit is to provide the learner with the skills, knowledge and understanding to recognise indicators or substance misuse and refer to appropriate services locally and nationally based on the individual's needs
Assessment requirements specified by a sector or regulatory body (if appropriate)	Must be assessed to comply with the assessment strategy requirements Learning outcomes 2 and 4 must be assessed in the workplace
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	Y/616/5260 Support individuals during a period of change
Level:	3
Credit Value:	4
GLH:	29
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand reasons for and responses to change	1.1 Describe types of change that may occur in the course of an **individual's** life 1.2 Analyse factors that can make the change process a positive or a negative experience 1.3 Describe approaches likely to enhance an individual's capacity to manage change and experience change positively
2. Be able to support individuals to plan how to manage or adapt to change	2.1 Gain **valid consent** to work with individuals and **others** to identify recent or imminent changes affecting them 2.2 Support the individual to assess the implications and likely impacts of the change identified through agreed method of communication 2.3 Work with the individual and others to plan how to adapt to or manage the change 2.4 Explain the importance of both practical support and emotional support during a time of change 2.5 Identify and agree roles and responsibilities for supporting a period of change
3. Be able to support individuals to manage or adapt to change	3.1 Carry out agreed role and responsibilities for supporting period of change, in ways that promote **active participation**

	3.2 Provide information and advice to support the individual to manage change
	3.3 Support the individual to express **preferences** and anxieties when going through change
	3.4 Adapt support methods to take account of preferences or anxieties
	3.5 Describe how and when to seek additional expertise and advice when supporting an individual through change
4. Be able to evaluate the support provided during a period of change	4.1 Agree with the individual and others how the support provided will be evaluated, and who will be involved
	4.2 Work with the individual and others to identify positive and negative aspects of a change
	4.3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process
	4.4 Record and report on the effectiveness of support for the change process

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Others may include:
• Team members
• Other colleagues
• Those who use or commission their own health or social care services
• Families, carers and advocates

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

Preferences may be based on:
• beliefs
• values
• culture

| **Unit aim (s)** | 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/616/5262 Support individuals to eat and drink
Level:	2
Credit Value:	2
GLH:	15
TQT:	20
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Be able to support individuals to make choices about food and drink	1.1 Establish the individual's dietary requirements 1.2 Establish with the individual and **key people** the food and drink the individual wishes to consume 1.3 Encourage the individual to select suitable options for food and drink 1.4 Describe ways to resolve any concerns about the choice of food and drink 1.5 Describe how and when to seek guidance about an individual's choice of food and drink
2. Be able to prepare to provide support for eating and drinking	2.1 Identify support an individual requires when eating and drinking 2.2 Apply standard precautions for infection control 2.3 Support the individual to prepare to eat and drink 2.4 Provide suitable utensils to assist the individual to eat and drink
3. Be able to provide support for eating and drinking	3.1 Describe factors that promote an individual's dignity, comfort and enjoyment while eating and drinking 3.2 Support the individual to consume manageable amounts of food and drink at their own pace 3.3 Encourage the individual to eat and drink 3.4 Support the individual to clean themselves if food or drink is spilt

		3.5	Respond to an individual's feedback or observed reactions while eating and drinking
4. Be able to clear away after eating and drinking		4.1	Explain why it is important to be sure that an individual has finished eating and drinking before clearing away
		4.2	Confirm that the individual has finished eating and drinking
		4.3	Clear away used crockery and utensils in a way that promotes **active participation**
		4.4	Support the individual to wash their hands and make themselves clean and tidy after eating and drinking
		4.5	Store or dispose any left-over food and drink
5. Be able to monitor eating and drinking and the support provided		5.1	Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter
		5.2	Monitor, record and report:
			• the food and drink the individual consumes
			• any issues or concerns in relation to the individual and their eating and drinking
		5.3	Report support provided for eating and drinking

Additional information about this unit
Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.
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 aim(s)	This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles.

Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/616/5264 Contribute to monitoring the health of individuals affected by health conditions
Level:	2
Credit Value:	2
GLH:	18
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand monitoring of the health of individuals affected by health conditions	1.1 Explain the importance of monitoring the **health** of **individuals** affected by a health condition 1.2 Describe ways in which the health of individuals can be monitored
2. Be able to carry out observations of the health of individuals affected by health conditions	2.1 Identify what **observations** have been agreed to monitor the health condition of an individual 2.2 Carry out required observations in ways that: • respect the individual's dignity and privacy • reassure the individual and minimise any fears or concerns
3. Be able to record and report on observations	3.1 Identify requirements for recording and reporting on changes in the individual's condition and wellbeing 3.2 Record required indicators of an individual's condition 3.3 Report changes in the individual's condition 3.4 Explain why changes to recording and reporting requirements in relation to an individual's health condition may be required
4. Be able to respond to changes in an individual's condition	4.1 Take immediate action when changes in an individual's health cause concern 4.2 Work with **others** to review information about changes in an individual's health

| | 4.3 Clarify own understanding about changes to requirements for monitoring |
| | 4.4 Implement required changes to monitoring processes |

Additional information about this unit

Health may include aspects that affect:
• Physical health
• Psychological wellbeing

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Observations may include:
• Informal observations
• Physical measurements
• Other agreed ways of monitoring

Others may include:
• The individual
• Family members
• Line manager
• Other professionals
• Others who are important to the individual's wellbeing

Unit aim(s)	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to observe, monitor, record and report on the health of individuals affected by health conditions.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/616/5266 Perform intravenous cannulation
Level:	4
Credit Value:	5
GLH:	36
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect own role in relation to performing intravenous cannulation 1.2 Explain the importance of working within own role and of seeking advice when faced with situations outside this role
2. Understand the purpose and functions of intravenous cannulation	2.1 Explain the anatomy and physiology of the circulatory system in relation to the insertion and maintenance of intravenous cannulae 2.2 Summarise the indications and reasons for intravenous cannulation 2.3 Explain the factors which influence the choice of cannulae and the site to be used 2.4 Explain the preparation and positioning of an individual for insertion of intravenous cannulae 2.5 Explain the risks associated with the insertion of intravenous cannulae
3. Be able to prepare to carry out intravenous cannulation	3.1 Implement health and safety measures relevant to the procedure and environment 3.2 Apply standard precautions for infection control 3.3 Confirm the **individual's** identity and gain **valid consent**

		3.4	Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual
		3.5	Check that an individual's privacy and dignity is maintained at all times
		3.6	Prepare equipment for intravenous cannulation in line with local policy and protocol
		3.7	Assess and take relevant action for risks identified prior to and during the procedure
		3.8	Seek clinical advice and support when events or risks are beyond agreed level of competence
4.	Be able to carry out intravenous cannulation	4.1	Prepare an appropriate site for cannulation, using the cannula of correct size and type
		4.2	Position and use a tourniquet to engorge the selected vein with blood
		4.3	Insert the cannula into the selected vein using the approved technique and confirm correct sitting, positioning and patency of cannula
		4.4	Apply an approved dressing to fix the cannula in position
		4.5	Flush the cannula when in situ according to local protocols and guidelines
		4.6	Attach and secure the correct giving set to where infusion is required following approved procedures
5.	Be able to monitor and report on the intravenous cannulation	5.1	Report any condition or behaviour which may signify adverse reactions to the procedure, in line with local policy and protocol
		5.2	Report and record the cannulation procedure in accordance with agreed procedures
		5.3	Maintain the cannulation site at regular intervals to avoid infection and maintain access

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition **Preferences** may be based on: • beliefs • values • culture	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes must relate to real work activities and must be observed in the work place
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/616/5268 Care for individuals with urethral catheters
Level:	3
Credit Value:	4
GLH:	30
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters	1.1 Summarise the current legislation national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters 1.2 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 for **individuals** with urethral catheters
2. Understand the procedure of urethral catheterisation	2.1 Describe the anatomy and physiology of the lower urinary tract of a: • male • female 2.2 Describe lower urinary tract functions and continence status 2.3 Describe the causative factors which determine the need for urethral urinary catheters 2.4 Explain the effects of urethral catheterisation on an individual's comfort and dignity
3. Understand the use and application of catheter care equipment	3.1 Describe **catheter care equipment** that can be used to meet individuals' specific needs 3.2 Describe the types **of catheter care advice** to give to individuals 3.3 Describe when to undertake urinalysis, obtain a catheter specimen of urine

		(CSU) or screen for multi resistant bacteria
	3.4	Describe the indications, mode of action, risks, side-effects, cautions, contra indications and potential interactions of urethral catheter care
	3.5	Describe the medication, antibiotics, anaesthetic agents and associated solutions used for individuals with urethral catheters
4. Be able to prepare individuals to carry out urethral catheters care	4.1	Confirm the individual's identity and gain **valid consent**
	4.2	Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
	4.3	Agree the level of support required with the individual
	4.4	Apply standard precautions for infection prevention and control
	4.5	Apply health and safety measures relevant to the procedure and environment
	4.6	Carry out preparatory checks against the individual's care plan
5. Be able to carry out care for individuals with urethral catheters	5.1	Support the individual and **relevant others** to carry out catheter care in accordance with local policy and protocol
	5.2	Maintain dignity and privacy during the procedure
	5.3	Use catheter care equipment in line with manufacturers guidance; reporting any failure/malfunction in line with local policy and protocol
	5.4	Use and store equipment and materials in accordance with local policy and protocol
	5.5	Dispose of catheter related equipment in accordance with local policy and protocol
	5.6	Measure and record any urethral output within local policy and protocol
6. Be able to monitor and check individuals undergoing urethral catheter care	6.1	Monitor the individuals' condition for adverse effects and potential complications, taking appropriate action in line with local policy and protocol

	6.2 Observe and maintain cleanliness of the meatus
	6.3 Terminate the use of a urethral catheter in accordance with local policy and protocol
	6.4 Record information in the ongoing catheter care records in line with local policy and protocol

Additional information about this unit

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

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Relevant others may include
- Family
- Carers
- Colleagues
- Other individuals involved with the care or wellbeing of the individual

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.

	Learning outcomes 4, 5 and 6 must relate to real work activities and be observed in the work setting.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/616/5269 Conduct routine maintenance on clinical equipment
Level:	3
Credit Value:	4
GLH:	30
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies, protocols and good practice related to conducting routine maintenance on clinical equipment	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for conducting **routine maintenance** on clinical equipment
2. Understand the procedures involved in conducting routine maintenance on clinical equipment	2.1 Describe the frequency of maintenance for clinical equipment in own scope of activity 2.2 Explain the expected performance parameters, principles of operation, capabilities and limitations of the equipment 2.3 Explain the requirements for routine preventative and/or first line corrective maintenance 2.4 Explain the factors affecting decisions on maintenance activity 2.5 Explain a fault and error message diagnosis and actions to take 2.6 Explain the type and range of records required for maintenance of equipment
3. Prepare to carry out routine maintenance on clinical equipment	3.1 Prioritise action based on maintaining services 3.2 Access relevant data from technical or supporting manuals to assist with routine maintenance 3.3 Apply standard precautions for infection control prior to maintenance 3.4 Confirm equipment is correctly set up for preventive and/or first line corrective maintenance/fault diagnosis activities

4. Carry out routine maintenance on clinical equipment	4.1 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
	4.2 Assess decontamination status and requirements of the equipment to be maintained
	4.3 Conduct planned preventive and/or first line corrective maintenance in line with local policy and protocol
	4.4 Check equipment is functioning against operational parameters to confirm operational status
	4.5 Seek advice or support when preventive and/or first line corrective maintenance activity falls outside own level of expertise
	4.6 Dispose of waste materials in accordance with local policy and protocol
5. Report and record on routine maintenance carried out on clinical equipment	5.1 Report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule
	5.2 Update/maintain records in line with local policy and protocol

Additional information about this unit

Routine maintenance preventative and/or first line corrective: Maintenance which is predicted, regular, expected and scheduled within the scope of the learner

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/616/5272 Assist and support individuals to use alternative and augmentative communication systems (AAC)
Level:	3
Credit Value:	5
GLH:	35
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
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	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines for assisting and supporting **individuals** to use **AAC systems** 1.2 Explain own responsibilities and accountability in relation to local policy and protocol for AAC systems
2. Understand how to assist and support the use of AAC systems	2.1 Explain how AAC systems work 2.2 Explain how to deal with defects and problems to ensure functionality of equipment 2.3 Describe how to manage mobility issues in individuals using communication systems 2.4 Identify issues which may affect the physical comfort of individuals using communication systems
3. Understand how AAC systems support the needs of individuals	3.1 Describe how the use of AAC systems can support an individual with particular medical and physical conditions 3.2 Describe how the use of AAC systems affect interaction patterns 3.3 Compare the use of objects, signs, symbols, written and spoken language in communication systems

		3.4	Compare the cognitive and symbolic development and speech and language development of a group of individuals
4. Be able to prepare AAC equipment for individuals to use		4.1	Establish the type of AAC system used by the individual prior to making contact with them
		4.2	Prepare **resources and equipment** safely, referring to the Speech and Language Therapist where necessary
		4.3	Set out equipment and furniture according to health and safety procedures and guidelines
5. Be able to assist and support individuals to use AAC systems		5.1	Gain **valid consent** from the individual, or a third party where the individual is not in a position to provide this consent independently
		5.2	Position the individual and self comfortably to enable the individual to access the AAC system
		5.3	Support the individual's **active participation** in the communication process
		5.4	Use appropriate signs and symbols to communicate with the individual
		5.5	Use the AAC system in line with local policy and protocol to communicate with the individual
		5.6	Support others to communicate with individuals using AAC systems

Additional information about this unit

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 must be in line with agreed UK country definition

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/602/3934 Measure and record individuals' body fluid balance in a perioperative environment
Level:	3
Credit Value:	4
GLH:	23
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand safe procedures relating to measuring and recording individuals' fluid balance in a perioperative environment	1.1 Describe the purposes of measuring an individual's fluid balance and wound drainage 1.2 Describe the factors that affect fluid input, output and wound drainage 1.3 Explain the potential hazards associated with measuring an individual's body fluids and wound drainage 1.4 Describe adverse circumstances related to measuring and recording an individual's fluid balance that would require immediate reporting 1.5 Describe organisational policies and procedures on correct disposal of single use equipment and other hazardous waste 1.6 Explain the organisational policies and procedures for reporting and recording faulty equipment 1.7 Explain why it is important to work within own sphere of competence
2. Be able to measure, record and review individuals' body fluid balance in a perioperative environment	2.1 Confirm the individual's identity and gain valid consent 2.2 Apply standard precautions for infection control 2.3 Implement health and safety measures relevant to recording an individual's body fluid balance when carrying out this task

	2.4	Measure the individual's fluid input, output and wound drainage using equipment in line with local policy and protocol
	2.5	Record the individual's body fluid balance in line with local policy and protocol
	2.6	Identify the difference between body fluid and other fluids
	2.7	Review fluid balance measurements in line with local policy and protocol
	2.8	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
	2.9	Report results in line with local policy and protocol
3. Be able to manage equipment after measuring individuals' body fluid balance	3.1	Clean reusable equipment after use using the correct materials in line with local policy and protocols
	3.2	Return equipment to the storage or collection location

Additional information about this unit	
N/A	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/616/5276 Prepare and apply dressings and drains to individuals in the perioperative environment
Level:	2
Credit Value:	2
GLH:	18
TQT:	20
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the health and safety measures related to preventing wound contamination and cross infection when preparing and applying dressings and drains	1.1 Explain the principles of asepsis, antisepsis and cross infection 1.2 Identify potential sources of contamination when preparing surgical fields and how to prevent this 1.3 Identify the types of pathogens commonly causing wound infection and the consequences of wound contamination 1.4 Explain the principles of wound healing and wound care 1.5 Identify the correct dressings and drains to suit the type and size of wound
2. Understand how medical devices are used in the application of dressings, wound supports and drains in the learner environment	2.1 Explain the purpose and function of medical devices used in the application of dressings and drains 2.2 Describe potential hazards associated with the use of medical devices to apply dressings and drains 2.3 Explain the factors which inform the choice of medical devices for the application of dressings and drains to individuals 2.4 Explain the factors which inform the choice of sites for attaching medical devices
3. Be able to select and prepare dressings and drains according to individual requirements	3.1 Confirm the individual's identity and gain **valid consent**

		3.2 Give the individual information and reassure them when preparing to administer a dressing or drain
		3.3 Apply **standard precautions** for infection control
		3.4 Implement health and safety measures relevant to preparing dressings and drains
		3.5 Identify, through discussion with the individual, any allergies they may have which will affect the types of dressing used
		3.6 Select and prepare dressings to suit the size and type of wound and promote healing
		3.7 Prepare drains according to local policies and protocols
4.	Be able to apply dressings and attach drains according to individual requirements	4.1 Apply the dressing or attach drain to the individual in accordance with local policies and protocols
		4.2 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
		4.3 Report any issues outside your own sphere of competence in line with local policy and protocol
		4.4 Update records in line with local policy and protocol

Additional information about this unit

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 aim (s)	This unit is aimed at those in a scrubbed role who assist with the preparation and application of dressings, wound supports and drains.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	PCS18

Title:	K/616/5277 Support parents or carers to interact with and care for their newborn baby
Level:	3
Credit Value:	4
GLH:	30
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents or carers to interact with and care for their newborn baby	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents or carers to interact with and care for their newborn baby 1.2 Describe local policies for child safety and protection 1.3 Explain how to work in partnership with parents, carers and **significant others** 1.4 Explain own role in relation to the rights and responsibilities of parents or carers for their child 1.5 Explain how to obtain advice and information to support own practice 1.6 Explain how to report any concerns about the parent, carer or child's health, safety or wellbeing in line with local policy and protocol 1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol 1.8 Explain the importance of confidentiality when accessing records and information
2. Understand how to support parents or carers to interact and care for their newborn babies	2.1 Explain the responsibilities and limits of own relationship with parents or carers and their newborn baby 2.2 Describe the **normal state of newborn babies**

	2.3	Explain how care and environmental conditions impact on the normal state of the newborn baby
	2.4	Support parents or carers to recognise when a newborn baby may be becoming unwell
	2.5	Explain why parents or carers should be encouraged to engage in active parenting
	2.6	Explain the importance of confirming the level of assistance required by parents or carers
3. Be able to support parents or carers in caring for, interacting with and forming bonds with their newborn babies	3.1	Discuss with parents or carers the ways in which they can meet the physical, social and emotional needs of their baby
	3.2	Provide active support to the parent or carer, within the level of assistance required, to handle and interact with the baby and deal with their needs
	3.3	Observe the parent or carer interacting with their baby
	3.4	Provide encouragement to parents or carers when they bond with and relate to their baby
	3.5	Update records about the progress of the parent or carer, reporting any concerns to the person with responsibility to act
4. Be able to support parents or carers in feeding and keeping their babies clean and safe	4.1	Support parents or carers to prepare themselves, the environment and the equipment prior to feeding, bathing or clothing the baby
	4.2	Discuss with parents or carers approaches to feeding in line with the advice they have been given
	4.3	Support parents attending to their baby's comfort, hygiene and wellbeing needs
	4.4	Encourage parents or carers to monitor their baby's condition and observe any changes in behaviour, feeding or content of nappy and to seek support if required
	4.5	Advise parents or carers about the baby's sleeping positions, room and

	body temperature, coverings and clothing
Additional information about this unit **Significant others** may include • Family • Colleagues • Other individuals involved with the care or wellbeing 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 aim (s)	This unit is aimed at those who support parents or carers to interact with and care for their newborn baby/ies. Learners will have the opportunity to develop the knowledge, understanding and skills necessary to reinforce advice related to active parenting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC320.

