

SPECIFICATION

IAO Level 2 Certificate in Healthcare Support Services
Qualification number: 601/5974/1



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
- Business Management (Administration)
- Business Management (Customer Service)
- Business Management (Sales)
- Business Management (Team Leading)
- Childcare
- Education and Training
- Health and Beauty
- Health and Social Care
- Hospitality and Catering
- IT
- Logistics
- Retail

We currently offer over 120 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 recognised as an awarding organisation by the qualifications regulator Ofqual (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) 601/5974/1

Qualification review date 31st December 2017

Guided Learning Hours (GLH) Minimum 150 hours

Total Qualification Time (TQT) Minimum 260 hours

RQF level 2

Qualification credit value 26 credits

Minimum credits at/above level 16 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 The aim of this qualification is to guide and assess the development of knowledge and skills relating to the healthcare workforce. This qualification confirms competence in a range of healthcare support service skills.

Entry guidance There are no formal entry requirements for this qualification.

This qualification is suitable for those who work, or who are looking to work in a healthcare setting. It provides Learners with an opportunity to demonstrate their skills and knowledge in a wide range of healthcare support roles.

Progression opportunities Learners who achieve this qualification could progress into further learning and qualifications such as:

- IAO Level 2 Award in Employment and Personal Learning Skills in Health
- IAO Level 3 Diploma in Healthcare Support Services IAO Level 3 Diploma in Clinical Healthcare Support

Learners could also progress in to employment in a wide range of healthcare roles such as:

- Healthcare Assistant
- Caretaker
- Hospital Porter
- Healthcare Administrator
- Kitchen Assistant
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Funding

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/skills-funding-agency>

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 IAO 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 those principles and approaches to unit/qualification assessment. 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 in the new arrangements.
- 1.4 These principles apply to qualifications and the units therein that assess occupational competence i.e. those under Purpose D.

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 learners 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 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 requalify.

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 National Occupational Standard LLUK L9 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 qualified 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 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 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 National Occupational Standard L11 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 continuing 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 continuing 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:

- 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

Skills for Health Assessment Principles for First Aid

Skills for Health is the guardian of the assessment principles and the document will be published on the SfH website. These will be updated from time to time based on best practice requirements.

Introduction

These Assessment Principles have been produced by Awarding Organisations/Bodies in cooperation with the Health and Safety Executive (HSE) and Qualification Regulators and are supported by Skills for Health. It relates to the assessment of First Aid Qualifications including but not limited to:

- First Aid at Work (FAW)
- Emergency First Aid at Work (EFAW)
- Paediatric First Aid*
- Emergency Paediatric First Aid*
- Activity First Aid
- Cardio Pulmonary Resuscitation and Automated External Defibrillation
- Medical Gases

These assessment principles can be seen as a best practice guide for paediatric first aid, in addition to Skills for Care and Development Assessment Principles.

It deals with training, assessment, evidence and quality assurance under the following headings:

- Roles and responsibilities of those involved in the training, assessment and verification processes
- Assessment and sources of evidence

These principles must be applied in addition to the generic criteria and regulations that Ofqual/SQA/Welsh Government recognised Awarding Organisations/Bodies must meet for the delivery of regulated/accredited qualifications.

Roles and Responsibilities of those involved in the Training, Assessment and Quality Assurance Processes

This document details the requirements of Trainers and Assessors separately. It is accepted, however, that both roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met.

Trainers

Those involved in the training of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to train based on qualifications and experience.

An acceptable portfolio must show:

Occupational knowledge and competence in first aid – evidenced by:

- Holding a first aid at work/medical qualification as detailed in Appendix 1

Knowledge and competency in teaching/training first aid – evidenced by:

- Holding an acceptable teaching/training qualification as detailed in Appendix 2

And either:

- Providing an acceptable log of teaching first aid within the last 3 years **or**
- Providing an acceptable record of competently teaching theoretical and practical first aid sessions under the supervision of a suitably qualified Trainer/Assessor

Assessors

Those involved in the assessment of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to assess based on qualifications and experience. An acceptable portfolio must show:

Occupational knowledge and competence in first aid – evidenced by:

- Holding a first aid at work/medical qualification as detailed in Appendix 1

Knowledge and competency in teaching/training first aid – evidenced by:

- Holding an acceptable assessing qualification/CPD Training as detailed in Appendix 2

And either:

- Providing an acceptable log of first aid assessments conducted within the last 3 years **or**
- Providing an acceptable record of competently assessing theoretical and practical first aid qualifications under the supervision of a suitably qualified Assessor

Internal Quality Assurance

Those involved in the internal quality assurance of these qualifications (IQA's) must have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance.

