



Level 2 Award in Healthcare and Social Care Support Skills

Qualification Specification

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Introduction

The Level 2 and Level 3 suite of Healthcare and Social Care Support Skills qualifications are aimed at individuals in a wide range of work environments where they are required to undertake a changing range or a limited number of Healthcare and Social Care tasks.

For example, workers in community or care home settings may be required to carry out a limited number of tasks, their job role may not enable them to meet the standards of a full Healthcare and Social Care Diploma but their industry requires them to be able to demonstrate their competence and skills.

ProQual Level 2 Award in Healthcare and Social Care Support Skills

ProQual Level 2 Certificate in Healthcare and Social Care Support

ProQual Level 2 Diploma in Healthcare and Social Care Support

ProQual Level 3 Award in Healthcare and Social Care Support

ProQual Level 3 Certificate in Healthcare and Social Care Support

ProQual Level 3 Diploma in Healthcare and Social Care Support

The awarding organisation for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for the qualification has been approved by the Welsh Government for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland. The qualification has been accredited onto the Regulated Qualifications Framework (RQF).

Qualification Profile

Qualification title	ProQual Level 2 Award Healthcare and Social Care Support Skills
Ofqual qualification number	600/6460/2
Level	Level 2
Total qualification time	80
Guided learning hours	50
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/09/12
Qualification end date	

Entry Requirements

There are no formal entry requirements for this qualification.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Structure

To achieve the qualification candidates must achieve **6 credits** from any combination of units.

Mandatory Units				
Unit Reference Number	Unit Title	Unit Level	Credit Value	GLH
A/601/8140	Implement person centred approaches in health and social care	2	5	33
A/601/8574	Principles of safeguarding and protection in health and social care	2	3	26
A/601/9420	Assist in the administration of medication	2	4	25
A/602/3094	Carry out personal hygiene for individuals unable to care for themselves	2	3	23
A/602/3127	Support individuals with speech and language disorders to develop their communication skills	2	4	28
A/602/3970	Perform the non-scrubbed circulating role for perioperative procedures	2	3	23
A/602/4035	Minimise the risk of infection when transporting and storing healthcare waste	2	3	20
D/600/9379	Assist in the issuing of prescribed items	2	3	15
D/601/3433	Assist in the manufacture and assembly of medicinal products	2	7	20
D/601/3450	Assist in the preparation of documentation, materials and other items for manufacture and assembly of medicinal products	2	10	40
D/601/8017	Support individuals to carry out their own health care procedures	2	2	15
D/601/9023	Provide support for therapy sessions	2	2	14
D/602/4092	Contribute to the discharge of individuals to carers	2	2	14
F/600/2036	Paediatric Emergency First Aid	2	1	10
F/601/5465	Introduction to communication in health, social care or children's and young people's settings	2	3	23
F/601/8060	Support individuals to meet personal care needs	2	2	16
F/602/3923	Contribute to the safe use of medical devices in the perioperative environment	2	4	29
H/501/7103	Causes and Spread of Infection	2	2	20

H/601/3448	Prepare documentation, materials, components and other items for the preparation of aseptic products	2	6	10
H/601/5474	Introduction to duty of care in health, social care or children's and young people's settings	2	1	9
H/601/9024	Provide support for mobility	2	2	14
H/602/4188	Assist others to plan presentations	2	2	16
J/600/9375	Order Routine Pharmaceutical Stock	2	3	11
J/601/2874	Dementia Awareness	2	2	17
J/601/8027	Move and position individuals in accordance with their plan of care	2	4	26
J/601/8058	Support individuals to manage continence	2	3	19
J/601/8142	Handle information in health and social care settings	2	1	10
J/601/8576	The role of the health and social care worker	2	2	14
J/601/8853	Obtain and test specimens from individuals	2	2	12
J/602/3096	Prepare individuals for healthcare activities	2	3	17
J/602/3129	Assist in planning and evaluating learning activities	2	3	22
J/602/3924	Assist the practitioner to carry out health care activities	2	2	13
J/602/4040	Minimise the risk of infection during the removal of used linen	2	2	15
J/602/4071	Inform an individual of discharge arrangements	2	2	13
K/601/5315	Understand the context of supporting individuals with learning disabilities	2	4	35
K/602/1034	Select and wear appropriate personal protective equipment for work in health care settings	2	2	15
K/602/3883	Monitor and maintain the environment and resources during and after clinical / therapeutic activities	2	3	20
K/602/3947	Prepare and dress for scrubbed clinical roles	2	4	28
K/602/3995	Care for individuals with naso-gastric tubes	2	3	20
L/501/6737	The principles of Infection Prevention and Control	2	3	30
L/601/3394	Assist with the provision of a pharmacy service to meet individuals' needs	2	3	10
L/601/3430	Contribute to the effectiveness of teams	2	3	5
L/601/5470	Introduction to personal development in health, social care or children's and young people's settings	2	3	23
L/601/8143	Support individuals who are distressed	2	3	21
L/601/8725	Support individuals undergoing healthcare activities	2	3	22
L/602/3939	Prepare equipment for intraoperative cell salvage blood processing	2	4	26
L/602/3942	Assist in receiving, handling and dispatching clinical specimens	2	2	17
M/600/9371	Assist in the sale of medicines and products	2	8	50
M/600/9385	Receive Pharmaceutical Stock	3	3	9
M/601/3436	Prepare aseptic products	2	10	40
M/602/3965	Prepare and apply dressings and drains to individuals in the perioperative environment	2	2	18
R/501/3774	Planning and Monitoring Work	2	2	8
R/501/6738	Cleaning, Decontamination and Waste Management	2	2	20
R/600/9413	Ensure your own Actions Reduce risks to Health and Safety	2	2	8

R/601/5471	Introduction to equality and inclusion in health, social care or children's and young people's settings	2	2	20
R/601/8063	Provide agreed support for foot care	2	3	23
R/601/8922	Contribute to health and safety in health and social care	2	4	33
T/601/8637	Support independence in the tasks of daily living	2	5	33
T/602/3952	Prepare equipment for intraoperative cell salvage blood collection	2	2	17
Y/502/3674	Maintaining quality standards in the health sector	2	1	8
Y/600/1250	Emergency First Aid Skills	2	1	10
Y/601/3432	Assemble prescribed items	2	3	15
Y/601/8632	Support participation in learning and development activities	2	3	23
Y/601/9490	Provide support for sleep	2	2	13
Y/602/3538	Remove wound closure materials	2	3	24
M/601/8054	Support individuals to eat and drink	2	2	15
T/601/8721	Undertake agreed pressure area care	2	4	30
T/601/9450	Meet food safety requirements when providing food and drink for individuals	2	2	15
M/505/1982	Understand loss and grief in end of life care	2	3	22
H/506/5507	Understand how to work in end of life care	2	3	28

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved, please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff

Staff delivering this qualification must be appropriately qualified and occupationally competent.

Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal quality assurance verifier who are suitably qualified for the specific occupational area. Assessors and internal quality assurance verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Assessment

Candidates must demonstrate the level of knowledge described in the units. Assessment is the process of measuring a candidate's knowledge and understanding against the standards set in the qualification.

Each candidate is required to produce evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- assignments/projects/reports
- worksheets
- portfolio of evidence
- record of oral and/or written questioning
- candidate test papers

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria for this qualification can be found from page 10.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who achieve the required credits for qualifications will be awarded:

- A certificate listing the unit achieved with its related credit value, and
- A certificate giving the full qualification title -

ProQual Level 2 Award in Healthcare and Social Care Support Skills

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the required number of credits for a qualification. All certificates will be issued to the centre for successful candidates.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Learning Outcomes and Assessment Criteria

Unit A/601/8140

Implement person centred approaches in health and social care

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand person centred approaches for care and support	1.1 Define person-centred values 1.2 Explain why it is important to work in a way that embeds person centred values 1.3 Explain why risk-taking can be part of a person centred approach 1.4 Explain how using an individual's care plan contributes to working in a person centred way
2 Be able to work in a person-centred way.	2.1 Find out the history, preferences, wishes and needs of the individual 2.2 Apply person centred values in day to day work taking into account the history, preferences, wishes and needs of the individual
3 Be able to establish consent when providing care or support	3.1 Explain the importance of establishing consent when providing care or support 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 encourage active participation	4.1 Describe how active participation benefits an individual 4.2 Identify possible barriers to active participation 4.3 Demonstrate ways to reduce the barriers and encourage 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 agreed risk assessment processes to support the right to make choices 5.3 Explain why a worker's personal views should not influence an individual's choices

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| | 5.4 | Describe how to support an individual to question or challenge decisions concerning them that are made by others |
| 6 | 6.1 | Explain how individual identity and self-esteem are linked with well-being |
| | 6.2 | Describe attitudes and approaches that are likely to promote an individual's well-being |
| | 6.3 | Support an individual in a way that promotes a sense of identity and self esteem |
| | 6.4 | Demonstrate ways to contribute to an environment that promotes well-being |

Unit A/601/8574

Principles of safeguarding and protection in health and social care

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know how to recognise signs of abuse.	1.1 Define the following types of abuse: <ul style="list-style-type: none">• Physical abuse• Sexual abuse• Emotional/psychological abuse• Financial abuse• Institutional abuse• Self neglect• Neglect by others 1.2 Identify the signs and/or symptoms associated with each type of abuse.
2 Know how to respond to suspected or alleged abuse.	1.3 Describe factors that may contribute to an individual being more vulnerable to abuse.
3 Understand the national and local context of safeguarding and protection from abuse.	2.1 Explain the actions to take if there are suspicions that an individual is being abused.
4 Understand ways to reduce the likelihood of abuse.	2.2 Explain the actions to take if an individual alleges that they are being abused.
3 Understand the national and local context of safeguarding and protection from abuse.	2.3 Identify ways to ensure that evidence of abuse is preserved.
3 Understand the national and local context of safeguarding and protection from abuse.	3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse.
3 Understand the national and local context of safeguarding and protection from abuse.	3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
3 Understand the national and local context of safeguarding and protection from abuse.	3.3 Identify reports into serious failures to protect individuals from abuse.
3 Understand the national and local context of safeguarding and protection from abuse.	3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.
4 Understand ways to reduce the likelihood of abuse.	4.1 Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none">• working with person centred values

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- encouraging active participation
 - promoting choice and rights
- 4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse.
- 5 Know how to recognise and report unsafe practices.
- 5.1 Describe unsafe practices that may affect the well-being of individuals.
- 5.2 Explain the actions to take if unsafe practices have been identified.
- 5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

Unit A/601/9420

Assist in the administration of medication

Learning Outcome - The learner will:	Assessment Criterion - 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 types, 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

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	administration record and consistent with the prescriber's advice
4 Understand the requirements and procedures for ensuring patient 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 kinds of adverse effects that may occur and the appropriate action to take

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| | 6.6 | Check and confirm that the individual actually takes the medication and does not pass medication to others |
| 7 | 7.1 | Be able to contribute to the management of medications and administration records
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 appropriate action to obtain new stocks when required |

Unit A/602/3094

Carry out personal hygiene for individuals unable to care for themselves

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know about safety measures specific to undertaking personal hygiene for individuals	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking personal care for individuals Explain the importance of maintaining compliance with health and safety guidance at all times Explain the importance of using aseptic techniques which follow local guidelines and procedures
2 Know the anatomy and physiology of the skin, nose, mouth, eyes and ears.	2.1 Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears relevant to cleansing these areas
3 Be able to prepare to undertake personal hygiene activities for individuals	3.1 Confirm the individual's identity and gain valid consent Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual Explain why resources should be identified and prepared before commencing the procedure Confirm all equipment and materials to be used are appropriate and fit for purpose as outlined in the care plan Explain the importance of following the Care Plan and the potential consequences of failing to do so
4 Be able to undertake personal hygiene activities for individuals	4.1 Implement health and safety measures relevant to the procedure and the environment Apply standard precautions for infection control Carry out personal hygiene activities in accordance with the Care Plan Ensure that the individual's privacy and dignity is maintained at all times Observe the individual while providing support and reassurance and addressing any concerns