Title:	T/616/5279 Deliver training through demonstration and instruction
Level:	3
Credit Value:	3
GLH:	21
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to deliver training through demonstration and instruction	1.1 Identify key current national guidelines, policies or protocols relevant to the subject area in which the training is to be delivered 1.2 Describe the **resources** required to deliver the training 1.3 Describe what constitutes an appropriate environment for the delivery of the training 1.4 Explain how to overcome barriers that individuals may encounter whilst undertaking training 1.5 Evaluate the use of demonstration and instruction as a teaching strategy 1.6 Explain the skills required for the effective delivery of demonstration and instruction as a teaching method
2. Be able to deliver training by demonstration and instruction	2.1 Explain the learning aims and objectives of the training session to individuals 2.2 Deliver the training programme to individuals through demonstration and instruction 2.3 Maintain communication with individuals during demonstration and instruction 2.4 Check **individuals'** understanding at regular intervals 2.5 Encourage individuals to ask questions and seek clarification during training 2.6 Provide individuals with opportunities and support to demonstrate the learning achieved through the training

	2.7	Respond to the individuals' needs during the training
	2.8	Provide constructive feedback to individuals on their progress
3. Be able to review learning and training	3.1	Gather feedback from individuals on the effectiveness of the training
	3.2	Assess whether the training programme delivers the required learning outcomes
	3.3	Review the effectiveness of the training programme
	3.4	Identify ways to improve or adapt the training

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

Unit aim (s)	This unit provides learners with the knowledge and skill to train others using demonstration and instruction as a teaching strategy. 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. This unit covers the training of individuals or groups of learners. This unit covers the training of single or multiple tasked practical activities.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational 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

Title:	K/616/5280 Support individuals during emergency situations
Level:	3
Credit Value:	3
GLH:	27
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and procedures related to supporting individuals during emergency situations	1.1 Outline the current legislation, national guidelines, policies and protocols related to supporting **individuals** during emergency situations 1.2 Describe the procedures to be followed when identifying, accessing and arranging **support** for an individual in an emergency situation 1.3 Explain the roles and responsibilities of self and others when providing personal and emotional support to individuals during emergency situations
2. Understand how being involved in an emergency situation can impact on individuals' health and wellbeing, and how the negative effects can be reduced	2.1 Explain the factors which may cause distress to individuals involved in emergency situations and how they can be minimised 2.2 Explain the need to monitor an individual's emotional and psychological wellbeing following an emergency situation 2.3 Describe how individuals can be encouraged to support their own health and wellbeing following an emergency situation
3. Be able to prepare to provide support to individuals during emergency situations	3.1 Describe the types of support which may be required in an emergency situation 3.2 Describe the nature of the support required by the individual

		3.3	Assess whether the individual has any **significant others** who may be able to provide additional support
		3.4	Confirm the individual's identity and gain **valid consent** before initiating support
		3.5	Communicate with the individual at a pace and level appropriate to their understanding
		3.6	Explain your role in relation to the provision of support and the function of the organisation you represent
4.	Be able to provide support to individuals during emergency situations	4.1	Provide and organise physical support, and practical help for the individual
		4.2	Ensure that an individual's privacy and dignity is maintained at all times
		4.3	Provide comfort and reassurance to the individual, keeping them informed at all times
		4.4	Monitor the individual's emotional and psychological wellbeing and inform the emergency assistance team of their emotional and psychological status
		4.5	Seek supervision and assistance for situations beyond agreed competence and authority

Additional information about this unit

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 individual	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN60.

Title:	T/616/5282 Principles of Health Promotion
Level:	2
Credit Value:	2
GLH:	13
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Describe factors that influence health	1.1 Define concepts of health and health promotion 1.2 Outline the effect of social class, housing, employment, culture, attitudes, values and beliefs on health 1.3 Explore national health policies and local initiatives
2. Explore behaviour change	2.1 Outline theories of behaviour change 2.2 Discuss factors that influence behaviour change 2.3 Investigate barriers to change
3. State the role of effective communication in health promotion	3.1 Identify appropriate and inappropriate methods of communication 3.2 Outline the range of health promotion communication methods 3.3 Discuss the effectiveness of health promotion materials
Additional information about this unit	
N/A	
Unit aim (s)	The aim of this unit is to allow learners to be able to describe the factors that influence people's health and to state the role of effective communication in promoting a healthy living.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.

Details of the relationship of the unit and relevant national occupational standards	This unit links to PHP13, 14, 15 & 16, OH2.2012, CVDED2 and CVD ED3.

Title:	A/616/5283 Promotion of General Health and Wellbeing
Level:	2
Credit Value:	2
GLH:	12
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Describe methods of health promotion planning	1.1 Outline the stages of a health promotion project 1.2 Distinguish between aims and objectives 1.3 Explain the importance of needs assessments
2. Identify opportunities for the practical application of health promotion	2.1 Recognise appropriate applications of own health promotion knowledge 2.2 Identify opportunities for health promotion within own workplace 2.3 Outline strategies for health promotion opportunities
3. Outline the scientific basis of health promotion	3.1 Describe the evidence available for the cause(s) of one body system-related disease 3.2 Identify the effect of this disease on general health and wellbeing 3.3 Review current methods of disease prevention 3.4 State appropriate health promotion messages

Additional information about this unit	
N/A	

Unit aim (s)	This unit is concerned with health promotion related to general health and wellbeing. It covers the scientific basis of health promotion, the practical application of health promotion and methods of health promotion planning.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to PHP13, 14, 15 & 16 CVD ED2 & 3 and CHD EB2.

Title:	F/616/5284 Enable individuals with mental health problems to develop alternative coping strategies
Level:	4
Credit Value:	4
GLH:	16
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the legal, service and social context of work with individuals in relation to their behaviour	1.1 Explain how the practice of working with individuals in relation to their behaviour is affected by: • the purpose of the service provider • the priorities of the service provider • legislation 1.2 Explain how culture, gender and beliefs can affect views of acceptable and non-acceptable behaviour 1.3 Describe the personal, interpersonal and social factors that may influence or trigger behaviour that is seen as non-acceptable 1.4 Describe the sources of support available 1.5 Identify the range of sources of information about an individual 1.6 Explain how to assess and manage risks to own and others' safety, 1.7 Explain the ethical and moral issues that arise when dealing with behaviours that could harm the individual or others
2. Be able to gather and use relevant information to explore behavioural responses	2.1 Review information from a range of sources about the individual's background, circumstances, behaviour and needs 2.2 Use strategies to establish a positive working relationship with the individual

	2.3	Review information to confirm whether it provides an accurate basis on which to explore behavioural responses
	2.4	Support the individual to identify patterns of behaviour that have a negative impact on themselves and others
	2.5	Support the individual to recognise the impact of their behaviour on themselves and others
	2.6	Support the individual to recognise triggers that may lead to patterns of behaviour that have a negative impact on themselves and **others**
	2.7	Support the individual to identify ways in which they could change their behavioural response and what benefits this may bring to themselves and others
	2.8	Recognise limitations of own role and the point at which you need to seek further support
3. Be able to work with an individual to plan a strategy for changing patterns of behaviour that have a negative impact	3.1	Support the individual to identify patterns of behaviour that they are willing to change
	3.2	Produce a plan in partnership with the individual
	3.3	Produce a record of what has been agreed with the individual
4. Be able to work with an individual and significant others to review a strategy for changing patterns of behaviour that have a negative impact	4.1	Conduct reviews according to the individual's needs and the nature of the behaviour
	4.2	Support the individual and significant others to evaluate the effectiveness of the strategy
	4.3	Produce a record of the review
	4.4	Communicate the results of the review to all those who have a right and need to receive them

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Strategies for changing patterns of behaviour could include:
- Cognitive Behavioural Therapy (CBT)
- Motivational Interviewing
- E-health interventions

- Neuro-linguistic programming (NLP)
- Dialectic Behavioural Therapy (DBT)
- Psychodynamic therapy
- Family therapy or family systems therapy

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

Unit aim (s)	This unit aims to provide learners with the knowledge, skills and understanding to be able to work with individuals with mental health problems to change behaviour which has a negative impact on themselves or others. The focus is on helping the individual recognise the impact of their behaviour and develop alternative coping strategies.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/616/5285 Support Child and Young Person Development
Level:	3
Credit Value:	3
GLH:	25
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to assess the development needs of children or young people and prepare a development plan	1.1 Explain the **factors** that need to be taken into account when assessing development 1.2 Assess a child or young person's development in the following areas: • Physical • Physiological • Communication • Intellectual/ cognitive • Social, emotional and behavioural • Moral 1.3 Explain the selection of the assessment **methods** used 1.4 Develop a plan to meet the development needs of a child or young person in the work setting
2. Be able to support the development of children or young people	2.1 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 2.2 Evaluate and revise the development plan once implemented 2.3 Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work 2.4 Listen to children or young people and communicate in a way that encourages them to feel valued

		2.5 Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities
3. Understand how to support the provision of environments and services that support the development of children or young people		3.1 Explain the features of an environment or service that supports the development of children and young people 3.2 Explain how own work environment or service is organised to support the development of children or young people
4. Understand how working practices can impact on the development of children and young people		4.1 Explain how own working practice can affect children and young people's development 4.2 Explain how institutions, agencies and services can affect children and young people's development
5. Be able to support children and young people's positive behaviour		5.1 Evaluate different approaches to supporting positive behaviour 5.2 Work with children and young people in a way that encourages positive behaviour
6. Understand how to support children and young people experiencing transitions		6.1 Explain how to support children and young people experiencing different types of transitions 6.2 Evaluate the provision of structured opportunities for children or young people to explore the effects of transitions on their lives

Additional information about this unit

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	
Unit aim (s)	This unit provides a sound basis of knowledge, understanding and the competence required to support 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
Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit should be assessed in line with the Skills for Health Assessment Principles. LOs 1, 2, 3, 5 and 6 must be assessed in a real work environment. Simulation is not permitted.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CYP M3.2.

Title:	L/616/5286 Provide agreed support for foot care
Level:	2
Credit Value:	3
GLH:	23
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the signs and causes of foot and toe-nail abnormalities	1.1 Describe the effects of common medical conditions on the feet and toe-nails 1.2 Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toe-nails
2. Be able to provide support for assessed foot care needs	2.1 Ascertain information about an **individual's** assessed foot care needs 2.2 Ensure the setting for foot care meets the individual's **preferences** and maintains privacy 2.3 Gain consent to provide treatment to the individual 2.4 Prepare the equipment required for treatment 2.5 Prepare the individual's feet for treatment, in a way that promotes **active participation** 2.6 Describe how and when to access additional guidance about assessed foot care needs
3. Be able to promote the individual's engagement in their own foot care	3.1 Support the individual's understanding of any treatments, equipment or dressings to be used 3.2 Invite feedback from the individual on how their foot care is carried out 3.3 Explain why advice should not be given unless agreed with the podiatrist
4. Be able to provide foot care safely	4.1 Carry out agreed foot care treatments in accordance with instructions

	4.2 Operate equipment safely and in accordance with instructions
	4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks
	4.4 Dispose of waste products safely
	4.5 Provide follow up instructions to individual on completion of treatment
5. Be able to record and report on foot care	5.1 Record the condition of the individual's feet before treatment
	5.2 Record treatments carried out
	5.3 Explain how to record any adverse reactions or responses to treatments or dressings
	5.4 Report on foot care treatments, conditions and reactions in agreed ways

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Preferences may be based on:
• beliefs
• values
• culture

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit should be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4 and 5 must relate to real work activities and be observed in the work setting.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS150.

Title:	R/616/5287 Contribute to the care of a deceased person
Level:	2
Credit Value:	3
GLH:	24
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the factors that affect how individuals are cared for after death	1.1 Outline legal requirements and agreed ways of working that underpin the care of deceased **individuals** 1.2 Describe how beliefs, religious and cultural factors affect how deceased individuals are cared for 1.3 Identify the physical changes that take place after death and how this may affect laying out and moving individuals 1.4 Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals 1.5 Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high risk diseases and conditions
2. Be able to contribute to supporting those who are close to deceased individuals	2.1 Describe the likely immediate impact of an individual's death on others who are close to the deceased individual 2.2 Support others immediately following the death of the individual in ways that: • reduce their distress • respect the deceased individual
3. Be able to contribute to preparing deceased individuals prior to transfer	3.1 Contact **key people** according to the deceased individual's personal beliefs, expressed wishes and **preferences** 3.2 Confirm with key people the expressed wishes and preferences of the deceased individual about how they will be viewed and moved after death

		3.3	Follow agreed ways of working to ensure that the deceased person is correctly identified
		3.4	Prepare the deceased individual in a manner that respects their dignity, beliefs and culture
		3.5	Apply standard precautions for infection control during preparation of the deceased individual
		3.6	Contribute to recording any property and valuables that are to remain with the deceased individual in ways that are consistent with legal and work setting requirements
4.	Be able to contribute to transferring deceased individuals	4.1	Contact appropriate organisations
		4.2	Carry out agreed role in transferring the deceased individual
		4.3	Record details of the care and transfer of the deceased individual
5.	Be able to manage own feelings in relation to the death of individuals	5.1	Identify ways to manage own feelings in relation to an individual's death
		5.2	Access support systems to deal with own feelings in relation to an individual's death

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship

Preferences may be based on:
- beliefs
- values
- culture

Unit aim (s)	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles.

Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0239.

Title:	Y/616/5288 Undertake physiological measurements
Level:	3
Credit Value:	3
GLH:	23
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice
2. Understand the physiological states that can be measured	2.1 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 2.2 Explain the principles of body temperature to include: • body temperature maintenance • normal body temperature • pyrexia, hyper-pyrexia and hypothermia 2.3 Explain the principles of respiratory rates to include: • normal respiratory rates • factors affecting respiratory rates in ill and well individuals 2.4 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
		2.5	Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control
		2.6	Explain the major factors that influence changes in physiological measurements
		2.7	Explain the importance of undertaking physiological measurements
		2.8	Explain how **physiological measurements** may need to be adapted for the individual
3.	Be able to prepare to take physiological measurements	3.1	Explain to the **individual** what measurements will be undertaken and why these are done
		3.2	Reassure the individual during physiological measurements process
		3.3	Answer questions and deal with concerns during physiological measurements process
		3.4	Explain the help individuals may need before taking their physiological measurements
		3.5	Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements
		3.6	Ensure all materials and equipment to be used are appropriately prepared
		3.7	Confirm the individual's identity and obtain **valid consent**
4.	Be able to undertake physiological measurements	4.1	Apply standard precautions for infection prevention and control
		4.2	Apply health and safety measures relevant to the procedure and environment
		4.3	Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement
		4.4	Monitor the condition of the individual throughout the measurement
		4.5	Respond to any significant changes in the individual's condition

		4.6	Follow the agreed process when unable to obtain or read a physiological measurement
		4.7	Identify any issues outside own responsibility and refer these to other colleagues
5	Be able to record and report results of physiological measurements	5.1	Explain the necessity for recording physiological measurements
		5.2	Explain a few common conditions which require recording of physiological measurements
		5.3	Demonstrate the correct process for reporting measurements that fall outside the normal levels
		5.4	Record physiological measurements taken accurately using the correct documentation

Additional information about this unit

Physiological measurements may need to be adapted for the individual depending on their:
• size
• age
• stage of development

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Unit aim (s)	This unit is aimed at health and social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS19.2012.