An acceptable portfolio must show:

Occupational knowledge and competence in first aid – evidenced by:

- Holding a first aid at work/medical qualification as detailed in Appendix 1

Knowledge and competency in internal quality assurance – evidenced by:

- Holding an a qualification/completing CPD training as detailed in Appendix 3

Internal Quality Assurers must:

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place
- Have knowledge and understanding of the role of assessors
- Visit and observe assessments
- Carry out other related internal quality assurance

External Quality Assurance

Those involved in the external quality assurance of these qualifications (EQA's) must have knowledge and competency in first aid as well as knowledge and competency in external quality assurance. An acceptable portfolio should show:

Occupational knowledge and competence in first aid – evidenced by:

- Holding a first aid at work/medical qualification as detailed in Appendix 1

Knowledge and competency in internal quality assurance – evidenced by:

- Holding an a qualification detailed in Appendix 4

External Quality Assurers must:

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place
- Have knowledge and understanding of the role of assessors and Internal Quality Assurers

Assessment and Sources of Evidence

Assessment Centres

Assessment Centres will be responsible for maintaining up-to-date information on trainers/assessors and Internal Quality Assurers and for ensuring the currency of the competence of all those involved in the assessment and internal quality assurance process.

Simulation

Simulation is permitted – Each unit details what may be simulated

Assessment

The assessment should determine a learner's ability to act safely, promptly and effectively when an emergency occurs at work and to deal with a casualty. All Assessment Criteria in the units must be achieved. Summative assessment may take place at any time during the delivery of the qualification and does not need to be done as a final assessment. It is however a requirement for the learner to be aware that assessment is taking place.

Note: If undertaking the First Aid at Work qualification Unit 2 Recognition and Management of Illness and Injury in the Workplace must be completed within 10 weeks of achievement of Unit 1 Emergency First Aid in the Workplace.

Standards of first aid practice

Skills and knowledge must be taught and assessed in accordance with currently accepted first aid practice in the United Kingdom as laid down:

- By the Resuscitation Council (UK) **and**
- In other publications; provided that they are supported by a responsible body of medical opinion

E-learning

For the qualifications EFAW and FAW, substitutes of any of the minimum required face-to-face teaching time with e-learning, blended learning or any other form of distance learning is not permitted.

Appendix 1

Occupational Knowledge and Competence in First Aid

All trainers, assessors, internal quality assurers and external quality assurers must have occupational knowledge and competence in first aid.

This must be evidenced by:

- Holding a current First Aid at Work Certificate (Issued by an Ofqual/SQA/Welsh Government recognised Awarding Organisation/Body, a HSE approved training provider or recognised equivalent*) **or**
- Holding a current Offshore First Aid Certificate issued by HSE approved training provider **or**
- Current registration as a Doctor with the General Medical Council (GMC) **or**
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC) **or**
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC)

** recognised First Aid at Work certificate equivalents must be submitted to the awarding organisation/body with comprehensive mapping which evidences that all assessment criteria of the FAW qualification have been achieved within the past 3 years.*

Appendix 2

Acceptable Training/Assessing Qualifications

This list is not exhaustive but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess student competence must hold a qualification (or separate qualifications) to enable them to perform both functions.