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

5 Be able to record and report the outcome of the activity

Describe potential adverse reactions to personal hygiene activities and how these should be dealt with and reported

5.1 Record the outcome of activity in line with local policy

Report the outcomes of the activity to a member of the care team in line with local policy

Unit A/602/3127

Support individuals with speech and language disorders to develop their communication skills

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with speech and language disorders to develop their communication skills	1.1 Identify key legislation, national guidelines, policies, protocols and good practice related to supporting individuals with speech and language disorders to develop their communication skills 1.2 Outline own responsibilities and accountability in relation to providing support to individuals with speech and language disorders to develop their communication skills
2 Know the factors affecting individual's ability to communicate	2.1 Outline how speech sounds are produced 2.2 Describe the factors which influence the stages of language development 2.3 Outline how common speech and language disorders can affect an individual's ability to communicate and learn 2.4 Outline the effect that developmental delay and acquired disorders can have upon an individual's communication 2.5 Describe the effects of unusual patterns of interaction, psychological changes, stress and distress on communication and social interaction
3 Understand how therapeutic programmes and activities are used to support and enhance communication	3.1 Identify factors which affect attention span, memory and the ability to learn for different client groups needing speech and language therapy 3.2 Explain the nature and purpose of different therapeutic activities

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>3.3 Explain how therapeutic activities can be adapted for use within the boundaries of a specified therapy programme</p> <p>3.4 Explain the meaning and uses of augmentative sign and symbol systems for communication disorders and social interaction</p>
<p>4 Be able to prepare to support individuals with speech and language disorders during agreed therapeutic activities</p>	<p>4.1 Provide a model for the individual in terms of verbal and non-verbal communication</p> <p>4.2 Gain valid consent from the individual, or a third party where the individual is not in a position to provide this consent independently</p> <p>4.3 Explain and agree the therapeutic activities with the individual, taking appropriate action if this is not possible</p>
<p>5 Be able to support the implementation of agreed therapeutic programmes and activities to help individuals with speech and language disorders to develop their communication skills</p>	<p>5.1 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</p> <p>5.2 Use motivators and provide levels of stimulation that are appropriate to the age and communication ability of the individual</p> <p>5.3 Provide the individual with sufficient time, opportunity and encouragement to practise existing and newly developed skills</p> <p>5.4 Provide encouragement to the individual to promote their own communication skills by taking advantage of opportunities to integrate skills and</p>

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

implement the programme into their normal daily activities

- 5.5 Provide support to relevant others to enable them to develop skills which they can use with the individual in a functional setting
- 5.6 Provide feedback to the individual's care team to support future planning of the individual's care
- 5.7 Record outcomes of the programme activities, taking any necessary action in response to factors which indicate adverse reaction to the programme

Unit A/602/3970

Perform the non-scrubbed circulating role for perioperative procedures

Learning Outcome - The learner will:	Assessment Criterion - 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 Explain 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 regarding the correct handling of contaminated items 1.3 Describe how to avoid compromising the sterile field 1.4 Explain the procedures required when there is a breakdown in the sterile field 1.5 Explain 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 Outline the purpose and function of medical devices used for surgical interventions 2.2 Identify the potential hazards of medical devices 2.3 Outline the suitability of different types of surgical instrumentation for different procedures 2.4 Outline the action to take if problems are identified with medical devices 2.5 Identify the equipment to be used for weighing swabs and counting instruments
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 Implement health and safety measures relevant to the procedure and environment

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

- 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
- 3.8 Explain the actions to be taken when there is a problem with an item and the potential consequences of not following procedures

Unit A/602/4035

Minimise the risk of infection when transporting and storing healthcare waste

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand national and local policy and protocol relating to minimising the risk of spreading infection	1.1 Describe own role and responsibilities in relation to: <ul style="list-style-type: none">• Standard infection control precautions• Health and safety regulations• Regulations covering hazardous waste 1.2 Identify how following infection control procedures can help break the chain of infection
2 Know how to transport and store waste containers in line with national and local policy and protocol	2.1 Describe different types of waste 2.2 Explain why waste containers or colour-coded bags should be used in relation to each type of waste 2.3 Describe the uses for the waste containers or colour-coded bags 2.4 Describe the action to take in the following circumstances: <ul style="list-style-type: none">• Exposure of self or others to potentially infectious waste• Problems with the facilities and supplies for hand hygiene
3 Be able to handle and transport waste containers safely	3.1 Use personal protective clothing in line with local policy and protocol 3.2 Assess containers prior to removal to ensure they are: <ul style="list-style-type: none">• Securely sealed• Sufficiently full• Correctly documented• Colour-coded• Tagged using recognised codes 3.3 Handle and transport different types of waste containers in a way that <ul style="list-style-type: none">• Avoids contamination or injury to self

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<ul style="list-style-type: none"> • Minimises risks of breakage or tearing • Complies with approved moving and handling guidelines
4	<p>3.4 Transport waste containers to a designated storage area</p> <p>3.5 Demonstrate how to use equipment specifically designed for transporting waste if required</p>
4	<p>4.1 Segregate waste according to local policy and protocol</p> <p>4.2 Place waste containers in position for storage within a segregated, lockable area and in line with local policy and protocol</p>
5	<p>5.1 Explain how and when any spillages should be safely cleaned and removed</p> <p>5.2 Clean equipment after use</p> <p>5.3 Remove and dispose of any personal protective equipment used</p> <p>5.4 Carry out hand hygiene following handling of waste</p> <p>5.5 Describe how to report adverse events, incidents or accidents</p>

Unit D/600/9379

Assist in the issuing of prescribed items

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	be able to confirm the identity of the individual	1.1	confirm the individual's identity correctly matches the prescription
		1.2	maintain the confidentiality of the individual at all times
2	be able to identify whether the individual is taking other medication	2.1	Establish whether the individual has previously used this medication or product
		2.2	Establish whether the individual is taking other medication, either prescribed or non-prescribed
		2.3	Refer the individual to an appropriate person if needed
3	be able to issue prescribed items	3.1	Confirm the medicine or product matches the prescription
		3.2	Correctly issue the medicine or product
		3.3	Provide all relevant devices or sundry items
		3.4	Apply knowledge of how to deal with individuals with special needs
		3.5	Provide information on storage and maintenance of prescribed items
4	be able to operate within the limitations of the job role at all times	4.1	Confirm that issuing the prescribed items is within the limit of own responsibility
		4.2	Identify when the individual needs further advice or information