Title:	R/616/5290 Understand mental health interventions
Level:	3
Credit Value:	4
GLH:	14
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the needs of people with mental health problems	1.1 Explain the **key principles** for working with an individual to identify their needs 1.2 Explain how a person with mental health problems may have needs in common as well as individual needs 1.3 Describe the range, complexity and inter-related nature of **different needs** 1.4 Explain how **diversity and difference** may influence the identification of needs
2. Understand the strengths and limitations of the main interventions in mental health	2.1 Describe the argument for and against the two main physical interventions that are used within the mental health system: • drug treatment • electro-convulsive therapy 2.2 Explain the strengths and limitations of other interventions that may be available to people with mental health problems 2.3 Explain the strength and limitations of **the main forms of service interventions** in mental health 2.4 Explain how an individual may access a range of intervention options in their local area 2.5 Explain the **barriers** that an individual may face in accessing a range of intervention options in their local area 2.6 Explain the benefits of early intervention

3. Know the key principles and factors that underpin the choice of mental health interventions	3.1 Identify factors that may underpin the choice of intervention from the point of view of: • service users • mental health practitioners 3.2 Explain the importance of applying key principles to select the most appropriate interventions: • individuality of experiences, needs and wants • evidence based practice • avoiding unwanted effects • equality of opportunity • promoting social inclusion • a collaborative approach • sharing information • the role of family and wider systems of support • strengthening networks of support • anticipating setbacks and promoting problem solving • focusing on recovery

Additional information about this unit

Key principles include:
• Individualised and needs-led not service-led approach
• person centred
• promoting self-direction
• focusing on strengths, hope and recovery

Different needs include:
• physical needs
• practical and financial needs
• social needs
• psychological needs
• cultural needs
• spiritual needs
• behavioural needs

Diversity and difference:
• gender
• age
• culture
• beliefs
• sexual orientation

- social class
- ability

Other interventions:
- complementary/alternative approaches for example acupuncture, reflexology
- 'food and mood'
- self-management approaches
- talking therapies
- arts therapies
- peer support
- social prescribing (e.g. bibliotherapy, green gyms)
- work, education and volunteering
- spiritual support
- occupational therapy

Main forms of service interventions:
- in-patient treatment
- home treatment
- crisis services
- assertive outreach

Barriers:
- service or professional bias
- financial barriers
- equalities issues
- availability
- physical access

Applying **key principles:**
- individuality of experiences, needs and wants
- evidence based practice
- avoiding unwanted effects
- equality of opportunity
- promoting social inclusion
- a collaborative approach
- sharing information
- the role of family and wider systems of support
- strengthening networks of support
- anticipating setbacks and promoting problem solving
- focusing on recovery

Unit aim (s)	This unit covered the underpinning knowledge relating to the main types of mental health intervention and the factors

	which may influence the type of intervention offered to individuals.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	Y/616/5291 Understand care and support planning and risk management in mental health
Level:	3
Credit Value:	4
GLH:	14
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand how to work within the care and support planning process	1.1 Explain the **principles and values underpinning effective care** and support planning 1.2 Describe the tasks associated with each stage of the care and support planning process: • assessment of need • planning goals • monitoring progress • reviewing plans 1.3 Explain the principles and values implemented at each stage of the care and support planning process: • assessment of need • planning goals • monitoring progress • reviewing plans 1.4 Explain how to enable an **individual** to take an active part in the care planning process 1.5 Explain how to enable carers and family members to take an effective part in the care planning process 1.6 Explain how agencies and workers should work together within the care planning process, including why this is important 1.7 Describe ways of overcoming differences or conflicts that may occur between those involved in the care planning process

	1.8 Explain how to keep effective, accurate and concise records of the care planning process
2. Understand how to work within a risk management process	2.1 Explain the **principles and values that underpin effective risk management**, including how these contribute to the protection of individuals 2.2 Explain how agencies and workers should work together within the risk management process, including why this is important 2.3 Explain how to involve carers and family members effectively in the risk management process 2.4 Describe the range of factors that should be considered during risk assessment for an individual in the following situations: • Risk of harm to self • Risk of harm to others • Risk of being harmed by others • Risk of being harmed by mental health services 2.5 Describe the role of suicide reduction strategies 2.6 Explain how suicide reduction strategies can inform actions within a risk management process

Additional information about this unit

Principles and values underpinning effective care must include:
- person centred
- needs led
- holistic approach
- collaboration and full participation
- building on strengths
- anti-discriminatory practice
- promoting social inclusion
- recovery focused
- effective record keeping

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Principles and values that underpin effective risk management must include:

- positive risk taking in addition to risk of harm - considering a range of types of risks - evidence based approach - forward planning to reduce risk of harm - specifying warning signs - contingency planning - specifying roles and responsibilities - anti-discriminatory practice - regular review - effective record keeping	
Unit aim (s)	The aim of this unit is to provide learners with knowledge and understanding of the care and support planning and risk management processes when working with individuals with mental ill health.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	D/616/5292 Effective communication and building relationships in mental health work
Level:	3
Credit Value:	5
GLH:	17
TQT:	50
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand key principles for communication and relationships in mental health work	1.1 Evaluate the role of effective communication in building relationships and promoting recovery of individuals 1.2 Explain the **key principles** that should underpin communication and relationships in mental health work 1.3 Explain how to build positive relationships using principles from the **main theories** of communication in mental health
2. Understand effective communication skills in building and sustaining relationships in mental health work with individuals and others	2.1 Explain how **key communication skills** can be used to build and sustain relationships in mental health context 2.2 Explain how mental health problems may impact on an individual's ability or wish to communicate and form relationships 2.3 Explain **common barriers** to communication and relationships between: • service users and mental health workers • others and mental health workers 2.4 Explain how to overcome common barriers to communication and relationships between: • service users and mental health workers • others and mental health workers

	2.5 Identify situations in which a mental health worker may need additional support to communicate and build relationships
	2.6 Evaluate the potential **contribution to communication and relationship building** of specialist health support workers
3. Understand how to support individuals in their relationships	3.1 Explain the importance of relationships for promoting and maintaining well-being and mental health
	3.2 Describe the factors that can impact on the ability of an individual to develop and maintain a strong social network
	3.3 Describe the impact of mental health problems on relationships between individuals and others
	3.4 Describe the support needs of others at the **key stages of illness**
	3.5 Explain how mental health workers may support an individual as they go through the various **stages** of their relationship from initiating to ending
	3.6 Explain how to enable others with mental health problems to access support

Additional information about this unit

Key principles includes:
- reliability
- clarity about boundaries
- being genuine
- positive attitude and hopefulness
- open to ideas
- non-judgemental
- active listening
- showing respect
- realistic expectations
- sharing information

Main theories includes:
- person centred
- cognitive behavioural
- transactional analysis
- motivational interviewing
- solution focused
- psychodynamic

- systemic

Key communication skills includes:
- active listening
- empathy and validation
- types of questions
- checking understanding
- summarising

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

Common barriers includes:
- Conflicting opinions
- Powerful emotions
- Past experiences
- Stereotypes and assumptions
- Environment
- Personality clashes
- Unrealistic expectations
- Issues of power and control
- Cultural differences
- Overload
- Organisational dynamics

Contribution to communication and relationship building includes:
- Interpreters
- Translators
- Speech therapy
- Psychologists
- Advocacy
- Equipment
- Communication aids

Key stages of illness includes:
- When a person first develops mental health problems
- If an individual goes into psychiatric care
- Over the longer term

Stages includes:
- Initiating
- Developing/changing
- Maintaining

• Ending	
Unit aim (s)	This unit covers the knowledge and understanding required to enable effective communication and building relationships in mental health settings.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/616/5278 Carry out blood collection from fixed or central lines
Level:	3
Credit Value:	4
GLH:	30
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for collecting blood from fixed or central lines 1.2 Explain the importance of applying standard precautions to the preparation of materials and equipment and identify the potential consequences of poor practice
2. Understand the procedures involved in the collection of arterial blood	2.1 Explain the types and categories of risks which may be involved when carrying out blood collection and the action to take if these occur 2.2 Describe the different types of fixed or central line blood collection systems and equipment and explain the situations in which they may be used 2.3 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
3. Be able to prepare to carry out blood collection	3.1 Confirm the **individual's** identity and gain **valid consent** 3.2 Prepare the individual and environment to support privacy and dignity 3.3 Support the individual to be in the correct position for the collection of blood

	3.4	Communicate accurate information in a way that is sensitive to the personal beliefs and **preferences** of the individual
	3.5	Apply standard precautions for infection control
	3.6	Apply health and safety measures relevant to the procedure and environment
4. Be able to carry out blood collection procedures	4.1	Control the blood flow throughout the collection procedure in line with local policy and protocol
	4.2	Attach the blood collection equipment to the blood collection site in the fixed or central line
	4.3	Collect the blood sample in sufficient volume into a sterile container in accordance with local policy and protocol
	4.4	Follow local protocols when unable to collect the required sample of blood
	4.5	Flush the line with sterile solution to maintain patency on completion of the blood collection
	4.6	Support the individual to dress once the procedure has been completed
5. Be able to record, report and forward on blood samples	5.1	Label the blood sample according to local protocol
	5.2	Request analysis of the blood sample in line with local policy and protocol
	5.3	Document blood collection procedure in accordance with local policy and protocol
6. Be able to monitor and report on blood collection	6.1	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
	6.2	Seek immediate assistance when remedial action is required and is beyond own scope of practice

Additional information about this unit

Valid consent must be in line with agreed UK country definition

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner **Preferences** may be based on: • beliefs • values • culture	
Unit aim (s)	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
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles Learning outcomes 3, 4, 5 and 6 must relate to real work activities and must be observed in the work place.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS25.

Title:	D/616/5275 Undertake stoma care
Level:	3
Credit Value:	4
GLH:	30
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation national guidelines, policies, protocols and good practice related to assessment for stoma care	1.1 Summarise the current legislation national guidelines, policies, protocols and good practice related to undertaking stoma care 1.2 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
2. Understand the anatomy and physiology in relation to conditions requiring stoma care	2.1 Describe the reasons why a stoma may be fashioned 2.2 Describe the anatomy in relation to the position, reasons for and function of colostomies, ileostomies, ileal conduits and nephrostomy 2.3 Describe the potential consequences of contamination of stoma drainage systems 2.4 Describe the effects of diet and mobility on stoma function
3. Be able to prepare individuals for stoma care	3.1 Confirm the **individual's** identity, gain valid consent and maintain privacy and dignity throughout 3.2 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual 3.3 Carry out preparatory checks against the individual's care plan 3.4 Apply standard precautions for infection prevention and control

		3.5	Apply health and safety measures relevant to the procedure and environment
		3.6	Prepare equipment and materials for stoma care as prescribed/detailed in the individual's plan of care
4.	Be able to carry out stoma care for individuals	4.1	Describe the factors which will affect the level of assistance required
		4.2	Agree the level of support required with the individual
		4.3	Demonstrate techniques to carry out stoma care in line with local policy and protocol
		4.4	Explain the action to take if the prepared stoma care equipment appears to be inappropriate or unsuitable
		4.5	Assist individuals to select and consume food and drink
		4.6	Assist individuals to take any medication prescribed to maintain effective stoma function
		4.7	Give individuals the opportunity to dispose of their own used stoma care equipment
		4.8	Give individuals the opportunity to maintain their personal hygiene
		4.9	Provide **active support** for individuals to manage their own stoma
		4.10	Dispose of equipment and soiled linen in line with local policy and protocol
5.	Be able to monitor and check individuals following stoma care	5.1	Monitor the individual's condition throughout the stoma care
		5.2	Check for any adverse effects and potential complications
		5.3	Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred
		5.4	Record the outcomes of stoma care activity in line with local policy and protocol
		5.5	Report findings to colleagues in line with local policy and protocol
Additional information about this unit			

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Preferences may be based on:
• beliefs
• values
• culture

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Learning outcomes 3, 4 and 5 must relate to real work activities and be observed in the work setting. This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS10.

Title:	F/616/5236 Operate equipment for intraoperative cell salvage blood collection
Level:	3
Credit Value:	5
GLH:	40
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to the operation of equipment for intraoperative cell salvage blood collection	1.1 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
2. Understand blood physiology related to intraoperative cell salvage	2.1 Outline the components of whole blood 2.2 Describe the functions of red blood cells in oxygen delivery 2.3 Explain the differences between salvaged red cells and whole blood
3. Understand the rationale for intraoperative cell salvage blood collection	3.1 Explain the rationale for using autologous blood transfusion 3.2 Outline the indications and contraindications for the use of intraoperative cell salvage blood collection 3.3 Explain the applications of intraoperative cell salvage blood collection with regard to those who refuse allogeneic blood on religious or other grounds 3.4 Explain when and for which individuals intraoperative cell salvage blood collection could be started
4. Understand the role and function of equipment used in intraoperative cell salvage blood collection	4.1 Explain the importance of labelling collection equipment with a unique individual identification

		4.2	Explain the role of suction equipment in intraoperative cell salvage blood collection
		4.3	Explain the rationale for setting a suitable vacuum level
		4.4	Outline the effects of anticoagulant on salvaged blood
		4.5	Explain the rationale for priming the collection equipment with anticoagulant
		4.6	Describe the potential hazards and malfunctions of equipment and how to deal with them
		4.7	Explain the dangers of reusing single use equipment
5.	Understand the process and rationale of swab washing for intraoperative cell salvage blood collection	5.1	Outline the benefits and risks of swab washing
		5.2	Explain the rationale for weighing all swabs during intraoperative cell salvage blood collection
		5.3	Describe the process of salvaging blood from swabs
6.	Be able to prepare to operate equipment for intraoperative cell salvage blood collection	6.1	Apply **standard precautions** for infection control
		6.2	Implement health and safety measures in accordance with national and local policies and protocols
		6.3	Confirm the decision to collect blood with the appropriate person
		6.4	Label the collection reservoir with the **individual's** unique identification details in line with local policy and protocols
		6.5	Prime the collection equipment with anticoagulant solution according to the manufacturer's instructions
7.	Be able to collect intraoperative cell salvage blood	7.1	Use equipment to collect intraoperative cell salvage blood
		7.2	Monitor the volume of cell salvage blood, immediately reporting any problems to an appropriate person
		7.3	Regulate the required volume of anticoagulant in relation to blood loss
		7.4	Explain the importance of reporting problems/sudden increases in the rate of blood loss to the appropriate person

	7.5 Explain how to estimate blood loss during intraoperative cell salvage blood collection 7.6 Report the estimated volume of cell salvage blood collected to the **appropriate person** 7.7 Outline the possible contents of the collection reservoir during surgery 7.8 Outline the reasons for an expiry time for cell salvaged blood and how this is calculated 7.9 Record the outcome of this activity in line with national/local policies and protocols 7.10 Dispose of waste in line with national/local policies and protocols

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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 (e.g. 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to PCS20.

Title:	J/616/5271 Advise and inform individuals on managing their condition
Level:	3
Credit Value:	5
GLH:	36
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand good practice in identifying information requirements	1.1 Summarise the current legislation, national guidelines, regulatory and inspection requirements, policies, protocols and good practice guidelines which inform own job role in advising and informing individuals on how to manage their condition 1.2 Explain the importance of identifying appropriate information to enable **individuals** and relevant carers or family to make informed lifestyle choices 1.3 Explain how to recognise the information and advice an individual and relevant carers or family may require but be unable to express 1.4 Explain the procedures for dealing with issues beyond own role, in accordance with local protocol
2. Understand health conditions	2.1 Describe the range of conditions encountered within the scope of own role 2.2 Describe the effects of health conditions on individuals and relevant carers or family
3. Understand the effects of change on individuals' lifestyles	3.1 Explain how change can be perceived by an individual and identify strategies for overcoming resistance to change 3.2 Identify how adapting a lifestyle can empower an individual and relevant carers or family

		3.3 Describe the impact that empowering an individual to manage their own conditions has upon the individual, their family/carers and health services
4.	Be able to ascertain the information and advice needs of individuals	4.1 Gain **valid consent** and explain to the individual who you are and what your role is in providing confidential advice and information
		4.2 Identify whether an advocate or family member needs to be present
		4.3 Identify the communication and information needs and abilities of the individual and relevant carers or family
		4.4 Access information about the individual's lifestyle
		4.5 Work with the individual to identify their information and advice requirements relating to their health condition
		4.6 Present information and advice in a format that is appropriate to the individual's communication needs and abilities
		4.7 Review the range of local and national advice and information services
		4.8 Explain how to refer the individual to other sources of information and advice
5.	**Be able to agree plans with individuals to adapt their lifestyle**	5.1 Explain to the individual the possible benefits of adapting their lifestyle while respecting their culture, needs and right to make their own decisions
		5.2 Obtain valid consent from the individual to share information with other agencies
		5.3 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual
		5.4 Develop realistic plans and objectives with the individual to adapt their lifestyle within the scope of own role
		5.5 Agree targets with the individual to optimise their health and wellbeing within the scope of own role
		5.6 Discuss with the individual any concerns raised about adapting their lifestyle
		5.7 Agree dates to review the individual's progress

	5.8 Record and store information in line with organisational policy
Additional information about this unit **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner **Valid consent** must be in line with agreed UK country definition **Preferences** may be based on: • beliefs • values • culture	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work activities and be observed in the work place.
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN14.