Qualification	Train ¹	Assess ²
Cert Ed/PGCE/B Ed/M Ed	√	√
CTLTS/DTLLS	√	√
PTLLS with unit 'Principles and Practice of Assessment (12 credits)	√	√
Further and Adult Education Teacher's Certificate	√	√
IHCD Instructional Methods	√	√
IHCD Instructor Certificate	√	√
S/NVQ Level 3 in training and development	√	√
S/NVQ Level 4 in training and development	√	√
TQFE (Teaching Qualification for Further Education)	√	√
English National Board 998	√	√
Nursing mentorship qualifications	√	√
NOCN Tutor Assessor Award	√	√
Level 3 Award in Education and Training	√	√
Level 4 Certificate in Education and Training	√	√
Level 5 Diploma in Education and Training	√	√
PTLLS (6 credits)	√	

¹ Trainers who do not have a formal teaching/training qualification but have considerable evidence of successfully delivering first aid training within the last 3 years may be considered. A regulated teaching/training qualification will however be required from **1st October 2015**

² **Assessors who do not hold a formal assessing qualification may alternatively attend *First Aid Assessor CPD Training with an Awarding Organisation***

Accredited Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development	√	
Training Group A22, B22, C21, C23, C24	√	
SQA Accredited Planning and Delivering Learning Sessions to Groups	√	
A1 (D32/33) – Assess candidates using a range of methods		√
A2 (D32) – Assess candidate’s performance through observations		√
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		√
SQA Accredited Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods – replacing Units A1 and D32/33		√
SQA Accredited Learning and Development Unit 9D – Assess workplace competence using direct methods – replacing Units A2 and D32		√
SQA Carryout the Assessment Process		√
Level 3 Award in Assessing Competence in the Work Environment		√
Level 3 Award in Assessing Vocationally Related Achievements		√
Level 3 Award in Understanding the Principles and Practices of Assessment		√
Level 3 Certificate in Assessing Vocational Achievement		√
First Aid at Work Trainer course ³	√	
First Aid at Work Assessor course ⁴		√

Appendix 3

Qualifications suitable for External Quality Assurance

- SQA Accredited Learning and Development Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment
- Qualifications based on the Learning and Development NOS 12 Externally Monitor and Maintain the Quality of Assessment
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 or D35

Note: This list is not exhaustive.

³ As this is not a regulated qualification, trainers will be required to achieve a formal (regulated) teaching/training qualification by **1st October 2015**

⁴ As this is not a regulated qualification, assessors will be required to achieve a formal (regulated) qualification **or** attend *First Aid Assessor CPD Training* with an Awarding Organisation by **1st October 2015**

Skills for Care and Development Assessment Principles

1. Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: : Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. 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 in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

2.1. Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

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

2.4 Simulation may only be utilised as an assessment method for competence based Lo where this is specified in the assessment requirements of the unit'.

2.5 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.

2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

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.

4. Definitions

4.1 Occupationally competent:

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

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 annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification agreed with Skills for Care and Development as suitable to support the making of appropriate and consistent assessment decisions. A list of such qualifications will be held by Skills for Care and Development, agreed jointly with Skills for Health, and be available through their websites.

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 RQF units on which their expertise is based
- be occupationally competent in their area of expertise.
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Qualification structure

Learners must gain a minimum of 26 credits to achieve the IAO Level 2 Certificate in Healthcare Support Services. Learners must achieve 14 credits from units in the mandatory group and at least 12 credits from units in the optional group. At least 16 credits must be achieved at or above level 2.

The total Guided Learning Hours (GLH) for this qualification is 150 hours.

The Total Qualification Time (TQT) for this qualification is 260 hours.

Unit structures

Mandatory units are listed below. For detailed information on Optional units, please contact Innovate Awarding by telephone or email:

Telephone: 0117 314 2800

Email: contactus@innovateawarding.org

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
L/601/5470	Introduction to personal development in health, social care or children's and young people's settings	2	3	23
F/601/5465	Introduction to communication in health, social care or children's and young people's settings	2	3	23
R/601/5471	Introduction to equality and inclusion in health, social care or children's and young people's settings	2	2	20
J/601/8576	The role of the health and social care worker	2	2	14
R/601/8922	Contribute to health and safety in health and social care	2	4	33

Optional Units

Unit ref	Unit title	Level	Credit value	GLH
Y/502/3674	Maintaining quality standards in the health sector	2	1	8
K/502/3680	Service improvement in the health sector	2	2	15
J/601/9050	Protecting from the risk of violence at work	2	3	22
L/601/3430	Contribute to the effectiveness of teams	2	3	5
A/601/8574	Principles of safeguarding and protection in health and social care	2	3	26
F/601/2467	Manage own performance in a business environment	2	2	9
M/601/5039	Maintain and deal with payments	2	4	30
A/601/5030	Maintain food safety when storing, holding and serving food	2	4	31
T/600/6312	Clean surfaces using correct methods	1	3	18
T/601/2482	Produce documents in a business environment	2	4	15