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

5 be able to comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards

4.3 Refer the individual to an appropriate person in a polite and courteous manner, passing on all the relevant information

5.1 Demonstrate working in accordance with the Standard Operating Procedures at all time

5.2 Complete all relevant records in accordance with SOP

5.3 Demonstrate compliance with legal, professional and organisational requirements, guidelines and confidentiality at all times

Unit D/601/3433

Assist in the manufacture and assembly of medicinal products

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Prepare the environment, equipment, ingredients and self, prior to assembly or manufacture of medicinal products	1.1 Confirm that the correct worksheet, labels, raw materials, equipment and consumables are available and ready for use Put on the appropriate protective clothing Follow the correct gowning procedure Assist with cleaning and preparing the environmental area Use the correct materials for cleaning of the environmental areas.
2 Assist with the preparation and processing medicinal products	2.1 Assist with preparation of products in accordance with the batch sheet using the correct process and equipment Undertake all process checks at the relevant stages Take quality samples as appropriate Pack and label product Select and label secondary packaging Assist with the completion of all necessary reconciliation calculations for the product and labels Complete all documentation accurately Quarantine product following the final check by the appropriate person.
3 Complete the assembly and manufacturing process of medicinal products	3.1 Ensure that all equipment is dismantled, cleaned and decontaminated Store or dispose of equipment correctly Store or dispose of waste correctly Clean and decontaminate all environmental areas using the correct cleaning material.
4 Operate within the limitations of the job role	4.1 Report any defects to an appropriate person Report any out of specification results/unusual events in accordance with standard operating procedures (SOPs)

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

		Take appropriate action following an unusual event, within the limits of your authority.
5	Comply with standard operating procedures, health and safety and environmental monitoring policies	<p>5.1 Work in accordance with SOPs</p> <p>Work according to health and safety and COSHH procedures and within own limits of responsibility</p> <p>Assist in undertaking relevant environmental monitoring checking that the parameters, where appropriate, are within the set limits:</p> <ul style="list-style-type: none">• Prior to preparation• During preparation• Following completion of preparation <p>Inform the appropriate person if the environmental parameters are outside the set limits.</p>

Unit D/601/3450

Assist in the preparation of documentation, materials and other items for manufacture and assembly of medicinal products

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Follow health and safety procedures in the work place	1.1	Demonstrate an ability to work within standard operating procedures (SOPs) Explain the importance of following health and safety procedures Demonstrate an understanding of COSHH procedures.
2	Assist in the preparation of the work area	2.1	Ensure that appropriate clothing is worn at all times Identify different sources of contamination Deal with different sources of contamination appropriately Clean environmental areas using correct materials Monitor and record environmental parameters.
3	Assist in the preparation and completion of the documentation and labels for the product	3.1	Confirm that they have the correct worksheet and labels for product Confirm the batch number and expiry date for product Make clear and accurate entries on documentation.
4	Select and prepare raw materials for the preparation of the product	4.1	Select correct materials, consumables and equipment in sufficient quantities to prepare the product Confirm materials are fit for purpose Ensure that first check is carried out by an appropriate person Prepare raw materials, consumables and equipment for transfer to work area Transfer materials to work area.
5	Work within the limitations of the job role	5.1	Demonstrate how to work within limits of own responsibility Identify when to refer to an appropriate person.

Unit D/601/8017

Support individuals to carry out their own health care procedures

Learning Outcome - The learner will:	Assessment Criterion - 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 Support the individual's understanding about correct techniques for procedures 2.5 Check the individual's understanding about 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

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- | | | | |
|---|---|-----|--|
| 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 |

Unit D/601/9023

Provide support for therapy sessions

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the benefits of therapy sessions	1.1	Identify different types of therapy sessions in which an individual may participate
		1.2	Describe how therapy sessions can benefit an individual
2	Be able to prepare for therapy sessions	2.1	Establish own responsibilities in preparing for a therapy session
		2.2	Identify with the individual their preferences and requirements for the therapy session
		2.3	Follow instructions to prepare the environment, materials, equipment and self for the session
3	Be able to provide support in therapy sessions	3.1	Provide support during a therapy session that takes account of: <ul style="list-style-type: none"> • the therapist's directions • the individual's preferences and requirements
		3.2	Promote the active participation of the individual during the session
		3.3	Describe ways to overcome fears or concerns an individual may have about a therapy session
4	Be able to observe and record therapy sessions	4.1	Agree what observations need to be carried out during therapy sessions
		4.2	Agree how observations will be recorded
		4.3	Carry out agreed observations
		4.4	Record agreed observations as required
5	Be able to contribute to the review of therapy sessions	5.1	Contribute to a review of therapy sessions to identify issues and progress
		5.2	Contribute to agreeing changes to therapy sessions with the individual and others

Unit D/602/4092

Contribute to the discharge of individuals to carers

Learning Outcome - The learner will:	Assessment Criterion - 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 personal beliefs and preferences of the individual 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 and escorts for an individual 3.2 Explain the procedures for arranging transport and escorts in line with local policy 3.3 Make arrangements for transport and escort in line with local procedures 3.4 Advise the receiving carer of the individual's discharge and transmit information in line with local procedures 3.5 Check and ensure that discharge records are updated in line with local procedures and within own role and responsibilities

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 3.6 Maintain confidentiality in accordance with national/local policies and procedures