Title:	F/616/5270 Assist others to monitor individuals' progress in managing dysphagia
Level:	3
Credit Value:	5
GLH:	38
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to monitoring individuals with dysphagia	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice related to monitoring **individuals** with **dysphagia**
2. Understand how to assist others in monitoring the progress of individuals with dysphagia	2.1 Explain the importance of regularly monitoring an individual's progress in managing dysphagia 2.2 Explain how to assist others to monitor an individual's progress 2.3 Explain how to assess an individual's capacity to make informed decisions 2.4 Explain the importance of monitoring an individual's progress in a constructive and encouraging manner 2.5 Outline how to create an environment where open and confidential discussions with the individual can take place 2.6 Explain why creating the correct environment is important 2.7 Explain the importance of the support required by the individual
3. Know the action to take as a result of the monitoring undertaken	3.1 Outline the action to take if adverse issues and risks emerge 3.2 Outline how and when information should be fed back and to whom 3.3 Outline record keeping practices and procedures in relation to diagnostic and therapeutic programmes

4.	Be able to assist others in monitoring an individual's progress in managing dysphagia	4.1	Confirm the individual's identity and gain **valid consent** prior to carrying out the monitoring activity
		4.2	Work with the individual and **others** to identify areas of progress and difficulty
		4.3	Assist others in recording information
		4.4	Assist others in setting goals with the individual
		4.5	Reinforce positive feedback and advice provided by others, regarding the individual's approach to managing their dysphagia
		4.6	Assist others to support the individual's active participation in managing their dysphagia
		4.7	Assist others to support the individual to increase their understanding of dysphagia
5.	Be able to report and record an individual's progress in managing their dysphagia	5.1	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
		5.2	Update records in line with local policy and protocol

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Dysphagia includes eating, drinking and swallowing difficulties

Others may include:
• Team members
• Other colleagues
• Families, carers and advocates

Valid consent must be in line with agreed UK country definition

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

| **Unit aim (s)** | This unit is aimed at those who assist members of the care team to monitor individuals' progress with managing dysphagia. |

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS160.

Title:	F/616/5267 Support carers to meet the care needs of individuals
Level:	3
Credit Value:	4
GLH:	30
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community	1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to supporting **individuals** in the community
2. Understand why individuals require support	2.1 Identify disorders that impact on individuals 2.2 Describe the effects disorders may have on individuals' lifestyles 2.3 Explain how increased dependence affects individuals, carers and the provision of services
3. Understand how to ensure individuals receive the support they need from carers	3.1 Explain reasons for linking support with need 3.2 Explain the importance of establishing partnerships with carers 3.3 Explain the importance of open communication with carers and how to encourage carers to ask questions 3.4 Describe reasons for assessing a carer's abilities in relation to supporting individuals 3.5 Describe the demands placed on a carer 3.6 Describe potential tensions between the demands placed on a carer and other commitments 3.7 Identify signs which indicate issues with service delivery
4. Be able to support carers to meet the care needs of individuals	4.1 Inform the carer of the individual's needs and care plan

	4.2	Agree the type of support needed by the carer for them to meet the individual's care needs
	4.3	Arrange for the provision of resources necessary for the carer to support the individual
	4.4	Provide the carer with information on how to contact the care team
	4.5	Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team
	4.6	Update records related to service delivery agreements in line with local policy and protocol

Additional information about this unit

Individuals refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	K/616/5263 Support children and young people with mental health conditions
Level:	3
Credit Value:	5
GLH:	42
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand legal and organisational requirements which protect children and young people with mental health conditions	1.1 Explain legal and organisational requirements which protect **children and young people** with mental health conditions
2. Understand the needs of children and young people with mental health conditions	2.1 Describe issues that may be experienced by children and young people with mental health conditions 2.2 Describe the impact of **issues** that may be experienced by children and young people with mental health conditions 2.3 Analyse factors that can reduce or increase the needs of children and young people with mental health conditions
3. Understand interventions available to support children and young people with mental health conditions and their parents or carers	3.1 Describe support available for: • children and young people with mental health conditions • their parents or carers 3.2 Describe therapeutic interventions that support children and young people with mental health conditions and their parents or carers 3.3 Compare and contrast a therapeutic group and a non-therapeutic group
4. Understand education provision for children and young people within a mental health setting	4.1 Describe government guidelines in relation to education provision for children and young people within a mental health setting

	4.2	Identify educational provisions which support children and young people with mental health conditions
	4.3	Describe support children and young people with mental health conditions may need to return to school
	4.4	Describe own role in relation to school integration
	4.5	Describe information to be shared with the multi-disciplinary team when supporting children and young people with mental health conditions during school integration
5. Be able to support a child or young person with a mental health condition	5.1	Use strategies to build self-confidence and self-esteem of a child or young person with a mental health condition
	5.2	Support a child or young person with a mental health condition to develop independence in daily living
	5.3	Maintain records in line with current legislation, practice and policy

Additional information about this unit

Children and young people are from birth to their nineteenth birthday

Issues may include:
- social
- emotional
- physical

Unit aim (s)	This unit provides the knowledge, understanding and skills to support children and young people with health mental conditions.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcome 5 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/616/5348 End of life and dementia care
Level:	3
Credit Value:	2
GLH:	10
TQT:	20
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand considerations for individuals with dementia at end of life	1.1 Outline the reasons why dementia can be regarded as a terminal illness 1.2 Identify the indicators that an individual with dementia is approaching the terminal phase of their illness 1.3 Compare the differences in the end of life experience of an individual with dementia to that of an individual without dementia 1.4 Explain why it is important that end of life care for an individual with dementia must be **person-centred** 1.5 Explain why individuals with dementia need to be supported to make advance care plans as early as possible
2. Understand how to support individuals with dementia affected by symptoms at end of life	2.1 Explain the **symptoms** which may be experienced by individuals with dementia at the end of life 2.2 Explain why symptoms in individuals with dementia are often poorly recognised and undertreated 2.3 Describe ways to assess whether an individual with dementia is in pain or distress 2.4 Describe ways to support individuals with dementia to manage their symptoms at end of life using • Medication • Non medication techniques

3. Understand how to support carers of individuals with dementia at end of life	3.1 Explain why carers may experience guilt and stress at the end of life of an individual with dementia
	3.2 Describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia
	3.3 Describe how **others** caring for individuals with dementia may experience loss and grief
	3.4 Describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life
	3.5 Give examples of how to **support** carers and others to support an individual with dementia in the final stages of their life

Additional information about this unit:

Person-centred including spiritual wellbeing

Symptoms may include:
- Physical e.g. Pain, nausea, constipation, dysphagia, nutrition, hydration
- Psychosocial e.g. Distress, restlessness, agitation
- Behaviour that challenges
- Emotional pain

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

Sources of support may include:
- self-care strategies
- support groups
- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

| **Unit aim (s)** | The purpose of this unit is to provide the learner with the knowledge and understanding required to understand |

	considerations for individuals with dementia at end of life
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/616/5352 Support children and young people with additional needs
Level:	4
Credit Value:	6
GLH:	45
TQT:	60
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the principles of working with children and young people with additional needs	1.1 Outline the legal entitlements of **children and young people with additional needs** for equality of treatment 1.2 Outline the principles of working inclusively 1.3 Compare service led and child and young person led models of provision for children and young people 1.4 Critically analyse the difference between the social and medical model of disability 1.5 Explain how each model of disability affects provision 1.6 Explain the importance of: • Advocacy • facilitated advocacy for children and young people who require it 1.7 Explain the importance of encouraging the participation of children and young people
2. Be able to work in partnership with families with children or young people with additional needs	2.1 Explain the concepts and principles of partnerships with carers of children and young people 2.2 Explain the types of support and information carers may require 2.3 Demonstrate own partnership working with families
3. Be able to support age and developmentally appropriate learning,	3.1 Demonstrate in own practice engagement with children or young people with additional needs

	play or leisure opportunities for children or young people with additional needs	3.2	Encourage children or young people to express their preferences and aspirations using their chosen method of communication
		3.3	Assess a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion
		3.4	Develop a plan with a child or young person to support learning, play or leisure needs
		3.5	Implement the learning, play or leisure plan according to own role and responsibility
		3.6	Evaluate the effectiveness of the plan, suggesting changes for the future
4.	Understand how to evaluate, support and develop existing practice with children and young people with additional needs	4.1	Explain how barriers which restrict children and young people's access to services are overcome
		4.2	Explain the importance of evaluating existing practice
		4.3	Explain the importance of challenging existing practice and becoming an agent of change
		4.4	Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour
		4.5	Describe the impact a child or young person with additional needs has within different cultures
		4.6	Outline the importance of culturally sensitive practice
		4.7	Explain the importance of systems for monitoring, reviewing and evaluating service
5.	Understand how to work in partnership with other agencies and professionals to support provision for children and young people with additional needs	5.1	Explain the roles and responsibilities of partners that are typically involved with children and young people with additional needs
		5.2	Analyse examples of multi-agency and partnership working from own practice

Additional information about this unit

Children and young people are from birth to their nineteenth birthday

Additional needs may include:	
• Behavioural, emotional and social development needs • Cognition & learning needs • Communication & interaction needs • Physical & sensory needs	
Unit aim (s)	The unit is designed to assess competence in supporting children and young people with additional needs in partnership with their carers. It also includes partnership working with other agencies and professionals.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning Outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/616/5357 Anatomy and Physiology for Maternity Support Workers
Level:	3
Credit Value:	2
GLH:	20
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the anatomy and physiology of the female reproductive system	1.1 Summarise the structure and function of the female reproductive system 1.2 Explain the role of hormones in female reproduction
2. Know the anatomy and physiology of the breast	2.1 Explain the structure of the breast 2.2 Describe the process of lactation
3. Understand physical changes during pregnancy	3.1 Explain the physical changes in the body due to pregnancy 3.2 Analyse physical changes which pose a risk to pregnancy

Additional information about this unit	
N/A	
Unit aim (s)	The aim of this unit is to provide learners with a 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	T/616/5251 Support individuals to prepare for and settle in to new home environments
Level:	3
Credit Value:	3
GLH:	23
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand factors affecting a move to a new home environment	1.1 Identify reasons why **individuals** may move to a new home environment 1.2 Explain the effects that moving may have on an individual and their personal relationships 1.3 Analyse strategies that can help a move to go smoothly
2. Be able to support individuals to prepare to move into new home environments	2.1 Access information and advice to support an individual to move and settle into a new home environment 2.2 Provide an individual and others with information about the proposed new home environment 2.3 Work with the individual and others to plan for the move 2.4 Support the individual to express their feelings about the move and any concerns they may have 2.5 Use strategies to address concerns
3. Be able to support individuals to settle into new home environments	3.1 Support the individual to familiarise themselves with the new environment and living arrangements 3.2 Support the individual to explore opportunities to: • maintain existing social networks and/or • create new social networks 3.3 Support the individual to adjust to living with new people or to living alone

		3.4 Work with the individual and others to identify and agree any changes that will help the individual to feel more comfortable in the new home environment
4. Be able to support individuals to review the impact of new home environments		4.1 Work with the individual and others to agree a process to review the move
		4.2 Work with the individual to review positive and negative effects of the move
		4.3 Work with the individual and others to plan how to maintain benefits of the move and address any difficulties
		4.4 Agree any additional resources, facilities and support required
		4.5 Record and report on the outcomes of the move, in line with **agreed ways of working**

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

Agreed ways of working will include policies and procedures where these exist; they may be less formally documented with micro-employers.

Unit aim (s)	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 prepare for and settle into new home environments.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/616/5362 Support individuals with specific communication needs
Level:	3
Credit Value:	5
GLH:	35
TQT:	50
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand an individual's specific communication needs	1.1 Explain the importance of meeting an **individual's communication needs** 1.2 Explain how and when to access information and support in relation to communication needs 1.3 Explain how own role and practice can impact on communication with an individual who has specific communication needs 1.4 Identify a range of communication methods and aids to support individuals to communicate 1.5 Analyse features of the environment that impact on communication 1.6 Explain reasons why an individual may use a form of communication that is not based on a formal language system 1.7 Describe the potential effects on an individual of having unmet communication needs
2. Understand how to support the use of communication technology and aids	2.1 Identify specialist services relating to communication technology and aids 2.2 Describe types of support that an individual may need in order to use communication technology and aids 2.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly
3. Be able to contribute to identifying and addressing specific communication needs of individuals	3.1 Work in partnership with the individual and others to identify the individual's communication needs

		3.2 Contribute to identifying communication methods or aids to meet the individual's communication needs
4. Be able to interact with individuals using their preferred communication method	4.1 Prepare the environment to facilitate communication 4.2 Use agreed methods of communication to interact with the individual 4.3 Monitor the individual's responses during and after the interaction 4.4 Adapt own practice to improve communication with the individual	
5. Be able to promote communication between individuals and others	5.1 Support the individual to develop communication methods 5.2 Provide opportunities for the individual to communicate with others 5.3 Support others to be understood by the individual 5.4 Support others to understand the individual	
6. Be able to review an individual's communication needs and the support provided	6.1 Collate information in relation to an individual's communication and the support provided 6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided 6.3 Work with others to support the continued development of communication	

Additional information about this unit

Individual - refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Communication needs may include: different language, hearing loss (both minor and major), learning difficulties, find speech difficult, Examples of communication techniques – sign language, speed of verbal communication, volume of verbal communication, body language, written instead of verbal, listening

Unit aim (s)	This unit is for those who support individuals with specific communication needs. It provides the learner with the knowledge and skills that address personal interaction and the use of special methods and aids to promote communication
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles.

	Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	T/601/8637 Support independence in the tasks of daily living
Level:	2
Credit Value:	5
GLH:	37
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand principles for supporting independence in the tasks of daily living	1.1 Explain how **individuals** can benefit from being as independent as possible in the tasks of daily living 1.2 Explain how **active participation** promotes independence in the tasks of daily living 1.3 Describe how daily living tasks may be affected by an individual's culture or background 1.4 Explain the importance of providing support that respects the individual's culture and preferences 1.5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living 1.6 Explain why it is important to establish roles and responsibilities for providing support
2. Be able to establish what support is required for daily living tasks	2.1 Access information about support for daily living tasks, using an individual's **care plan** and agreed ways of working 2.2 Clarify with the individual and **others**, the requirements for supporting an individual's independence in daily living tasks 2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks

3.	Be able to provide support for planning and preparing meals	3.1	Support the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences
		3.2	Support the individual to store food safely
		3.3	Support the individual to prepare food in a way that promotes active participation and safety
4.	Be able to provide support for buying and using household and personal items	4.1	Identify different ways of buying household and personal items
		4.2	Work with the individual to identify household and personal items that are needed
		4.3	Support the individual to buy items in their preferred way
		4.4	Support the individual to store items safely
		4.5	Support the individual to use items safely
5.	Be able to provide support for keeping the home clean and secure	5.1	Support the individual to keep their home clean, in a way that promotes active participation and safety
		5.2	Describe different risks to home security that may need to be addressed
		5.3	Support the individual to use agreed security measures
6.	Be able to identify and respond to changes needed in support for daily living tasks	6.1	Enable the individual to express views about the support provided to increase independence in daily living tasks
		6.2	Record changes in the individual's circumstances that may affect the type or level of support required
		6.3	Adapt support in agreed ways to address concerns, changes or increased independence

Additional information about this unit

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

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Others may include family, friends, advocate or line-manager

A **care plan** may have other names, e.g. support plan, individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	K/616/5246 Undertake agreed pressure area care
Level:	2
Credit Value:	4
GLH:	30
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the anatomy and physiology of the skin in relation to pressure area care	1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores 1.2 Identify pressure sites of the body 1.3 Identify factors which might put an **individual** at risk of skin breakdown and pressure sores 1.4 Describe how incorrect handling and moving techniques can damage the skin 1.5 Identify a range of interventions that can reduce the risk of skin breakdown and pressure sores 1.6 Describe changes to an individual's skin condition that should be reported
2. Understand good practice in relation to own role when undertaking pressure area care	2.1 Identify legislation and national guidelines affecting pressure area care 2.2 Describe agreed ways of working relating to pressure area care 2.3 Describe why team working is important in relation to providing pressure area care
3. Be able to follow the agreed care plan	3.1 Describe why it is important to follow the agreed care plan 3.2 Ensure the agreed care plan has been checked prior to undertaking the pressure area care 3.3 Identify any concerns with the agreed care plan prior to undertaking the pressure area care

	3.4	Describe actions to take where any concerns with the agreed care plan are noted
	3.5	Identify the pressure area risk assessment tools which are used in own work area
	3.6	Explain why it is important to use risk assessment tools
4. Understand the use of materials, equipment and resources are available when undertaking pressure area care	4.1	Identify a range of aids or equipment used to relieve pressure
	4.2	Describe safe use of aids and equipment
	4.3	Identify where up-to-date information and support can be obtained about: • materials • equipment • resources
5. Be able to prepare to undertake pressure area care	5.1	Prepare equipment and environment in accordance with health and safety guidelines
	5.2	Obtain valid consent for the pressure area care
6. Be able to undertake pressure area care	6.1	Carry out pressure area care procedure in a way that: • respects the individual's dignity and privacy • maintains safety • ensures the individual's comfort • promotes **active participation** • promotes partnership working
	6.2	Apply standard precautions for infection prevention and control
	6.3	Carry out the pressure area care procedure without obstruction from bedding and clothing
	6.4	Move an individual using approved techniques and in accordance with the agreed care plan
	6.5	Use pressure relieving aids in accordance with the care plan and any safety instructions
	6.6	Communicate effectively with the individual throughout the intervention
	6.7	Complete all records and documentation accurately and legibly