H/601/2493	Use office equipment	2	4	18
R/601/2490	Store and retrieve information	2	3	17
D/601/2542	Plan and organise meetings	3	5	25
Y/601/2457	Meet and welcome visitors	2	3	23
Y/601/2491	Archive information	2	2	13
D/502/4177	Assist with the maintenance of grass surfaces	1	3	27
J/502/1404	Transport physical resources within the work area	2	2	15
F/601/4932	Prepare and serve hot drinks using specialist equipment	2	4	36
L/601/5016	Provide a counter and takeaway service	1	3	30
A/601/5027	Clean and store crockery and cutlery	1	3	27

D/602/4027	Transporting passengers, materials and equipment within the health sector	2	3	21
T/602/3000	Assess and respond to accidents, breakdowns and incidents during the transportation of people, materials and/or equipment	2	3	18
A/602/3001	Administer appointments in a healthcare environment	2	3	18
H/602/4028	Collect blood/blood products from storage for transfusion	2	2	17
F/602/3002	Store and transport medical gas cylinders	2	3	18

K/602/4029	Moving and transporting individuals within a healthcare environment	2	2	18
J/602/3003	Collect linen and make beds in a healthcare environment	2	2	15
D/602/4030	Checking, connecting and disconnecting medical gas cylinders in a healthcare setting	2	3	22
L/602/3004	Deliver a trolley service in a healthcare environment	2	3	23
R/602/3005	Provide a table/tray service in a healthcare environment	2	3	23
R/602/2999	Prepare vehicles for the transport of people, materials and/or equipment within the health sector	2	3	18
L/601/0933	Give customers a positive impression of yourself and your organisation.	2	5	33
K/602/4032	Clean and store care equipment to minimise the risks of spreading infection	2	2	17
A/602/4035	Minimise the risk of infection when transporting and storing healthcare waste	2	3	20
J/602/4040	Minimise the risk of infection during the removal of used linen	2	2	15
J/602/4765	Minimise the risks of spreading infection when transporting linen	2	2	19
R/602/4767	Minimise the risks of spreading infection when storing and using clean linen	2	2	11
K/600/6324	Clean and maintain internal surfaces and areas	2	4	33
K/502/4098	Assist with maintaining structures and surfaces	1	2	18

J/600/6332	Clean food areas	2	4	32
M/600/6342	Clean glazed surfaces and facades	2	3	23
L/502/2294	Periodic cleaning of soft floors and furnishings	2	3	22
D/600/8877	Repair, alter and maintain fabrics and materials	2	2	7
H/600/8847	Classify items and make up loads for cleaning	2	3	10
M/600/8849	Carry out the washing process	2	3	14
L/600/8857	Press and finish garments following laundry	2	2	10
J/602/4913	Administer the current records system	2	3	23
L/602/4914	Provide authorised access to records	2	3	23
Y/602/4916	Protect records	2	3	23
H/602/4918	Maintain the arrangements of records	2	3	23
D/600/6773	Sort mail	2	5	26
H/600/6774	Deliver mail	2	6	28
F/600/6765	Collect mail	2	5	27
R/601/9469	Provide professional customer service to passengers with additional needs on a bus or coach	2	4	19
L/602/4881	Move and transport individuals with special requirements who use community transport vehicles	3	4	31
L/602/4878	Drive community transport safely and efficiently	3	4	30

T/502/2287	Deep cleaning of internal equipment surfaces and areas	2	4	32
K/601/7923	Receive goods in logistics operations	2	3	15
J/601/7931	Assemble orders for dispatch in logistics operations	2	3	12
L/501/6737	The principles of infection prevention and control	2	3	30
H/501/7103	Causes and spread of infection	2	2	20
R/501/6738	Cleaning, decontamination and waste management	2	2	20
D/504/6101	First Aid Essentials	2	1	10

Barred units

Unit ref	Barred against
K/502/3680 Service improvement in the health sector	Y/502/3674 Maintaining quality standards in the health sector