Unit F/600/2036

Paediatric Emergency First Aid

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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|---|---|-----|---|
| 1 | Understand the role of the paediatric first aider | 1.1 | Identify the responsibilities of a paediatric first aider |
| | | 1.2 | Describe how to minimise the risk of infection to self and others |
| | | 1.3 | Describe suitable first aid equipment, including personal protection, and how it is used appropriately |
| | | 1.4 | Identify what information needs to be included in an accident report/incident record, and how to record it. |
| | | 1.5 | Define an infant and a child for the purposes of first aid treatment |
| 2 | Be able to assess an emergency situation and act safely and effectively | 2.1 | Demonstrate how to conduct a scene survey |
| | | 2.2 | Demonstrate how to conduct a primary survey on an infant and a child |
| | | 2.3 | Identify when and how to call for help |
| 3 | Be able to provide first aid for an infant and a child who is unresponsive and breathing normally | 3.1 | Demonstrate how to place an infant and a child into the appropriate recovery position |
| | | 3.2 | Describe how to continually assess and monitor an infant and a child whilst in your care |

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>4 Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally</p>	<p>4.1 Identify when to administer CPR to an unresponsive infant and an unresponsive child who is not breathing normally</p> <p>4.2 Demonstrate how to administer CPR using an infant and a child manikin</p> <p>4.3 Describe how to deal with an infant and a child who is experiencing a seizure</p>
<p>5 Be able to provide first aid for an infant and a child who has a foreign body airway obstruction</p>	<p>5.1 Differentiate between a mild and a severe airway obstruction</p> <p>5.2 Demonstrate how to treat an infant and a child who is choking</p> <p>5.3 Describe the procedure to be followed after administering the treatment for choking</p>
<p>6 Be able to provide first aid to an infant and a child who is wounded and bleeding</p>	<p>6.1 Describe common types of wounds</p> <p>6.2 Describe the types and severity of bleeding and the affect that it has on an infant and a child</p> <p>6.3 Demonstrate the safe and effective management for the control of minor and major external bleeding</p> <p>6.4 Describe how to administer first aid for minor injuries</p>
<p>7 Know how to provide first aid to an infant and a child who is suffering from shock</p>	<p>7.1 Describe how to recognise and manage an infant and a child who is suffering from shock</p> <p>7.2 Describe how to recognise and manage an infant and a child who is suffering from anaphylactic shock</p>

Unit F/601/5465

Introduction to communication in health, social care or children's and young people's settings

Learning Outcome - The learner will:		Assessment Criterion - 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

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 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

Unit F/601/8060

Support individuals to meet personal care needs

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to work with individuals to identify their needs and preferences in relation to personal care	1.1 Encourage an 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 safely	2.1 Support the individual to understand the reasons for hygiene and safety precautions
	2.2 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection
	2.3 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care
	2.4 Describe ways to ensure the individual can summon help when alone during personal care
	2.5 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 individual to make themselves clean and tidy after using toilet facilities
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,

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
5 Be able to support individuals to manage their personal appearance	respect dignity and promote active participation 5.1 Provide support to enable 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

Unit F/602/3923

Contribute to the safe use of medical devices in the perioperative environment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the importance of following health and safety requirements when using medical devices in the perioperative environment	1.1 Outline 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 Outline how to sort and dispose of equipment, instruments, soft packs 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 Implement health and safety measures relevant to handling medical devices
	2.3 Check equipment, instruments and soft pack items for signs of damage, returning those unsuitable for use to the appropriate location and completing the appropriate documentation
	2.4 Use packs in strict rotation and store them in the agreed location
	2.5 Report shortages of supplies to the appropriate member of the team and record these actions

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>3 Be able to check the integrity of instrument trays</p>	<p>3.1 Check instrument trays before and after use to confirm they contain the specified items, recording and reporting any missing items to the appropriate team member</p> <p>3.2 Locate and replace any missing items and record and report to the appropriate team member</p> <p>3.3 Identify, report and record any faulty equipment, instruments or soft pack items to the appropriate team member</p>
<p>4 Be able to dispose of used items and equipment safely</p>	<p>4.1 Dispose of single use equipment in line with local policies and protocols</p> <p>4.2 Collect, sort and store items for decontamination and sterilisation, in accordance with local policies and protocols</p> <p>4.3 Collect empty pack containers, trays and used medical devices and place in the appropriate location for collection</p>

Unit H/501/7103 Causes and Spread of Infection

Learning Outcome - The learner will:	Assessment Criterion - 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
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

Unit H/601/3448

Prepare documentation, materials, components and other items for the preparation of aseptic products

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Prepare, monitor and maintain suitable working environments	1.1 Select and wear appropriate clothing Clean the appropriate environmental areas using the correct equipment and materials Keep the environmental work area clean and tidy Monitor relevant environmental parameters and ensure that where appropriate they are within set limits Apply knowledge of sources of contamination to ensure delivery of a quality product.
2 Complete documentation accurately	2.1 Generate worksheets according to local guidelines and protocols Select and confirm the correct worksheet for the product, completing any calculations as appropriate Allocate the batch number and expiry date for the product Make clear and accurate entries on all the relevant documentation.
3 Prepare starting materials for the preparation of aseptic products	3.1 Generate complete, accurate and legible labels Ensure that all labels produced are accounted for Select the correct starting materials and consumables, for the product, recording the relevant information on the worksheet Confirm the starting materials and consumables are fit for purpose Disinfect the starting materials and consumables for transfer to the clean room.
4 Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	4.1 Work within relevant standard operating procedures including the relevant health and safety and COSHH procedures Work using the correct prescription or order.

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

5 Operate within the limitations of the job role

5.1 Work within limits of own authority
Report any problems outside own area of responsibility to an appropriate person
Apply knowledge of industry, professional codes of practice and ethical standards within their job roles to the delivery of products and services.