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

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

Unit aim (s)	This unit covers providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 5 and 6 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/616/5241 Obtain and test capillary blood samples
Level:	3
Credit Value:	4
GLH:	30
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples
2. Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples	2.1 Describe the structure and purpose of capillary blood vessels 2.2 Explain blood clotting processes and the factors that influence blood clotting
3. Be able to prepare to obtain capillary blood samples	3.1 Confirm the **individual's** identity and obtain **valid consent** 3.2 Select and prepare an appropriate site for obtaining the sample taking into account the individual's **preferences** and age 3.3 Provide support and reassurance to address the individual's needs and concerns 3.4 Communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences
4. Be able to obtain capillary blood samples	4.1 Apply health and safety measures relevant to the procedure and environment 4.2 Apply standard precautions for infection prevention and control 4.3 Describe the different reasons for obtaining capillary blood samples 4.4 Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual

		4.5 Use the selected materials, equipment and containers/slides in accordance with agreed procedures
		4.6 Obtain blood samples in the correct sequence when obtaining multiple samples
		4.7 Ensure stimulation of blood flow
		4.8 Select alternative sites where necessary
		4.9 Carry out the correct procedure for encouraging closure and blood clotting at the site
		4.10 Respond to any indication of an adverse reaction, complication or problem during the procedure
		4.11 Explain the correct process for labelling and other protocols in relation to blood samples
		4.12 Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications
5. Be able to test and record the results of blood samples		5.1 Test the sample using the approved method in line with organisational procedure
		5.2 Describe normal or expected results for particular tests
		5.3 Recognise and interpret normal, expected and abnormal results
		5.4 Ensure that results are passed on to an appropriate staff member for interpretation as required
		5.5 Record results fully and accurately and forward according to local requirements
6. Be able to pass on the results of blood samples		6.1 Communicate the results of the tests and any further action required to the individual
		6.2 Respond to questions and concerns from individuals, providing accurate information
		6.3 Refer issues outside own responsibility to an appropriate staff member

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition **Preferences** may be based on: • beliefs • values • culture	
Unit aim (s)	This unit is aimed at workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required. Caution must be applied with taking multiple samples from neonates or children under one-year-old, as venepuncture may be the preferred method depending on the type of sample and quantity required.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/616/5240 Support individuals at the end of life
Level:	3
Credit Value:	6
GLH:	50
TQT:	60
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the aims and principles of end of life care	1.1 Explain the aims and principles of end of life care 1.2 Analyse the impact of national and local drivers on current approaches to end of life care 1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care 1.4 Identify the **key people** and services who may be involved in delivery of end of life care 1.5 Explain the concept of holistic care at the end of life 1.6 Describe the triggers that suggest **individuals** are nearing the end of life
2. Understand factors affecting end of life care	2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death 2.2 Explain how the beliefs, religion and culture of individuals and key people influence end of life care 2.3 Explain why support for an individual's health and **wellbeing** may not always relate to their terminal condition
3. Understand advance care planning in relation to end of life care	3.1 Describe the benefits to an individual of having as much control as possible over their end of life care 3.2 Explain the purpose of advance care planning in relation to end of life care

		3.3 Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care
		3.4 Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role
4. Be able to provide support to individuals and key people during end of life care	4.1 Support the individual and key people to explore their thoughts and feelings about death and dying	
	4.2 Provide support for the individual and key people that respects their beliefs, religion and culture	
	4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period	
	4.4 Provide information to the individual and/or key people about the individual's illness and the support available	
	4.5 Give examples of how an individual's wellbeing can be enhanced by: • environmental factors • non-medical interventions • use of equipment and aids • alternative/complementary therapies	
	4.6 Contribute to partnership working with key people to support the individual's wellbeing	
5. Understand the role of organisations and support services available to individuals and key people in relation to end of life care	5.1 Explain why support for spiritual needs may be especially important at the end of life	
	5.2 Describe a range of sources of support to address the needs of individuals and key people at the end of life	
6. Be able to support individuals through the process of dying	6.1 Carry out own role in an individual's care	
	6.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways	
	6.3 Adapt support to reflect the individual's changing needs or responses	
7. Be able to take action following the death of individuals	7.1 Explain why it is important to know about an individual's wishes for their after-death care	
	7.2 Carry out actions immediately following a death that respect the individual's	

			wishes and follow agreed ways of working
		7.3	Describe ways to support key people immediately following an individual's death
8.	Be able to manage own feelings in relation to the dying or death of individuals	8.1	Identify ways to manage own feelings in relation to an individual's dying or death
		8.2	Utilise support systems to deal with own feelings in relation to an individual's dying or death

Additional information about this unit

Key people may include:
- family members
- friends
- others who are important to the wellbeing of the individual

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Wellbeing may include aspects that are:
- social
- emotional
- cultural
- spiritual
- intellectual
- economic
- physical
- mental

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 4, 6, 7 and 8 must be assessed in a real work environment in ways that do not intrude on the care of an individual at the end of life.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SCDHSC0385.

Title:	R/616/5239 Remove wound drains
Level:	3
Credit Value:	4
GLH:	34
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to removing wound drains	1.1 Summarise current legislation, national guidelines policies, procedures and protocols in relation to removing wound drains 1.2 Summarise own responsibilities and accountability in relation to removing wound drains 1.3 Explain the importance of working within own sphere of competence
2. Understand factors related to the removal of wound drains	2.1 Describe the anatomy and physiology of the skin and underlying structures 2.2 Identify the types, purpose and function of materials and equipment in relation to removing wound drains 2.3 Summarise the methods and techniques for preparing and applying dressings and wound supports 2.4 Explain how to measure the **individual's** wound drainage prior to removal 2.5 Explain the hazards associated with measuring wound drainage and removing the wound drain
3. Be able to prepare to remove wound drains	3.1 Select equipment 3.2 Check equipment is fit for purpose 3.3 Prepare the drainage system in accordance with local policies and procedures and manufacturer's guidance
4. Be able to remove wound drains	4.1 Apply health and safety measures

	4.2	Apply standard precautions for infection control
	4.3	Confirm the individual's identity and obtain valid consent
	4.4	Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
	4.5	Carry out wound drain removal in accordance with local policy and protocol
	4.6	Dispose of used wound drainage systems and equipment according to local policy and protocol
5. Be able to care for and support the individual during and after the procedure	5.1	Reassure the individual
	5.2	Describe adverse reactions and action to take
	5.3	Observe the drainage site for signs of leakage and apply the levant dressing
	5.4	Record outcomes of the activity in line with local policy and protocol
	5.5	Report outcomes of the activity in line with local policy and protocol

Additional information about this unit

Individuals refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Unit aim (s)	This unit is about the removal of wound drains, following agreed protocols and procedures.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning Outcomes 3, 4 and 5 must be assessed within a work environment.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS133.

Title:	L/616/5238 Develop activities and materials to enable individuals to reach specific communication goals
Level:	3
Credit Value:	5
GLH:	38
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the normal patterns of learning and communication development of individuals	1.1 Describe normal developmental patterns of visual and auditory perception 1.2 Describe normal patterns of processing with regard to stimuli, at different stages of development and functioning 1.3 Describe the range of developmental, progressive and acquired disorders that can impact on developing or developed communication across the lifespan
2. Understand how speech and language disorders can affect an individual's learning, communication development and lifestyle	2.1 Describe the **factors** which can affect developmental patterns 2.2 Describe common causes of speech and language disorders 2.3 Explain how the potential future patterns of disorders can affect the lifestyle of individuals 2.4 Explain how various factors can affect an individual's ability to learn, sustain concentration, access and use materials and equipment and process information
3. Understand how therapy programmes can enable individuals to achieve communication goals	3.1 Explain the purpose of different types of speech and language therapy 3.2 Explain how **therapy programmes** can be adapted, within set boundaries, to increase their effectiveness 3.3 Explain how to break the therapy programme down into manageable goals for the **individual**

	3.4 Identify the factors which must be considered when designing activities and materials for different individuals
4. Be able to develop activities and materials for therapy programmes based on the identified communication goals of individuals	4.1 Work with others to identify and agree the communication goals of an individual, seeking advice from the speech and language therapist when necessary 4.2 Establish a hierarchy of necessary tasks and skills needed by the individual in order to meet communication goals within scope of own role 4.3 Use information sources to identify the individual's needs, abilities and interests 4.4 Select **therapeutic techniques** which can be applied to the needs of the individual 4.5 Develop activities and materials for therapy programmes for the individual based on their needs, abilities, interests and communication goals 4.6 Develop activities and materials that enable **active participation** in group therapy

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/616/5237 Enable children and young people to understand their health and wellbeing
Level:	4
Credit Value:	5
GLH:	38
TQT:	50
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies and good practice guidelines related to supporting parents/carers to care for babies during their first year	1.1 Summarise current legislation, national guidelines, policies, procedures and good practice guidelines related to supporting parents/carers to care for babies during their first year which are relevant to own role 1.2 Describe local policies for child safety and protection 1.3 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 1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this 1.5 Explain how to obtain advice and information to **support** own practice 1.6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol 1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol 1.8 Explain the importance of confidentiality when accessing records and information

2. Understand factors which impact upon enabling children and young people to understand their health and wellbeing	2.1 Explain how self-directed play and recreation help **children and young people** to: • understand themselves • understand the world around them • promote their health and wellbeing • realise their potential 2.2 Explain the impact of **transitions** on child development from birth to 19 years 2.3 Explain how to recognise signs of possible developmental delay, disability, or undiagnosed health conditions 2.4 Explain the referral process for possible developmental delay, disability or undiagnosed health conditions 2.5 Describe the contributing **factors** that increase the risk of harm to children and young people 2.6 Describe the triggers for reporting incidents or unexpected behaviour from children and young people
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 wellbeing	3.1 Communicate information about health and wellbeing in a way that is sensitive to the age, understanding and preferences of the child or young person 3.2 Observe the child or young person's behaviour and note any unexpected changes or concerns 3.3 Support the child, young person and relevant others to communicate with each other through a **partnership based** approach 3.4 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 wellbeing
4. Be able to 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	4.1 Explain the options available to the child or young person and how to access support 4.2 Provide any **evidence based** information about the effectiveness, benefits and risks of the different options

	4.3 Support the child or young person to take an active part in any decisions that affect them
	4.4 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 wellbeing
	4.5 Make records in line with local policy and protocol

Additional information about this unit

Significant others may include
- Family
- Colleagues
- Other individuals involved with the care or wellbeing 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

Children and young people are from birth to their nineteenth birthday

Transitions may include
- Puberty
- changing or leaving school
- family illness
- bereavement

Factors may include:
- Abuse
- Drugs
- Grooming/exploitation
- Family breakdown
- Unemployment/socio-economic status

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 aim (s)	This unit is about helping children and young people to understand their situation in relation to their health and wellbeing.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/616/5236 Operate equipment for intra-operative cell salvage blood processing and complete intra-operative cell salvaged blood process
Level:	3
Credit Value:	5
GLH:	39
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
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	1.1 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
2. Understand blood physiology in relation to processing intraoperative cell salvaged blood	2.1 Outline the components of whole blood 2.2 Describe the functions of red blood cells in oxygen delivery 2.3 Outline the effects of citrate or heparin anticoagulant on salvaged blood 2.4 Explain the differences between salvaged red cells and whole blood 2.5 Outline the basis of centrifugal separation
3. Understand the rationale for using intraoperative cell salvage	3.1 Outline the indications and contraindications for the use of intraoperative cell salvage 3.2 Explain the rationale for using autologous blood transfusion 3.3 Explain the applications of intraoperative cell salvage with regard to those who refuse allogeneic blood on religious or other grounds
4. Understand the process and rationale for swab washing in relation to intraoperative cell salvage	4.1 Outline the benefits and risks of swab washing during intraoperative cell salvage

		4.2	Explain the rationale for weighing all swabs during intraoperative cell salvage
		4.3	Outline how blood is salvaged from swabs
5.	Understand the role and function of equipment used in intraoperative cell salvage	5.1	Outline the types and functions of intraoperative cell salvage machines used in own work practice
		5.2	Explain the rationale informing the choice of machine programmes for intraoperative cell salvage machines used in own work practice
		5.3	Explain the purpose of the collection and processing set equipment
		5.4	Describe the potential hazards and malfunctions of equipment and how to deal with them
		5.5	Outline the dangers of reusing single use equipment
		5.6	Explain the limits of their own role in operating and monitoring equipment for processing salvaged blood
6.	Understand the reinfusion process	6.1	Describe how reinfusion bags should be labelled
		6.2	Outline the potential contents of the reinfusion bag
		6.3	Outline the types of filters used to reinfuse intraoperative cell salvage blood and their limitations
7.	Be able to prepare to operate equipment intraoperative cell salvage blood processing	7.1	Implement health and safety measures relevant to preparing to operate equipment intraoperative cell salvage blood processing
		7.2	Apply **standard precautions** for infection control
		7.3	Outline the factors which inform the decision to process the reservoir contents
		7.4	Confirm the decision to process intraoperative cell salvage blood with the **appropriate person**
		7.5	Use normal intravenous saline 0.9% wash fluid and explain the factors which inform the choice of wash fluid
		7.6	Explain the importance of using the required wash volume

8. Be able to operate equipment for processing intraoperative cell salvage blood and complete intraoperative cell salvage blood process	8.1 Monitor the progress of intraoperative cell salvage blood processing, reporting any problems to the appropriate person in line with local policy and protocol
	8.2 Record the volume of processed intraoperative cell salvage blood for reinfusion
	8.3 Report completion of the process to the appropriate person
	8.4 Outline how to estimate blood loss during intraoperative cell salvage
	8.5 Outline the reasons for an expiry time for intraoperative cell salvaged blood and define how this is calculated
	8.6 Label salvaged blood reinfusion bags in line with national/local policy
	8.7 Keep the intraoperative cell salvaged blood reinfusion bags with the individual at all times
	8.8 Dispose of waste in line with national/local policy and protocol
	8.9 Explain the principles of waste disposal in relation to equipment
	8.10 Explain the importance of documenting the amount of anticoagulant used
	8.11 Complete required documentation in line with national/local policy and protocol

Additional information about this unit

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 (e.g. 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 aim (s)	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.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to PCS22.

Title:	A/616/5235 Prepare equipment for intraoperative cell salvage blood collection
Level:	2
Credit Value:	2
GLH:	17
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know current legislation, national guidelines, policies, protocols and good practice related to the preparation of equipment for intraoperative cell salvage blood collection	1.1 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 1.2 Explain the importance of informing all members of the theatre team that intraoperative cell salvage blood collection is planned
2. Understand transfusion issues related to intraoperative cell salvage	2.1 Explain the rationale for using autologous blood transfusion 2.2 Explain the applications of intraoperative cell salvage blood collection with regard to those who refuse allogeneic blood on religious or other grounds
3. Understand the role and function of equipment used in intraoperative cell salvage blood collection	3.1 Describe the role and function of suction and collection set equipment used in intraoperative cell salvage blood collection 3.2 Explain the rationale for setting up collection equipment 3.3 Explain the rationale for setting the expiry time on set up equipment 3.4 Explain the importance of setting a suitable vacuum level 3.5 Explain the importance of using an appropriate anti-coagulant

		3.6	Explain how to prepare the anticoagulant
		3.7	Outline the dangers of re-using single use equipment
		3.8	Describe the potential hazards and malfunctions of equipment and how to deal with them
4.	Be able to prepare equipment for intraoperative cell salvage blood collection	4.1	Apply **standard precautions** for infection control when preparing equipment
		4.2	Apply health and safety measures in accordance with national and local policies and protocols
		4.3	Select and set up collection equipment in accordance with manufacturer's instructions applying aseptic techniques
		4.4	Prepare the anticoagulant in line with national/local guidelines and policy
		4.5	Inform the **appropriate person** that the collection equipment is fully prepared

Additional information about this unit

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 (e.g. 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	T/616/5234 Support parents/carers and those in a parental role to care for babies during their first year
Level:	3
Credit Value:	5
GLH:	36
TQT:	50
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies 1.2 Describe local policies for child safety and protection 1.3 Explain how to work in partnership with parents/carers and **significant others** 1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this 1.5 Explain how to obtain advice and information to support own practice 1.6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol 1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol 1.8 Explain the importance of confidentiality when accessing records and information
2. Understand how to support the physical, social, emotional and cognitive development of babies during their first year	2.1 For babies during their first year, outline the expected indicators of: • Physical development • Pre-speech development and verbal/non-verbal behaviour and cues

		• Language and communication development • Social and emotional development
	2.2	Explain what parents/carers can do to encourage development
	2.3	Explain the importance of play to overall development and the role of adults and other children in encouraging this
	2.4	Describe the impact of factors that can affect the health, wellbeing, behaviour, skills, abilities and development of parents/carers and their children
	2.5	Explain how personal beliefs, previous experiences and preferences of parents/carers may impact the ways in which they care for their child
3. Be able to provide active support to parents/carers in relation to keeping their babies safe	3.1	Involve parents/carers in identifying their requirements in meeting the rights and protection needs of their baby
	3.2	Explain to parents/carers the importance of only leaving the baby with people who are capable of caring for children
	3.3	Support parents/carers to follow safety measures when handling their baby
	3.4	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
	3.5	Explain how active parenting can benefit the baby
4. Be able to provide active support to parents/carers to look after the health needs of their babies	4.1	Support parents/carers to prepare themselves, the environment and the baby for bathing
	4.2	Support parents/carers to maintain their baby's comfort, health and wellbeing during handling, washing, nappy changing and dressing
	4.3	Support parents/carers to monitor their baby's condition for signs of discomfort and distress
	4.4	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
	4.5 Reinforce advice given to parents/carers about sleeping positions, room and body temperature, coverings and clothing
	4.6 Encourage parents/carers to seek advice and support about any aspects of their baby's care
	4.7 Support parents/carers to make informed choices when their baby persistently cries
5. Be able to provide active support to parents/carers in meeting the developmental needs of their babies	5.1 Discuss with parents/carers the physical, social, emotional and developmental needs of their baby during the first year, including the importance of language development
	5.2 Support parents/carers to interact and play with their baby using play materials that supports each aspect of their developmental capabilities
	5.3 Update records on the parents/carers progress in line with local policy and protocol, referring any concerns to an **appropriate person**

Additional information about this unit

Significant others may include
- Family
- Colleagues
- Other individuals involved with the care or wellbeing of the baby, child or young person

An **appropriate person** could include other members of the care team

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles

Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	M/616/5233 Obtain a client history
Level:	3
Credit Value:	3
GLH:	22
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice related to obtaining a client history	1.1 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 1.2 Explain the guidelines to be followed if the individual is unable to provide a relevant history 1.3 Explain how to check a **third party's** authority and ability to provide information about an individual 1.4 Outline the steps to be taken to clarify and confirm any missing or ambiguous information in an individual's history
2. Be able to prepare to obtain a client history	2.1 Confirm the individual's identity 2.2 Explain own role and responsibilities in line with obtaining a client history 2.3 Check the individual's or third party's understanding of the purpose of the activity
3. Be able to obtain a client history	3.1 Gain **valid consent** to share information in line with national/local policy and protocol 3.2 Maintain confidentiality and the individual's dignity, privacy, beliefs and rights in line with local policy and protocol 3.3 Obtain relevant information on the individual's prior health and circumstances

	3.4 Clarify any ambiguous or incomplete statements
	3.5 Respond to any questions from the individual or third party
	3.6 Record the outcomes of the activity in line with national/local policy and protocol

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals can be adults, neonates, children and young people or older people.