Equivalence Exceptions

Description	Source Unit
Equivalent unit: T/502/3651 Communication skills for working in the health sector	Introduction to communication in health, social care or children's and young people's settings (F/601/5465)
Equivalent unit: T/502/3665 Equality and diversity in the health sector	Introduction to equality and inclusion in health, social care or children's and young people's settings (R/601/5471)

Title:	L/601/5470 Introduction to personal development in health, social care or children's and young people's settings
Level:	2
Credit value:	3
GLH:	23
Learning outcome 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 role 1.2 Identify standards that influence the way the role is carried out 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work
2. Be able to reflect on own work activities	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice 2.2 Assess how well own knowledge, skills and understanding meet standards 2.3 Demonstrate the ability to reflect on work activities
3. Be able to agree a personal development plan	3.1 Identify sources of support for own learning and development 3.2 Describe the process for agreeing a personal development plan and who should be involved 3.3 Contribute to drawing up own personal development plan
4. Be able to develop own knowledge, skills and understanding	4.1 Show how a learning activity has improved own knowledge, skills and understanding 4.2 Show how reflecting on a situation has improved own knowledge, skills and understanding 4.3 Show how feedback from others has developed own knowledge, skills and understanding

	4.4 Show how to record progress in relation to personal development
<p>Additional information about this unit</p> <p>Standards may include:</p> <ul style="list-style-type: none"> • Codes of practice • Minimum standards • Regulations • National Occupational Standards <p>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.</p> <p>Sources of support may include:</p> <ul style="list-style-type: none"> • Formal support • Supervision • Within the organisation • Informal support • Appraisal • Beyond the organisation <p>Who should be involved may include:</p> <ul style="list-style-type: none"> • The individual • Advocates • Other professional's • Carers • Supervisor, line manager or employer 	
Unit aim (s)	The aim of the unit is to introduce the concepts of personal development and reflective practice which are fundamental to healthcare support roles, and ways to implement these.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	CCLD 204 GEN 12 GEN 13 HSC 23 Themes recur as knowledge requirements, performance criteria and core values throughout HSC and CCLD NOS

Title:	F/601/5465 Introduction to communication in health, social care or children's and young people's settings
Level:	2
Credit value:	3
GLH:	23
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand why communication is important in the work setting	1.1 Identify different reasons why people communicate 1.2 Explain how effective communication affects all aspects of own work 1.3 Explain why it is important to observe an individual's reactions when communicating with them
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and preferences 2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences 2.3 Show how and when to seek advice about communication
3. Be able to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Demonstrate how to reduce barriers to communication in different ways 3.3 Demonstrate ways to check that communication has been understood 3.4 Identify sources of information and support or services to enable more effective communication
4. Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term 'confidentiality' 4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working 4.3 Describe situations where information normally considered to be confidential might need to be passed on 4.4 Explain how and when to seek advice about confidentiality

Additional information about this unit

Standards may include:

- Codes of practice
- Minimum standards
- Regulations
- National Occupational Standards

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Sources of support may include:

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

Who should be involved may include:

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

Unit aim (s)	The aim of the unit is to introduce the concepts of personal development and reflective practice which are fundamental to healthcare support roles, and ways to implement these.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	CCLD 204 GEN 12 GEN 13 HSC 23 Themes recur as knowledge requirements, performance criteria and core values throughout HSC and CCLD NOS

Title:	F/601/5465 Introduction to communication in health, social care or children's and young people's settings
Level:	2
Credit Value:	3
GLH:	23
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand why communication is important in the work setting	1.1 Identify different reasons why people communicate 1.2 Explain how effective communication affects all aspects of own work 1.3 Explain why it is important to observe an individual's reactions when communicating with them
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual's communication and language needs, wishes and preferences 2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences 2.3 Show how and when to seek advice about communication
3. Be able to reduce barriers to communication	3.1 Identify barriers to communication 3.2 Demonstrate how to reduce barriers to communication in different ways 3.3 Demonstrate ways to check that communication has been understood 3.4 Identify sources of information and support or services to enable more effective communication
4. Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term 'confidentiality' 4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working 4.3 Describe situations where information normally considered to be confidential might need to be passed on 4.4 Explain how and when to seek advice about confidentiality