Unit H/601/5474

Introduction to duty of care in health, social care or children's and young people's settings

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the implications of duty of care	1.1	Define the term 'duty of care'
		1.2	Describe how the duty of care affects own work role
2	Understand support available for addressing dilemmas that may arise about duty of care	2.1	Describe dilemmas that may arise between the duty of care and an individual's rights
		2.2	Explain where to get additional support and advice about how to resolve such dilemmas
3	Know how to respond to complaints	3.1	Describe how to respond to complaints
		3.2	Identify the main points of agreed procedures for handling complaints

Unit H/601/9024

Provide support for mobility

Learning Outcome - The learner will:		Assessment Criterion - 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
		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 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	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	Observe an individual to monitor changes and responses during a mobility activity
		4.2	Record observations of mobility activity

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 4.3 Report on progress and/or problems relating to the mobility activity including:
- choice of activities
 - equipment
 - appliances
 - the support provided

Unit H/602/4188

Assist others to plan presentations

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Understand techniques and resources involved in planning presentations</p>	<p>1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in assisting others to plan presentations</p> <p>1.2 Explain the importance of developing aims and objectives for the presentation and how these impact on delivery</p> <p>1.3 Identify the range of materials and equipment which can be used in presentations</p> <p>1.4 Assess the appropriateness of using visual aids and e-technology within a presentation</p>
<p>2 Be able to assist others to plan presentations</p>	<p>2.1 Describe the process of planning a presentation</p> <p>2.2 Describe what is required to deliver a presentation</p> <p>2.3 Explain how to modify the plan to take account of changes to requirements</p> <p>2.4 Help others to identify the aims and objectives of the presentation</p> <p>2.5 Identify sources of information which could inform presentations in presenter's area of expertise</p> <p>2.6 Work with others to identify the background information needed in the presentation</p> <p>2.7 Work with others to gather resources for the presentations</p> <p>2.8 Assist others to prepare and organise equipment, materials and the venue</p> <p>2.9 Explain the importance of seeking advice and assistance on issues beyond own competence</p>

Unit J/600/9375

Order Routine Pharmaceutical Stock

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to accurately order stock	1.1	Accurately identify pharmaceutical stock requirements
		1.2	Place an order for identified stock
		1.3	Confirm order is correct
		1.4	Apply knowledge of the difference between branded and generic drugs
2	Be able to process orders	2.1	Request checks on orders when required
		2.2	Correctly process orders
		2.3	Report any problems to the appropriate person
3	Be able to complete the ordering process	3.1	Maintain all documentation appropriately
		3.2	Check the progress of outstanding orders
4	Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	4.1	Demonstrate working in accordance with the Standard Operating Procedures at all times
		4.2	Explain the importance of following SOPs, when ordering stock
		4.3	Demonstrate compliance with legal, professional and organisational requirements, guidelines and confidentiality at all times
5	Operate within the limitations of the job role	5.1	Explain the limits of own authority
		5.2	Report any problems to the appropriate person

Unit J/601/2874 Dementia Awareness

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand what dementia is	1.1	Explain what is meant by the term 'dementia'
		1.2	Describe the key functions of the brain that are affected by dementia
		1.3	Explain why depression, delirium and age related memory impairment may be mistaken for dementia
2	Understand key features of the theoretical models of dementia	2.1	Outline the medical model of dementia
		2.2	Outline the social model of dementia
		2.3	Explain why dementia should be viewed as a disability
3	Know the most common types of dementia and their causes	3.1	List the most common causes of dementia
		3.2	Describe the likely signs and symptoms of the most common causes of dementia
		3.3	Outline the risk factors for the most common causes of dementia
		3.4	Identify prevalence rates for different types of dementia
4	Understand factors relating to an individual's experience of dementia	4.1	Describe how different individuals may experience living with dementia depending on age, type of dementia, and level of ability and disability
		4.2	Outline the impact that the attitudes and behaviours of others may have on an individual with dementia

Unit J/601/8027

Move and position individuals in accordance with their plan of care

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand anatomy and physiology in relation to moving and positioning individuals	1.1 Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals 1.2 Describe the impact of specific conditions on the correct movement and positioning of an individual
2 Understand legislation and agreed ways of working when moving and positioning individuals	2.1 Describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals 2.2 Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this
3 Be able to minimise risk before moving and positioning individuals	3.1 Access up-to-date copies of risk assessment documentation 3.2 Carry out preparatory checks using: <ul style="list-style-type: none">• the individual's care plan• the moving and handling risk assessment 3.3 Identify any immediate risks to the individual 3.4 Describe actions to take in relation to identified risks 3.5 Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment 3.6 Prepare the immediate environment ensuring <ul style="list-style-type: none">• adequate space for the move in agreement with all concerned• that potential hazards are removed 3.7 Apply standard precautions for infection prevention and control

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to prepare individuals before moving and positioning	4.1	Demonstrate effective communication with the individual to ensure that they <ul style="list-style-type: none"> • understand the details and reasons for the action/activity being undertaken • agree the level of support required
		4.2	Obtain valid consent for the planned activity
5	Be able to move and position an individual	5.1	Follow the care plan to ensure that the individual is positioned <ul style="list-style-type: none"> • using the agreed technique • in a way that will avoid causing undue pain or discomfort
		5.2	Demonstrate effective communication with any others involved in the manoeuvre
		5.3	Describe the aids and equipment that may be used for moving and positioning
		5.4	Use equipment to maintain the individual in the appropriate position
		5.5	Encourage the individual's active participation in the manoeuvre
		5.6	Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction
		5.7	Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due
6	Know when to seek advice from and/or involve others when moving and positioning an individual	6.1	Describe when advice and/or assistance should be sought to move or handle an individual safely
		6.2	Describe what sources of information are available about moving and positioning individuals

Unit J/601/8058

Support individuals to manage continence

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand factors that affect the management of continence	1.1 Explain how difficulties with continence can affect an individual's self-esteem, health and their day to day activities 1.2 List common causes of difficulties with continence 1.3 Explain how an individual's personal beliefs and values may affect the management of continence 1.4 Describe ways to protect an individual's privacy whilst managing continence
2 Be able to support individuals to manage their own continence	2.1 Encourage an individual to express preferences and concerns about continence needs 2.2 Support the individual to understand the effects of lifestyle on continence 2.3 Explain how and when to access additional guidance about support for 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 their preferred times and places for using continence equipment 3.3 Agree the level and type of support required for use of equipment 3.4 Support the individual to use continence equipment in ways that respect dignity and privacy and promote active participation
4 Be able to support continence safely	4.1 Identify risks that may arise while supporting continence 4.2 Encourage the individual to maintain personal hygiene whilst managing continence 4.3 Dispose of used equipment and soiled materials safely