Third party may include:
- Parent/carer
- Those with parental responsibility
- Those with legal responsibility

Valid consent must be in line with agreed UK country definition

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	K/616/5232 Manage the availability of physical resources to meet service delivery needs in a health setting
Level:	3
Credit Value:	5
GLH:	33
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to manage the availability and use of physical resources in a health setting	1.1 Describe legal and organisational requirements for selecting suppliers 1.2 Explain the need for confidentiality in the use of physical resources 1.3 Identify links between work activities and the supplies needed 1.4 Describe methods of monitoring supplies to ensure quality and quantity 1.5 Explain why team members should be empowered to take responsibility for their own use of physical resources 1.6 Discuss the corrective action to take when experiencing problems with obtaining supplies 1.7 Describe ways of agreeing amendments to orders when resource needs cannot be fully met
2. Understand factors which may have an effect on use of resources in a health setting	2.1 Describe the potential impact of resource usage on the environment 2.2 Describe legal and organisational requirements for minimising the impact resources usage has on the environment 2.3 Describe organisational requirements for controlling resource usage
3. Be able to manage the availability and use of physical resources to meet service delivery needs	3.1 Identify specific physical resources to meet service delivery needs 3.2 Select a supplier/s in line with local policy and protocol

	3.3 Negotiate with a supplier/s in a way that maintains good relations with them
	3.4 Order physical resources to meet service delivery needs, agreeing amendments to the order if resources cannot be obtained in full
	3.5 Monitor the use of resources at appropriate intervals in line with local policy and protocol
Additional information about this unit	
N/A	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/616/5231 Administer medication to individuals and monitor the effects
Level:	3
Credit Value:	5
GLH:	30
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand legislation, policy and procedures relevant to administration of medication	1.1 Identify current legislation, guidelines, policies and protocols relevant to the administration of medication
2. Know about common types of medication and their use	2.1 Describe common types of medication including their effects and potential side effects 2.2 Identify medication which demands specific physiological measurements 2.3 Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required 2.4 Explain the different routes of medicine administration
3. Understand procedures and techniques for the administration of medication	3.1 Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes 3.2 Identify the required information from prescriptions / medication administration charts
4. Prepare for the administration of medication	4.1 Apply standard precautions for infection control 4.2 Explain ways to ensure the appropriate timing of medication 4.3 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

		4.4 Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet
5. Administer and monitor medication		5.1 Select the route for the administration of medication, according to the individual's medication administration record and the drug to be administered, and prepare the site if necessary
		5.2 Safely administer the medication: • in line with legislation and local policies • in a way which minimises pain, discomfort and trauma to the individual
		5.3 Describe how to report any immediate problems with the administration
		5.4 Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay
		5.5 Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others
		5.6 Maintain the security of medication and related records throughout the process
		5.7 Return medication and related records to the correct place for storage
		5.8 Describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles

Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	D/616/5230 Understand how to safeguard the wellbeing of children and young people
Level:	3
Credit Value:	3
GLH:	25
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 Outline current legislation, guidelines, policies and procedures affecting the safeguarding of children and young people 1.2 Explain child protection within the wider concept of safeguarding children and young people 1.3 Analyse how national and local guidelines, **policies** and procedures for safeguarding affect **day to day work** with children and young people 1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice 1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing
2. Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1 Explain the importance of safeguarding children and young people 2.2 Explain the importance of a child or young person centred approach 2.3 Explain what is meant by partnership working in the context of safeguarding 2.4 Describe the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed

3. Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1 Explain why it is important to ensure children and young people are protected from **harm** within the work setting
	3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them
	3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle blowers and those whose practice or behaviour is being questioned are protected
	3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off-site visits
4. Understand how to respond to evidence or concerns that a child or young personhas been abused or harmed	4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
	4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged
	4.4 Explain the importance of being open and honest with the carers of a child or young person where a safeguarding concern has been raised
5. Understand how to respond to evidence or concerns that a child or young personhas been bullied	5.1 Explain different types of **bullying** and the potential effects on children and young people
	5.2 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
	5.3 Explain how to support a child or young person and/or their carers when bullying is suspected or alleged
6. Understand how to work with children and young people to support their safety and wellbeing	6.1 Explain how to support children and young people's self-confidence and self-esteem

		6.2	Analyse the importance of supporting resilience in children and young people
		6.3	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
		6.4	Explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety
7.	Understand the importance of e-safety for children and young people	7.1	Explain the risks and possible consequences for children and young people of being online and of using a mobile phone
		7.2	Describe ways of reducing risk to children and young people from: • social networking • internet use • buying online • using a mobile phone
		7.3	Describe the actions to take if there are concerns about a child or young person's e-safety

Additional information about this unit

Day to day work may include:

- Childcare practice
- Child protection
- Risk assessment
- Ensuring the voice of the child or young person is heard (e.g. 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 for safe working may include:

- Consent, proxy consent, parental responsibility
- Acting in a child and young person's best interests
- Working in an open and transparent way
- Listening to children and young people
- Duty of care
- Whistleblowing
- Power and positions of trust
- Propriety and behaviour
- Mental Capacity
- Physical contact
- Intimate personal care
- Off site visits
- Photography and video
- Sharing concerns and recording/ reporting incidents
- Prevent and British values

Harm or abuse may take different forms, but can include:
- Domestic
- Physical
- Psychological
- Emotional
- Sexual
- Neglect
- Trafficking
- Female Genital Mutilation (FGM)

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)
- Cyberbullying (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 aim (s)	This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	H/616/5228 Support individuals to live at home
Level:	3
Credit Value:	4
GLH:	29
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the principles of supporting individuals to live at home	1.1 Describe how being supported to live at home can benefit an individual 1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home 1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home 1.4 Explain how risk management contributes to supporting individuals to live at home
2. Be able to contribute to planning support for living at home	2.1 Identify with an individual the strengths, skills and existing networks they have that could support them to live at home 2.2 Identify with an individual their needs that may require additional support and their preferences for how the needs may be met 2.3 Agree with the individual and others the risks that need to be managed in living at home and ways to address them
3. Be able to work with individuals to secure additional services and facilities to enable them to live at home	3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home 3.2 Work with the individual and others to select resources, facilities and services

	that will meet the individual's needs and minimise risks
	3.3 Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation
	3.4 Obtain permission to provide additional information about the individual in order to secure resources, services and facilities
4. Be able to work in partnership to introduce additional services for individuals living at home	4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home
	4.2 Introduce the individual to new resources, services, facilities or support groups
	4.3 Record and report on the outcomes of additional support measures in required ways
5. Be able to contribute to reviewing support for living at home	5.1 Work with the individual and others to agree methods and timescales for on-going review
	5.2 Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support
	5.3 Work with the individual and others to agree revisions to the support provided
Additional information about this unit	
N/A	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning objectives 2, 3, 4 and 5 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	D/616/5227 Undertake tissue viability risk assessments
Level:	3
Credit Value:	3
GLH:	16
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the need for tissue viability risk assessment	1.1 Describe the anatomy and physiology of healthy skin 1.2 Describe the changes that occur when damage caused by pressure develops 1.3 Explain when an initial tissue viability risk assessment may be required 1.4 Describe what to look for when assessing the condition of the skin 1.5 Describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown 1.6 Describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown
2. Be able to undertake tissue viability risk assessment	2.1 Identify **individuals** who may be at risk of impaired tissue viability and skin breakdown 2.2 Apply standard precautions for infection prevention and control 2.3 Inspect the general condition of an individual's skin 2.4 Identify the sites where pressure damage might occur using appropriate assessment tools 2.5 Complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy

	2.6	Use safe handling techniques when assisting the individual to move during the assessment
	2.7	Encourage the **active participation** of the individual and **others** where applicable
3. Be able to record and report on tissue viability risk assessment	3.1	Complete tissue viability risk assessment documentation
	3.2	Share findings with appropriate staff and the individual
	3.3	Notify appropriate staff of any immediate concerns in line with local policies and guidance
4. Understand when the risk assessment should be reviewed	4.1	Explain why the tissue viability risk assessment should be regularly reviewed and repeated
	4.2	Explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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

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

Unit aim (s)	The aim of this unit is to equip learners with the knowledge and skills required to ensure that individuals maintain skin integrity as far as is practicably possible.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	R/616/5225 Provide support for sleep
Level:	**2**
Credit Value:	**2**
GLH:	**13**
TQT:	**20**

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of sleep	1.1 Explain how sleep contributes to an individual's wellbeing 1.2 Identify reasons why an individual may find it hard to sleep 1.3 Describe the possible short-term and long-term effects on an individual who is unable to sleep well
2. Be able to establish conditions suitable for sleep	2.1 Describe conditions likely to be suitable for sleep 2.2 Minimise aspects of the environment likely to make sleep difficult for an individual 2.3 Adjust own behaviour to contribute to a restful environment 2.4 Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep
3. Be able to assist an individual to sleep	3.1 Explain the importance of a holistic approach to assisting sleep 3.2 Encourage the individual to communicate the support they need to sleep 3.3 Assist the individual to find a position for sleep consistent with their plan of care 3.4 Support the individual to use aids for sleep in ways that reflect the plan of care and follow agreed ways of working
4. Be able to monitor sleep	4.1 Establish with the individual and others how sleep will be monitored

	4.2 Record agreed observations relating to the individual's sleep and the assistance given
5. Know how to access information and advice about difficulties with sleep	5.1 Describe situations in which additional information or assistance about sleep would be needed 5.2 Explain how to access additional information and assistance

Additional information about this unit	
N/A	
Unit aim (s)	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to establish conditions suitable for sleep and support the individual to sleep.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	J/616/5223 Enable mental health service users and carers to manage change
Level:	3
Credit Value:	3
GLH:	11
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the different ways in which individuals may react to change	1.1 Explain the positive and negative changes that may be experienced by **individuals** with mental health problems 1.2 Explain the positive and negative changes that may be experienced by carers, family, friends and others in the individual's network 1.3 Explain how change may impact on mental health workers 1.4 Explain how a theory about the impact of change may help us understand the different ways in which people respond to change
2. Apply an active approach in supporting service users or carers to manage change	2.1 Explain how mental health problems may affect an individual's ability to cope with and manage change 2.2 Explain how to involve service users and encourage them to make and maintain change 2.3 Explain how to help service users and carers take each of the following active approaches to managing change: • encouraging openness • exploring options • identifying losses and gains • exploring obstacles • problem solving • goal planning • identifying sources of support

	- finding ways of keeping motivated - maintaining hopefulness - acknowledging and anticipating setbacks - reinforcing achievements 2.4 Apply an active approach to enable service users or carers to manage change 2.5 Show how shared decision making supports people with mental health problems and their carers to make informed choices and become active partners in managing change 2.6 Show how service users are supported to play an active part in evaluating the service they receive in relation to managing change
Additional information about this unit	
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner	
Unit aim (s)	This unit covers the knowledge and skills required to enable mental health services users to manage change. It involves working with the service user and their carers to actively involve them in the process of managing change.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	F/616/5219 Manufacture equipment or medical devices for individuals within healthcare
Level:	3
Credit Value:	4
GLH:	30
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies, protocols and good practice related to manufacture of medical devices	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the manufacture of **equipment or medical devices** 1.2 Explain how the prescription requirement is integrated in the manufacture of equipment or medical devices 1.3 Describe how to assess and manage risks within the manufacturing environment and for the item under construction
2. Be able to prepare to carry out the manufacturing of equipment or medical devices	2.1 Identify and assess existing manufacturing components for suitability in accordance with agreed protocols 2.2 Select the materials, tools and techniques for producing the equipment or device 2.3 Interpret the **specification for the manufacture** of the equipment or device 2.4 Determine those aspects of specification which relate to an adaptation of existing equipment and/or device to meet the prescribed customised solution
3. Be able to carry out the manufacturing of equipment or medical devices	3.1 Work with stakeholders and others involved in the manufacture process

		3.2	Implement **health and safety** measures relevant to the manufacturing of equipment or medical devices
		3.3	Manufacture and/or assemble the component parts to the agreed specification
4. Be able to monitor operations and conditions		4.1	Maintain environmental conditions as required by the manufacturing procedure
		4.2	Carry out the testing, monitoring, inspection and risk assessment for the operation of equipment and materials
		4.3	Respond to any faults or breakdowns to equipment in line with local policy and protocol
5. Be able to test and adjust the finished equipment or medical device		5.1	Confirm that the product meets agreed specification, prescription and performance parameters
		5.2	Apply standard precautions for infection control
		5.3	Test the product with the **individual** within scope of own role
		5.4	Adapt the product to meet the customised solution
		5.5	Compile and maintain records and user information for the equipment or medical device in line with local policy and protocol
		5.6	Store records in line with local policy and protocol

Additional information about this unit
Equipment or medical devices including prostheses and orthoses and specialist seating
Specification for the manufacture e.g. applied maximum loading rates
Health and safety measures will include personal safety methods
Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Unit aim (s)	This unit covers the manufacture and assembly of customised and/or rehabilitation equipment, medical devices and assistive technology.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles

Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/616/5218 Carry out arterial puncture and collect arterial blood
Level:	3
Credit Value:	4
GLH:	30
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines in relation to carrying out arterial puncture and collecting arterial blood	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines in relation to carrying out arterial puncture and collecting arterial blood 1.2 Explain the importance of applying standard precautions to the preparation of materials and equipment when carrying out arterial puncture and collecting arterial blood
2. Understand the procedures involved in carrying out arterial puncture and the collection of arterial blood	2.1 Explain the types and categories of risks encountered when carrying out arterial puncture 2.2 Explain types of blood collection equipment 2.3 Explain factors affecting the choice of equipment for collecting arterial blood specimens 2.4 Explain the importance of identifying the **individual's** current level of oxygen intake and its impact upon the arterial puncture process
3. Be able to prepare to carry out arterial puncture and collect arterial blood	3.1 Confirm the individual's identity and gain **valid consent** 3.2 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual 3.3 Apply standard precautions for infection control

		3.4	Apply health and safety measures relevant to the procedure and environment
		3.5	Prepare the selected site for arterial puncture
4.	Be able to carry out arterial puncture and collect arterial blood	4.1	Position the individual for arterial puncture
		4.2	Check that local anaesthetic has been effective
		4.3	Insert the blood collection equipment, avoiding blockage or damage to arteries or blood vessels
		4.4	Obtain the arterial blood sample in the correct volume and of suitable quality for purpose
		4.5	Apply sufficient pressure and for a sufficient timescale to stop the blood flow and ensure haemostasis
5.	Be able to monitor and report on arterial puncture and the collection of arterial blood	5.1	Monitor and report conditions or behaviours which may signify adverse reactions to the procedure
		5.2	Take action in response to adverse reactions to the procedure
		5.3	Seek immediate assistance when remedial action is required and is beyond own scope of competence
6.	Be able to report, record and forward on arterial blood samples	6.1	Label the arterial blood sample
		6.2	Request analysis of the arterial blood sample
		6.3	Ensure that the arterial blood sample is in position for collection
		6.4	Maintain records in relation to arterial blood sample collection

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Preferences may be based on:
- beliefs
- values
- culture

Unit aim (s)	This unit covers obtaining arterial blood samples by arterial puncture. This would normally be an investigative procedure, and

	may be performed in healthcare settings. 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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS24.