Additional information about this unit

Communication methods may include:

Non-verbal communication:

- Eye-contact
- Physical gestures
- Behaviour
- Touch
- Body language

Verbal communication:

- Vocabulary
- Pitch
- Linguistic tone

Technological aids

Preferences may be based on:

- Beliefs
- culture
- Values

Services may include:

- translation services
- speech and language services
- interpreting services
- Advocacy services

Agreed ways of working include policies and procedures where these exist

Unit aim (s)	The unit aim is to introduce the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Details of the relationship of the unit and relevant national occupational standards	CCLD 201 GEN 22 HSC 21 Themes recur as knowledge requirements and core values throughout HSC NOS

Title:	J/601/8576 The role of the health and social care worker
Level:	2
Credit Value:	2
GLH:	14
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand working relationships in health and social care	1.1 Explain how a working relationship is different from a personal relationship 1.2 Describe different working relationships in health and social 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 Implement agreed ways of working
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 Demonstrate how and when to access support and advice about: <ul style="list-style-type: none"> • partnership working • resolving conflicts
<p>Additional information about this unit</p> <p>Agreed ways of working include policies and procedures where these exist; they may be less formally documented with micro employers</p> <p>Others may include:</p> <ul style="list-style-type: none"> • Team members and colleagues • Individuals who require care or support • Other professionals • Families, friends, advocates or others who are important to individuals' 	

Unit aim (s)	The unit aims to provide 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 accordance with the Skills for Care and Development 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	HSC 23 HSC 227

Title:	R/601/8922 Contribute to health and safety in health and social care
Level:	2
Credit Value:	4
GLH:	33
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	<p>1.1 Identify legislation relating to general health and safety in a health or social care work setting</p> <p>1.2 Describe the main points of the health and safety policies and procedures agreed with the employer</p> <p>1.3 Outline the main health and safety responsibilities of:</p> <ul style="list-style-type: none"> • self • the employer or manager • others in the work setting <p>1.4 Identify tasks relating to health and safety that should not be carried out without special training</p> <p>1.5 Explain how to access additional support and information relating to health and safety</p>
2. Understand the use of risk assessments in relation to health and safety	<p>2.1 Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities</p> <p>2.2 Explain how and when to report potential health and safety risks that have been identified</p> <p>2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns</p>
3. Understand procedures for responding to accidents and sudden illness	<p>3.1 Describe different types of accidents and sudden illness that may occur in own work setting</p> <p>3.2 Outline the procedures to be followed if an accident or sudden illness should occur</p>
4. Be able to reduce the spread of infection	<p>4.1 Demonstrate the recommended method for hand washing</p>

	4.2 Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work
5. Be able to move and handle equipment and other objects safely	5.1 Identify legislation that relates to moving and handling 5.2 Explain principles for moving and handling equipment and other objects safely 5.3 Move and handle equipment or other objects safely
6. Know how to handle hazardous substances and materials	6.1 Identify hazardous substances and materials that may be found in the work setting 6.2 Describe safe practices for: <ul style="list-style-type: none"> • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances and materials
7. Understand how to promote fire safety in the work setting	7.1 Describe practices that prevent fires from: <ul style="list-style-type: none"> • starting • spreading 7.2 Outline emergency procedures to be followed in the event of a fire in the work setting 7.3 Explain the importance of maintaining clear evacuation routes at all times
8. Be able to implement security measures in the work setting	8.1 Use agreed ways of working for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> • Premises • Information 8.2 Implement 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 own stress	9.1 Identify common signs and indicators of stress 9.2 Identify circumstances that tend to trigger own stress 9.3 Describe ways to manage own stress

Additional information about this unit

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

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

Others may include:

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

Tasks that the learner should not carry out without special training may include those relating to:

- Use of equipment
- Medication
- Food handling and preparation
- First aid
- Health care procedures

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

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

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 carry out their work safely.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. Learning outcomes 4, 5, and 8 must be assessed in a real work environment
Details of the relationship of the unit and relevant national occupational standards	HSC 22 HSC 221 HSC 223 Content recurs throughout HSC NOS knowledge requirements.