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| | 4.4 | Ensure the environment is clean, tidy and accessible before and after use |
| | 4.5 | Use protective equipment, protective clothing and hygiene techniques to minimise risks |
| 5 | | Be able to monitor and report on support for managing continence |
| | 5.1 | Use agreed processes to monitor continence and support for managing continence |
| | 5.2 | Record and report on support for managing continence in agreed ways |

Unit J/601/8142

Handle information in health and social care settings

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the need for secure handling of information in health and social care settings	1.1 Identify the legislation that relates to the recording, storage and sharing of information in health and social care 1.2 Explain why it is important to have secure systems for recording and storing information in a health and social care setting
2 Know how to access support for handling information	2.1 Describe how to access guidance, information and advice about handling information 2.2 Explain what actions to take when there are concerns over the recording, storing or sharing of information
3 Be able to handle information in accordance with agreed ways of working	3.1 Keep records that are up to date, complete, accurate and legible 3.2 Follow agreed ways of working for: <ul style="list-style-type: none">• recording information• storing information• sharing information

Unit J/601/8576

The role of the health and social care worker

Learning Outcome - The learner will:	Assessment Criterion - 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

Unit J/601/8853

Obtain and test specimens from individuals

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the processes involved in obtaining and testing specimens from individuals.	1.1 Identify the different types of specimens that may be obtained. 1.2 Describe the tests and investigations that may be carried out upon the specimens. 1.3 Identify the correct equipment and materials used in the collection and transport of specimens.
2 Be able to prepare to obtain specimens from individuals.	2.1 Confirm the individual's identity and obtain valid consent. 2.2 Ensure the individual's privacy and dignity is maintained at all times. 2.3 Identify any aspects of the individual's ethnic and religious background which might affect the procedure. 2.4 Communicate with the individual in a medium appropriate to their needs and preferences. 2.5 Demonstrate that the required preparations have been completed, including materials and equipment.
3 Be able to obtain specimens from individuals.	3.1 Provide the correct container for the individual to be able to provide the specimen for themselves. 3.2 Collect the specimen where the individual cannot provide the specimen for themselves. 3.3 Describe possible problems in collecting specimens and how and when these should be reported. 3.4 Demonstrate the correct collection, labelling and storage of specimens.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	3.5 Complete and attach relevant documentation.
4 Be able to test specimens.	4.1 Demonstrate the appropriate tests for a range of specimens obtained. 4.2 Demonstrate appropriate health and safety measures relevant to the procedure and environment to include: <ul style="list-style-type: none"> • standard precautions for infection prevention and control • use of personal protective equipment.
5 Be able to report on the outcomes on the test of specimens.	5.1 Show the correct process for reporting and recording test results. 5.2 Describe the actions to be taken when the results are outside the normal range. 5.3 Communicate test results in accordance with agreed ways of working. 5.4 Describe why it is important to understand the implications the test results may have on the individual.
6 Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens.	6.1 Explain current legislation, national guidelines, organisational policies and protocols which affect working practice. 6.2 Identify the potential hazards and other consequences related to incorrect labelling of specimens.

Unit J/602/3096

Prepare individuals for healthcare activities

Learning Outcome - The learner will:	Assessment Criterion - 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 appropriate 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 Confirm the individual's identity and obtain valid consent 2.2 Maintain the individual's privacy and dignity at all times 2.3 Apply standard precautions for infection prevention and control 2.4 Confirm that the individual has complied with any pre-procedural instruction 2.5 Provide support and reassurance to the individual being sensitive to their personal beliefs and preferences 2.6 Respond to any questions the individual may have referring to others when required 2.7 Prepare the individual for the healthcare activity in accordance to the requirements of the activity ensuring: <ul style="list-style-type: none"> a) Optimal position of the individual b) Optimal position of medical equipment c) Secure storage of personal articles 2.8 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

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

- 3.2 Describe how to report any issues that arise to the appropriate person

Unit J/602/3129**Assist in planning and evaluating learning activities****Learning Outcome - The learner will:****Assessment Criterion - The learner can:**

- | | | | |
|---|---|-----|---|
| 1 | Know about current legislation, national guidelines, policies, protocols and good practice which inform planning and evaluating learning activities | 1.1 | 1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role |
| 2 | Understand adult learning styles | 2.1 | 1 Describe adult learning styles and how they inform planning and evaluating learning activities |
| 3 | Understand roles and responsibilities in planning, implementing and evaluating learning activities | 3.1 | 1 Identify the roles and responsibilities of self, and others in planning, implementing and evaluating learning activities

2 Identify own role and responsibilities in supporting individuals' learning

3 Describe own strengths, experience, expertise and areas for development in supporting different types of learning |
| 4 | Be able to assist in planning learning activities | 4.1 | 1 Work with the therapist to identify the learning styles and needs of an individual

2 Work with the therapist to clarify expected learning outcomes

3 Maintain working relationships with colleagues when dealing with any differences of opinions

4 Plan learning activities with the therapist offering constructive suggestions on ideas, options, improvements and any difficulties which could occur

5 Confirm own contribution to implementing the plan

6 Plan own time to meet responsibilities for implementing learning activities |

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	Be able to evaluate learning activities	5.1	1 Explore the strengths and areas for development of the learning activities, taking into account the context of the activity 2 Feedback on the success of the learning activities 3 Offer constructive suggestions for improving the learning activities

Unit J/602/3924
Assist the practitioner to carry out health care activities

Learning Outcome - The learner will:		Assessment Criterion - 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 when assisting with a range of specific healthcare activities
2	Be able to assist the practitioner in carrying out health care activities	2.1	Identify the information that may be needed by the practitioner prior to and during a range of specific activities
		2.2	Confirm the identity of the individual and confirm valid consent has been obtained
		2.3	Carry out tasks as required by the practitioner, the care plan and own scope of practice
		2.4	Communicate information to other team members while maintaining confidentiality
		2.5	Collaborate during activities that require close team work
		2.6	Make records as directed by the practitioner in line with national/local policy