Title:	D/616/5213 Provide support for individuals with communication and interaction difficulties
Level:	3
Credit Value:	5
GLH:	39
TQT:	50
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with communication and interaction difficulties	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role
2. Understand roles and responsibilities of those supporting individuals with communication and interaction difficulties	2.1 Describe the roles and responsibilities of **relevant others** within own work environment 2.2 Describe the roles and responsibilities of others external to own work environment
3. Understand normal and impaired communication	3.1 Explain the differences between normal communication and that of **individuals** with communication disorders 3.2 Identify the role of communication in developing self-esteem and expression 3.3 Describe how emotional and physical factors can affect communication and how these may be minimised or overcome 3.4 Explain the relationship between different communication impairments relevant to own role 3.5 Describe the communication impairments and disorders encountered in own role and the effects these have on: • social interaction • learning • physical health

			• mental health • environment
4.	Understand methods of interacting with individuals with communication difficulties	4.1	Explain how to adapt vocabulary to meet the needs of individuals with communication difficulties
		4.2	Describe visual and auditory teaching approaches
		4.3	Explain the importance of recognising how different cultures, upbringing and home circumstances can affect communication
		4.4	Explain the use of educational/behaviour support plans
5.	Be able to support individuals with communication and interaction difficulties to carry out learning tasks and activities	5.1	Obtain information about the individual's competence in communication and the therapist's planned **learning tasks and activities**
		5.2	Organise the environment and equipment to facilitate participation in planned learning tasks and activities
		5.3	Use modes of communication to encourage and assist the individual to participate in learning tasks and activities
		5.4	Assist the individual to use **augmented and alternative means of communication**
6.	Be able to support individuals with communication and interaction difficulties to communicate with others	6.1	Encourage the individual to converse with relevant others
		6.2	Provide opportunities for the individual to initiate, respond and maintain communication and relationships with relevant others
		6.3	Encourage and support relevant others to respond to the individual with communication and interaction difficulties
		6.4	Promote the individual's autonomy with regard to expressive and receptive language
		6.5	Provide constructive feedback to the individual on their participation and progress

	6.6 Provide feedback to the therapist on significant aspects of the individual's participation levels and progress

Additional information about this unit

Relevant others could include friends, relatives, peers, advocates, other therapists, carers

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Learning tasks and activities may include:
- physical
- creative
- cognitive

Augmented and alternative means of communication includes the supplementary or alternative ways in which individuals communicate such as gestures, signs and symbols and voice output communication aids

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN85.

Title:	R/616/5211 Monitor individuals' progress in relation to managing their body weight and nutrition
Level:	3
Credit Value:	3
GLH:	26
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
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	1.1 Explain how to develop weight and nutritional management plans in line with current legislation, national guidelines, policies, protocols and good practice guidelines 1.2 Outline the types of information to gather from an individual in order to assess their progress 1.3 Explain how to provide constructive feedback and encouragement to an **individual** regarding their progress in line with policy and protocol 1.4 Explain how to interpret body measurements to inform the type of support provided in line with policy and protocol 1.5 Explain when to refer the individual to other practitioners for modifications of plans
2. Be able to monitor individuals' progress in managing their body weight	2.1 Prepare an environment which is suitable for open and confidential discussions and for taking **body measurements** 2.2 Confirm the individual's identity and gain **valid consent** prior to taking body measurements 2.3 Take the individual's body measurements in line with local policy and protocol

		2.4	Interpret body measurements to inform the type of advice to give
		2.5	Discuss, with the individual/carer, the progress they have made and any difficulties they have experienced
		2.6	Support the individual to identify factors which have adversely affected their plan
		2.7	Evaluate the effectiveness of current interventions in achieving agreed goals
3.	Be able to support individuals in re-establishing goals for further progress	3.1	Agree new goals with the individual/carer
		3.2	Agree review dates with the individual/carer
		3.3	Provide encouragement to the individual by reinforcing the benefits of adhering to a weight management plan
		3.4	Update records in line with local policy and protocol

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. 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 aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS146.

Title:	L/616/5207 Assist in implementing treatment programmes for individuals with severely reduced movement/mobility
Level:	3
Credit Value:	5
GLH:	29
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
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	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role
2. Understand anatomical and physiological issues related to providing treatment programmes for individuals with severely reduced movement/mobility	2.1 Describe the normal range of movements of the major joints and what can cause restrictions for movement in **individuals** 2.2 Describe the physiological benefits of movement 2.3 Describe the aspects of the anatomy and physiology of the skin and lungs which inform treatment programmes for individuals with severely reduced movement/mobility 2.4 Describe the basic reaction to pain within the body 2.5 Explain the principles of 24-hour posture management and pressure area care
3. Understand treatment programmes for individuals with severely reduced movement/mobility	3.1 Describe the types and purpose of treatment programmes used for different conditions 3.2 Identify the functions of equipment and materials used in different treatment programmes

	3.3	Identify the potential dangers associated with:
		• treatment programmes for individuals with severely reduced movement/mobility
		• the equipment and the materials used
	3.4	Identify potential adverse reactions to different treatment programmes
	3.5	Explain the actions to be taken when adverse reactions occur and the potential consequences of not taking action
	3.6	Explain the rationale for and importance of monitoring an individual's condition
4. Be able to implement treatment programmes for individuals with severely reduced movement/mobility	4.1	Position the individual appropriately for the treatment programme
	4.2	Obtain **valid consent**
	4.3	Carry out activities specified in the individual's treatment plan within scope of own role
	4.4	Monitor the individual's condition during and after treatment
	4.5	Provide verbal and physical support and encouragement during and after treatment
	4.6	Give feedback to the practitioner on the progress of the treatment programme in line with local policy or protocol
	4.7	Explain the importance of seeking advice and assistance on problems beyond own scope of competence
	4.8	Make records of the treatment in line with national/local policy and protocol

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Unit aim (s)	This unit develops the learner's ability to assist the practitioner to implement treatment programmes. Knowledge of the rationale for the programmes and associated anatomy and physiology is required.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS136.

Title:	**F/616/5205 Develop and agree individualised care plans for babies and families**
Level:	**4**
Credit Value:	**5**
GLH:	**38**
TQT:	**50**

Learning Outcomes The learner will:	Assessment Criteria The learner can:
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	1.1 Summarise current legislation, national guidelines, policies, protocols related to supporting parents/carers to care for babies during their first year 1.2 Describe local policies for child safety and protection 1.3 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 1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this 1.5 Explain how to obtain advice and information to support own practice 1.6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol 1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol 1.8 Explain the importance of confidentiality when accessing records and information
2. Understand how to access and gather relevant information for care planning	2.1 Explain the importance of gathering relevant information to inform care planning

		2.2	Describe ways to access information, including information held by other practitioners and agencies
3.	Understand the factors which impact on care planning needs	3.1	Describe how babies communicate by behaviour
		3.2	Describe how different behaviours can be interpreted
		3.3	Evaluate the main issues and debates relating to the health and wellbeing of babies
		3.4	Describe a range of conditions affecting babies in own area of practice
		3.5	Describe the risk factors for premature birth, including foetal, maternal and social influencing factors relative to birth history
		3.6	Explain aspects of **neonatal development**
		3.7	Explain the impact of parenting, family and environment on the health and wellbeing of a baby
		3.8	Describe the interdependent relationship of the health and wellbeing of a mother and that of her baby/babies
4.	Be able to develop and agree individualised care plans for babies and families	4.1	Confirm the identity of the person legally responsible for the baby and gain **valid consent**
		4.2	Explain the preliminary and preparatory actions to take when carrying out care planning for babies and families
		4.3	Communicate and interact with the baby and those involved in the baby's care
		4.4	Provide information for those involved in the care of the baby
		4.5	Support those involved in the care of the baby to take an active part in decisions affecting them
		4.6	Explain the options for addressing the health and wellbeing needs of the baby, including any benefits and risks
		4.7	Agree an individualised care plan with those involved in the care of the baby
		4.8	Maintain records in line with local policy and protocol

Additional information about this unit

Significant others may include:
- Family
- Colleagues
- Other individuals involved with the care or wellbeing of the child or young person

Valid consent must be in line with agreed UK country definition

Neonatal development e.g.
physiological, physical, psychological and social development, taking into account gestational age or delivery

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to MCN12.

Title:	M/616/5202 Remove wound closure materials
Level:	2
Credit Value:	3
GLH:	24
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the anatomy and physiology of the skin and underlying tissues	1.1 Describe the aspects of the anatomy and physiology of the skin and underlying tissues which inform wound closures and their removal
2. Understand wound healing and contamination	2.1 Define: • asepsis • antisepsis • cross infection 2.2 Explain the process of wound healing 2.3 Identify factors which promote and delay the healing process 2.4 Describe sources of wound contamination and the measures to avoid and deal with them 2.5 Describe the consequences of wound contamination
3. Understand the rationale for following approved procedures and techniques to remove wound closures	3.1 Summarise the legislation, policies and protocols which inform own role when removing wound closures 3.2 Explain the importance of following procedures specified in the care plan and the consequences of poor practice 3.3 Explain the procedure for dealing with any problems encountered while removing wound closures 3.4 Explain the procedure and rationale for the disposal of waste from the removal of wound closures in line with local policy

4.	Be able to prepare to remove wound closure materials	4.1	Confirm the **individual's** identity and gain **valid consent** to carry out the activity
		4.2	Implement health and safety measures relevant to the procedure and environment
		4.3	Provide information, support and reassurance to the individual to address any needs and concerns
		4.4	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
		4.5	Select all required equipment and materials and confirm that they are fit for purpose for the activity
		4.6	Check for any contraindications to removing wound closures and deal with these within own scope of practice
5.	Be able to remove wound closure materials	5.1	Apply standard precautions for infection control
		5.2	Observe and support the individual while removing wound closures according to the care plan
		5.3	Describe potential adverse reactions to the removal of wound closures and how to deal with them
		5.4	Dispose of waste before leaving the care area in accordance with local policy and protocol
6.	Be able to record and report outcomes of procedures	6.1	Record the outcomes and findings of the activity according to national/local policy
		6.2	Report outcomes and findings to members of the care team

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Preferences may be based on:
- beliefs
- Values
- culture

| Unit aim (s) | 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. |
|---|---|
| **Assessment requirements specified by a sector or regulatory body (if appropriate)** | This unit must be assessed in line with Skills for Health Assessment Principles. |
| **Details of the relationship of the unit and relevant national occupational standards** | This unit links to CHS14. |

Title:	K/616/5201 Assist in the delivery of perioperative care and support to individuals
Level:	3
Credit Value:	4
GLH:	31
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the potential effects of the perioperative environment and procedures on individuals undergoing perioperative care	1.1 Explain the effects of pre-medication and sedation on the **individual** and how these affect support and monitoring requirements 1.2 Explain the importance of ensuring the environment is suitable for the conscious /unconscious individual 1.3 Identify factors in the perioperative environment and procedures which could cause stress and distress to the individual 1.4 Describe the signs of distress which may be exhibited by the individual in the perioperative environment and how these affect support requirements
2. Be able to support individuals in a perioperative environment according to their care plan	2.1 Use verbal and non-verbal communication to support the individual's comfort, privacy, dignity, emotional and physical care needs according to their care plan 2.2 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual 2.3 Respond to the individual's questions, referring on those outside own sphere of competence in accordance with local policy and protocol 2.4 Provide support and care to the individual to promote their comfort in the perioperative environment

3. Be able to monitor individuals in a perioperative environment according to the requirements of their care plans	3.1 Explain the importance of closely monitoring the individual in the perioperative environment
	3.2 Identify any changes in and concerns about the individual's condition
	3.3 Seek advice about changes in and concerns about the individual's condition in line with local policy and protocol
	3.4 Record outcomes of monitoring activities in line with local policy and protocol
	3.5 Obtain and pass on relevant information on the individual's care requirements to other team members in line with local policy and protocol

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Preferences may be based on:
- beliefs
- values
- culture

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to PCS5 & PCS7.

Title:	T/616/5198 Examine the feet of individuals with diabetes
Level:	3
Credit Value:	3
GLH:	18
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand good practice in diabetic foot care	1.1 Summarise national and local guidelines on diabetes healthcare 1.2 Describe local referral pathways for foot health 1.3 Explain how to gather information from the **individual** prior to conducting an examination 1.4 Explain how to inform the individual/carer about the relationship between diabetes and foot health 1.5 Explain how to work in partnership with individuals/carers
2. Understand the factors affecting foot health in individuals with diabetes	2.1 Explain the causes of diabetes 2.2 Describe the signs and symptoms of diabetes 2.3 Identify the risks of diabetes to foot health 2.4 Explain the importance of footwear to foot health for individuals with diabetes 2.5 Explain how to look after footwear and check for wear 2.6 Explain the impact of nutrition, health and physical exercise on an individual with diabetes
3. Be able to prepare to conduct an examination on the feet of individuals who have diabetes	3.1 Confirm the individual's identity and gain **valid consent** prior to beginning the examination 3.2 Gather information about the individual's general health, including any relevant symptoms

		3.3	Explain the procedures used for examining foot health and identifying risks to foot health linked to diabetes
4.	Be able to conduct an examination on the feet of an individual with diabetes	4.1	Apply health and safety measures relevant to the procedure and environment
		4.2	Apply standard precautions for infection control
		4.3	Explain the foot examination process to the individual
		4.4	Select the equipment used to examine foot health
		4.5	Use tools to assess for peripheral sensory neuropathy
		4.6	Palpate pedal pulses to assess for peripheral vascular disease
		4.7	Check feet for gross deformities, trauma, current infection and ulcerations
		4.8	Examine the individual's footwear to assess suitability and risk status
5.	Be able to advise individuals with diabetes about foot health	5.1	Assess factors which may limit an individual's ability to self-care
		5.2	Advise the individual/carer about how diabetes can affect foot health
6.	Be able to report the outcome of foot examinations	6.1	Record outcomes of activities in line with local policy and protocol, seeking advice for any concerns identified
		6.2	Pass on information about individual's care requirements to other team members in line with local policy and protocol

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Valid consent must be in line with agreed UK country definition

Unit aim (s)	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.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to HAS3.1.

Title:	H/616/5195 Understand end of life care for individuals with specific health needs
Level:	3
Credit Value:	4
GLH:	21
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand considerations for individuals at end of life	1.1 Outline the terms: • Complex **health** needs • Terminal illness 1.2 Explain how palliative care differs across the lifespan 1.3 Describe the national and local guidance that is available to support and improve the quality of life for **individuals** with specific health needs in own work setting 1.4 Describe what interventions may be available to improve quality of life for those with specific health needs across the lifespan in own work setting 1.5 Describe the prognostic indicators that identify that the individual with specific health needs is entering the terminal phase of their illness 1.6 Explain why relationships with professionals and **significant** others are important at end of life for individuals 1.7 Explain why advance care planning and future wishes are important for individuals and significant others
2. Understand how to support individuals affected by symptoms at end of life	2.1 Explain the **symptoms** which may be experienced by individuals at the end of life

		2.2	Explain why symptoms in individuals with specific health needs are often poorly recognised and undertreated
		2.3	Describe ways to assess whether an individual is in pain or distress
		2.4	Describe ways to **support** individuals and significant others to manage symptoms at end of life using: • Medication • Non medication techniques
3.	Understand how to support significant others at the end of life of an individual with specific health needs	3.1	Explain why significant others may experience guilt and stress at the end of life of an individual with specific health needs.
		3.2	Describe ways of supporting significant others to understand how the end of life process may differ for individuals with specific health needs across the lifespan.
		3.3	Describe how **significant** others of an individual with specific health needs may experience loss and grief.
		3.4	Describe ways of supporting significant others when difficult decisions need to be made for an individual with specific health needs at end of life.
		3.5	Describe sources of support for those caring for individuals with specific health needs at the end of life.
		3.6	Describe the reasons why spiritual care may remain important for individuals and their significant others at the end of life and how these needs may be met.
		3.7	Identify how to support significant others in giving care in the final stages of the individual's life

Additional information about this unit

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals in this unit refers to neonates, babies, children and young people and adults.

Significant others may include:
• Family
• Colleagues
• Other individuals involved with the care or wellbeing of the individual

Specific health needs may include:
- Complex needs
- Age
- Mental health or cognitive impairment including dementia
- Physical or sensory impairment
- Behaviour
- Disability
- Ill health

Symptoms may include:
- Physical e.g. Pain, nausea, constipation, dysphagia, nutrition, hydration
- Psychosocial e.g. Distress, restlessness, agitation
- Behaviour that challenges
- Emotional pain

Sources of support may include:
- self-care strategies
- support groups
- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

Unit aim (s)	This unit covers the knowledge required to understand end of life care for individuals with specific health needs which are often complex and are part of terminal illness. Individuals in this unit refers to neonates, babies, children and young people and adults. The learner should undertake this unit in the context within which they work.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit should be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	R/616/5192 Understand Long Term Conditions and Frailty
Level:	3
Credit Value:	3
GLH:	20
TQT:	30
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand frailty and the impact of this on individuals	1.1 Explain what frailty means 1.2 Describe how to assess frailty in individuals 1.3 Explain how frailty impacts across the lifespan of an individual 1.4 Explain the **factors** which have an impact on an individual's frailty 1.5 Explain the **effects** frailty may have on individuals
2. Understand long term conditions	2.1 Explain long term conditions within own area of work and how they can be: • Prevented • managed 2.2 Explain the factors that contribute to an individual's risk of developing a long term condition 2.3 Explain what co-morbidity is 2.4 Describe how co-morbidity can impact on an individual's quality of life 2.5 Describe how a long term condition relates to end of life care 2.6 Explain the psychological impact on individuals living with a long term condition 2.7 Explain how advance care planning can be useful for individuals and what needs to be considered prior to discussion
3. Know how to support individuals with frailty or long term conditions	3.1 Explain the importance of involving the individual and others in decisions about the care they receive in relation to their frailty or long term condition

	3.2 Describe the sources of support available for individuals and others in relation to managing their frailty or long term condition
	3.3 Explain how to recognise a reversible condition in an individual and the actions to take
	3.4 Explain how to recognise if an individual is entering the terminal phase of their condition and the actions to take
	3.5 Explain ways to support frail individuals across their lifespan

Additional information about this unit

Factors may include:
- Complex needs
- Age
- Mental health or cognition
- Physical or sensory impairment
- Behaviour
- Disability
- Ill health
- Poly-pharmacy

Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Effects include:
- Physical
- Psychological
- Social
- Emotional

Sources of support include:
- Community and voluntary groups
- Self-help group support
- Benefits
- Personal health budget
- Expert patients
- Specialised equipment

Reversible conditions can include:
- Infection e.g. Chest, urinary tract
- Anaemia
- Fluid overload

Unit aim (s)	This unit covers the knowledge required to understand how frailty and long term conditions can affect individuals across the lifespan.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to SFH192.

Title:	R/616/5192 Human Structure and Functionality
Level:	2
Credit Value:	8
GLH:	20
TQT:	80

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the structure and function of the human body	1.1 Describe the structure of the body's major systems 1.2 Describe the function of the body's major systems 1.3 Outline how the body maintains a constant internal environment (homeostatic state) 1.4 Describe how the **body's major systems** develop across the lifespan
2. Understand factors that affect the function of the human body	2.1 State the normal observation ranges for **individuals** 2.2 Outline how the normal **observation ranges** change across the lifespan 2.3 Describe factors which affect normal functioning of the body's systems 2.4 Outline the links between physiological malfunction and ill health observed within individuals in own workplace

Additional information about this unit

Body's major systems:
- Musculo-skeletal
- Nervous
- Cardiovascular
- Respiratory
- Digestive
- Urinary
- Lymphatic
- Integumentary
- Reproductive

Observation ranges includes:
- heart rate
- breathing rate
- temperature
- blood pressure

Individuals refers to someone requiring care or support; it will usually mean the person or people supported by the learner

Unit aim (s)	This unit covers knowledge about human structure and functionality relevant to the learner's role. This unit should be applied in the context of where the learner works.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. For Assessment Criteria 2.4, the learner must choose two physiological malfunctions and outline the signs and symptoms that are reflected as ill health. The learner should relate the changes to the normal observational ranges covered in 2.1 and changes to the homeostatic state outlined in 1.3.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/616/5191 Support individuals with feeding babies
Level:	3
Credit Value:	4
GLH:	26
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current legislation, national guidelines, policies, procedures and good practice guidelines related to feeding babies	1.1 Summarise current legislation, national guidelines, policies, procedures and good practice guidelines relating to feeding babies 1.2 Describe how local policies on feeding supports child safety and protection 1.3 Explain how to work in partnership with **individuals**/carers and significant others 1.4 Explain the rights and responsibilities of individuals/carers for their child and own role in relation to this 1.5 Explain how to report any concerns about the individual's /carer or child's health, safety or wellbeing in line with local policy and procedures 1.6 Explain how to access records and information on the needs and preferences of babies, individuals and carers, in line with local policy and procedures 1.7 Explain the importance of confidentiality when accessing records and information 1.8 Explain how to obtain advice and information to support own practice
2. Know how to feed babies in line with evidence based practice	2.1 List the **factors** which can impact on the choice of feeding method 2.2 Describe the anatomy and physiology related to milk production and breastfeeding

		2.3	Explain the health benefits of breastfeeding and how to promote these to individuals
		2.4	Explain the importance of promoting skin to skin contact
		2.5	Describe how the maternal health of individuals can impact on breast feeding
		2.6	Describe the behaviour and feeding cues of babies
		2.7	Describe changing patterns of stool and urine related to the **different feeding methods**
		2.8	Explain how to position the individual and baby for feeding
		2.9	Describe the different methods, techniques and equipment required for the different methods of feeding
3.	Be able to communicate with individuals when assisting with feeding babies	3.1	Communicate with the individual and significant others in a way that is sensitive to the personal beliefs and preferences of the individual
4.	Be able to support the individual with feeding babies	4.1	Discuss with the individual how they wish to feed the baby
		4.2	Explain the importance of providing an environment to support breastfeeding
		4.3	Discuss with the individual the importance of the baby's hydration and **nutrition**
		4.4	Explain the benefits of different feeding methods and respond to any concerns the individual and **significant others** may have
		4.5	Demonstrate appropriate health and safety measures and standard precautions for infection control in line with local policy and procedures
		4.6	Assist with the positioning of the individual and the baby
		4.7	Demonstrate how to support an individual to feed a baby using the appropriate method and equipment
		4.8	Explain how to wind the baby and the reasons why winding is necessary
		4.9	Respond to any situations which are outside of the scope of your role

	4.10 Complete records in accordance with organisational requirements

Additional information about this unit

Individuals refers to someone requiring care or support (parent/carer); it will usually mean the person or people supported by the learner

Significant others may include:
- Family
- Colleagues
- Other individuals involved with the care or wellbeing of the baby, child or young person

Factors covered should include:
- Socio-economic
- Environmental
- Cultural

Different feeding methods:
- Breast feeding
- Bottle-fed using expressed milk
- Bottle-fed using artificial milk
- Syringe feeding
- Cup feeding
- Weaning

Nutrition may include:
- the weaning of babies, including the correct nutrition
- special dietary requirements

Unit aim (s)	This unit is about supporting individuals with feeding babies. It covers supporting individuals in their choice of feeding method and includes providing advice and information to the mother and key people on each feeding method.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to MCN27.

Title:	J/616/5187 Understand the administration of medication
Level:	3
Credit Value:	3
GLH:	24
TQT:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the current legislation, guidelines and policies relevant to the administration of medication	1.1 Identify the current national legislation and guidelines relevant to the administration of medication 1.2 Outline the organisational policies for the management and administration of medication 1.3 Outline the legislation surround medicine specific and patient specific directives
2. Understand the roles and responsibilities involved in the administration of medication	2.1 Describe the responsibilities and accountability in relation to the administration of medication 2.2 Explain the importance of working within organisational policies and procedures in relation to the administration of medication 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence
3. Understand the requirements and procedures for the administration of medication	3.1 Explain the purpose and significance of the information which should be provided on the label of a medication 3.2 Describe the different routes for the administration of medication 3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility

	3.4	Describe the various aids which can be used to help individuals take their medication
	3.5	Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice
	3.6	Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice
4. Understand the requirements and procedures for ensuring an individual's safety	4.1	Explain the importance of identifying the individual for whom the medications are prescribed
	4.2	Explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it
5. Be able to contribute to the management of medications and administration records	5.1	Explain the importance of keeping accurate and up-to-date records of the administration of medication
	5.2	Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely
	5.3	Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage
	5.4	Maintain the confidentiality of information relating to the individual at all times
	5.5	Check the stock level of medications and take action to obtain new stocks when required

Additional information about this unit

N/A

| **Unit aim (s)** | Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. |

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to CHS2.

Title:	A/616/5185 Communicate with children and young people in care settings
Level:	3
Credit Value:	4
GLH:	25
TQT:	40
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand why effective communication with children and young people is important in the work setting	1.1 Identify the different reasons people communicate 1.2 Explain how communication affects relationships in the work setting 1.3 Explain how age influences methods of communicating with: • adults • babies • infant • children • young people
2. Be able to meet the communication and language needs, wishes and preferences of children and young people and those involved in their care	2.1 Show how to establish the communication and language needs, wishes and **preferences** of **children and young people** and those involved in their care 2.2 Demonstrate a range of **communication methods** and styles to meet the needs of the child or young person and those involved in their care 2.3 Demonstrate how to respond to the child or young person's reactions when communicating 2.4 Explain the importance of person centred communication and shared decision making 2.5 Explain how to record the child or young person's preferred method of communication and how this information will be shared with others

3.	Understand the rationale for the use of play and distraction techniques for communicating with children and young people	3.1	Explain how play supports the feelings and understanding of children and young people
		3.2	Explain age appropriate distraction therapy
		3.3	Explain age appropriate play therapy
		3.4	Evaluate the impacts of play and distraction techniques in relation to children and young people
		3.5	Explain when to implement play and distraction techniques with children and young people
		3.6	Describe the different roles and responsibilities in relation to the use of play and distraction techniques with children and young people
4.	Understand the implementation of play and distraction techniques in the work setting	4.1	Explain preparation and resources required prior to implementation of: • a play activity • a distraction technique • age appropriate information sharing
		4.2	Describe the role of observation, communication, listening and understanding when using play and distraction techniques
		4.3	Explain the need for empathy when supporting children and young people
		4.4	Describe how others in the care team can contribute to and assist in play and distraction activities with children and young people
		4.5	Explain reporting and recording requirements in relation to the use of play and distraction techniques

Additional information about this unit

Care settings e.g. Adult, children and young people's health settings and adult care settings

Preferences may be based on:

- beliefs
- values
- culture

Children and young people are from birth to their nineteenth birthday

Communication methods may include: **non-verbal communication:** • eye contact • touch • physical gestures • body language • behaviour • sign language • braille • pictorial information **verbal communication:** • vocabulary • linguistic tone	
Unit aim (s)	This unit provides the knowledge, understanding and skills to communicate with children and young people through the use of play and distraction techniques.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	K/616/5182 Assist in the administration of oxygen
Level:	3
Credit Value:	5
GLH:	40
TQT:	50
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Understand current organisational policies and procedures relating to the use of oxygen	1.1 Explain current organisational policies in relation to the administration of oxygen 1.2 Explain risk management in relation to oxygen administration 1.3 Identify where manufacturers' information can be accessed 1.4 Describe the procedure for reporting and replacing faulty equipment 1.5 Describe own role and responsibilities during oxygen administration
2. Understand respiratory conditions that may require the use of oxygen	2.1 Describe **respiratory conditions** that may require the use of oxygen
3. Understand the adverse effects of oxygen and how they can be minimised or prevented	3.1 Describe the adverse effects of oxygen 3.2 Describe how the adverse effects of oxygen can be minimised or prevented
4. Understand resources and equipment used when administering care in response to respiratory conditions	4.1 Describe the difference between portable oxygen containers and static oxygen 4.2 Describe the equipment required for administering portable/home administered oxygen 4.3 Describe oxygen gauges and their uses 4.4 Describe the differences between face, nasal and mouthpiece applied oxygen 4.5 Explain how face, nasal and mouthpiece applied oxygen are used dependent upon care need. 4.6 Identify when a saturation monitor would be used and describe its functions

		4.7 Explain portable liquid oxygen uses and flow rates
5.	Be able to monitor and record saturation levels	5.1 Monitor saturation levels 5.2 Record saturation levels in line with organisational requirements
6.	Be able to assist in the preparation and administration of oxygen for individuals	6.1 Apply standard precautions for infection prevention and control 6.2 Communicate with the **individual** and/or **relevant others** in a way which respects their needs and wishes 6.3 Obtain **valid consent** from the individual or relevant other. 6.4 Prepare resources and equipment prior to assisting in the administration of oxygen 6.5 Assist in the administration of oxygen. 6.6 Dispose of waste in line with local policy and procedures

Additional information about this unit

Respiratory conditions may include:
• bronchiolitis
• asthma
• cardiac conditions
• cystic fibrosis

Individuals refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

Relevant others may include:
• Parent/s
• Carer
• Those with parental responsibility

Valid consent must be in line with agreed UK country definition

Unit aim (s)	This unit provides the knowledge, understanding and skills to assist in the administration of oxygen.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	D/616/5177 Understand the context of supporting individuals with learning disabilities
Level:	3
Credit Value:	4
GLH:	35
TQT:	40

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the legislation and policies that support the human rights and inclusion of individuals with learning disabilities	1.1 Identify legislation and policies that are designed to promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities 1.2 Explain how this legislation and policies influence the day to day experiences of individuals with learning disabilities and their families
2. Understand the nature and characteristics of learning disability	2.1 Explain what is meant by 'learning disability' 2.2 Give examples of causes of learning disabilities 2.3 Describe the medical and social models of disability 2.4 State the approximate proportion of individuals with a learning disability for whom the cause is 'not known' 2.5 Describe the possible impact on a family of having a member with a learning disability
3. Understand the historical context of learning disability	3.1 Explain the types of services that have been provided for individuals with learning disabilities over time 3.2 Describe how past ways of working may affect present services 3.3 Identify some of the key changes in the following areas of the lives of individuals who have learning disabilities • where people live

			• daytime activities • employment • sexual relationships and parenthood • the provision of healthcare
4.	Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1 4.2 4.3 4.4	Explain the meaning of the term 'social inclusion' Explain the meaning of the term advocacy Describe different types of advocacy Describe ways to build empowerment and **active participation** into everyday support with individuals with learning disabilities
5.	Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1 5.2 5.3 5.4	Explain how attitudes are changing in relation to individuals with learning disabilities Give examples of positive and negative aspects of being labelled as having a learning disability Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers Explain the roles of external agencies and others in changing attitudes, policy and practice
6.	Know how to promote communication with individuals with learning disabilities	6.1 6.2 6.3	Identify ways of adapting each of the following when communicating with **individuals** who have learning disabilities: • verbal communication • non-verbal communication Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings
Additional information about this unit			

Additional information about this unit

Individuals refers to someone requiring care or support; it will usually mean the person or people supported by the learner

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 aim (s)	The unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation, and also considers the central place of communication in working with individuals who have learning disabilities.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	L/616/5174 Care for the elderly
Level:	2
Credit Value:	2
GLH:	10
TQT:	20

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the ageing process	1.1 Describe changes occurring with age, to include: • Physical • Psychological • Emotional • Social 1.2 Outline the needs of the elderly in relation to the ageing process.
2. Be able to adapt communication techniques when caring for elderly patients	2.1 Outline ways to minimise barriers to communication. 2.2 Demonstrate communication techniques adapted for elderly patients.
3. Understand how to care for elderly patients	3.1 Describe conditions affecting the elderly, to include: • Dementia • Parkinson's disease • stroke/TIA • arthritis • osteoporosis 3.2 Describe how to adapt care plans for elderly patients

Additional information about this unit	
N/A	
Unit aim (s)	The aim of this unit is to develop knowledge and understanding of the needs of the elderly and how to care for them.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles.

Details of the relationship of the unit and relevant national occupational standards	N/A

Title:	A/616/5171 Interact with and support individuals using telecommunications
Level:	3
Credit Value:	5
GLH:	36
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the legal and local requirements relating to the use of telecommunications when supporting individuals	1.1 Describe the legal and local requirements and policies relevant to the functions being carried out 1.2 Explain the rights of the individual being supported using telecommunications
2. Be able to use telecommunication technology	2.1 Use different types of telecommunication technology 2.2 Explain how interactions may differ depending on the type of telecommunication technology used 2.3 Respond to individuals according to organisational policies 2.4 Record details of interactions in the appropriate system
3. Be able to engage with individuals using telecommunications	3.1 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 3.2 Provide information about the service and confirm its appropriateness to the individual

		3.3	Identify the significance of the circumstances the individual is in
		3.4	Encourage callers to provide additional information about their situation or requirements
		3.5	Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service
		3.6	Comply with legal and organisational requirements and policies relevant to the functions being carried out
4.	Be able to identify and evaluate any risks or dangers for individuals during the interaction	4.1	Identify the types of risks or dangers different individuals might face.
		4.2	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
5.	Be able to terminate the interaction	5.1	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
		5.2	Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction
		5.3	Record and check the individual's demographic details
		5.4	Identify why recording and checking details might be required before ending/transferring the call

Additional information about this unit	
N/A	
Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 3, 4 and 5 are assessed in the workplace.
Details of the relationship of the unit and relevant national occupational standards	This unit links to GEN21.

Title:	R/616/7914 Anatomy, physiology, health and wellbeing
Level:	5
Credit Value:	5
GLH:	23
TQT:	50

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the basic make-up of the human body	1.1 Describe the structure and function of a single human cell 1.2 Explain how cells make up systems in the human body 1.3 Evaluate the function of DNA and its effect on the human body
2. Understand the structure and function of body systems	2.1 Explain the different systems of the Human Anatomy. 2.2 Explain the main functions of each of the body systems 2.3 Analyse the relationships between the different body systems 2.4 Explain the concept of homeostasis and its links with the body systems
3. Understand the links between the human body and health and wellbeing	3.1 Analyse positive and negative factors which affect each of the body systems 3.2 Explain what is meant by a 'healthy lifestyle'

Additional information about this unit	
N/A	
Unit aim (s)	The aim of this unit is to enable learners to understand the structure and functions of the human biology. Each of the human body systems are explored and the relationships between them. Learners will also explore the links between the human body and health and wellbeing.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Details of the relationship of the unit and relevant National Occupational Standards	N/A