Unit J/602/4040

Minimise the risk of infection during the removal of used linen

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the guidelines to be followed in relation to infection prevention and control	1.1 Outline own role and responsibilities in relation to: <ul style="list-style-type: none">• Standard infection control precautions.• Health and safety regulations• Regulations covering hazardous waste
	1.2 Explain how following infection control procedures can help break the chain of infection
	1.3 Identify the responsibilities of others in minimising the risks of spreading infection
2 Know how to remove linen for collection and disposal whilst minimising the risk of infection	2.1 Identify how to separate and bag different types of soiled linen
	2.2 Outline the requirements for safe disposal, of the following types of linen: <ul style="list-style-type: none">• Single-use• Single-patient use• Reusable
3 Be able to prepare to remove used linen in a way that minimises the risk of spreading infection	3.1 Apply standard precautions for infection control including hand hygiene
	3.2 Use personal protective clothing in line with local policy and protocol
	3.3 Assemble and position the equipment and supplies needed for removal of used linen, as close as possible to the point of use
	3.4 Communicate with patient, if present, to explain what you are planning to do
4 Be able to remove used linen while reducing the risk of infection	4.1 Remove linen in a way that: <ul style="list-style-type: none">• Maintains the patient's dignity and safety• Avoids shaking the linen• Avoids contact with clothing, the floor or other surfaces

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

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|---|-----|---|
| | 4.2 | Check that patient belongings, used sharps or other clinical equipment are not discarded with the linen |
| | 4.3 | Place linen in the designated receptacle |
| | 4.4 | Explain how linen contaminated with body fluids should be handled, bagged and prepared for collection |
| | 4.5 | Place filled bags in the designated area for collection |
| 5 | | Be able to minimise the risk of infection after removing used linen |
| | 5.1 | Check that the individual is comfortable before leaving |
| | 5.2 | Remove and dispose of personal protective equipment |
| | 5.3 | Carry out hand hygiene following procedure |
| | 5.4 | Check used linen is collected in line with local policy and protocol |

Unit J/602/4071

Inform an individual of discharge arrangements

Learning Outcome - The learner will:	Assessment Criterion - 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 general information an individual might need about discharge recovery
2 Be able to inform individuals of discharge arrangements	2.1 Obtain information and clarify with the practitioner the potential side effects of treatment to which the individual should be aware of on discharge 2.2 Obtain information and clarify with the practitioner any advice and information to be given to the individual 2.3 Gain any necessary authorisation prior to passing on discharge information to the individual 2.4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual 2.5 Confirm and clarify the individual's and/or relevant other's understanding of general and after care information 2.6 Maintain confidentiality throughout the procedure

Unit K/601/5315

Understand the context of supporting individuals with learning disabilities

Learning Outcome - The learner will:		Assessment Criterion - 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: a) where people live b) daytime activities c) employment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<ul style="list-style-type: none"> d) sexual relationships and parenthood e) the provision of healthcare
<p>4 Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families</p>	<p>4.1 Explain the meaning of the term 'social inclusion'</p> <p>4.2 Explain the meaning of the term advocacy</p> <p>4.3 Describe different types of advocacy</p> <p>4.4 Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities</p>
<p>5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers</p>	<p>5.1 Explain how attitudes are changing in relation to individuals with learning disabilities</p> <p>5.2 Give examples of positive and negative aspects of being labelled as having a learning disability</p> <p>5.3 Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers</p> <p>5.4 Explain the roles of external agencies and others in changing attitudes, policy and practice</p>
<p>6 Know how to promote communication with individuals with learning disabilities</p>	<p>6.1 Identify ways of adapting each of the following when communicating with individuals who have learning disabilities</p> <ul style="list-style-type: none"> a) verbal communication b) non-verbal communication <p>6.2 Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities</p>

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings

Unit K/602/1034

Select and wear appropriate personal protective equipment for work in health care settings

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand legislation, local policy and protocol in relation to dressing for work in a health care setting	1.1 Explain organisational policies and protocols in relation to preparing and dressing for work in health care settings 1.2 Explain standard precautions for infection prevention and control which affect own practice in preparing and 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 health care setting	2.1 Check 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 and the actions to take if this happens. 2.4 Remove and dispose of PPE in line with local policy and protocol to minimise cross infection 2.5 Confirm what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation 2.6 Confirm the importance of promptly reporting reduction in stocks of PPE

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 2.7 Confirm when synthetic non-powered un-sterile gloves and apron should be used

Unit K/602/3883

Monitor and maintain the environment and resources during and after clinical / therapeutic activities

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know the procedures for monitoring and maintaining the environment and resources	<p>1.1 Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability when monitoring and managing the environment and resources</p> <p>1.2 Identify the procedures relating to monitoring the environment during specific clinical/therapeutic activities in own work practice</p> <p>1.3 Identify the resources needed during specific clinical/therapeutic activities in own work practice</p> <p>1.4 Explain the procedures for reporting and dealing with problems with the environment and resources, beyond own scope of practice</p> <p>1.5 Outline the risks associated with procedures carried out in own work practice and how these are controlled</p>
2 Be able to operate equipment	<p>2.1 Explain the importance of monitoring equipment and confirming it is safe for use</p> <p>2.2 Apply standard precautions for infection control when handling equipment</p> <p>2.3 Implement health and safety measures when handling equipment</p> <p>2.4 Operate equipment consistent with manufacturer's instructions, required parameters and national/local policies and procedures</p>
3 Be able to monitor and maintain the environment and resources	<p>3.1 Monitor and maintain environmental conditions at the levels required by the activity</p> <p>3.2 Monitor, replenish and replace resources as required for the activity</p> <p>3.3 Explain the importance of checking resources are of the correct quality and quantity for the activity</p>

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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|---|-----|--|
| | 3.4 | Return unused and/or surplus resources to the 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/local policies and protocols |
| 4 | | Be able to clean resources in own work area |
| | 4.1 | Identify the levels of cleanliness required in own work area |
| | 4.2 | Clean fixed resources after use in line with national/local policies and protocols |
| | 4.3 | Clean reusable resources and make safe prior to storage |
| | 4.4 | Dispose of waste in line with national/local policy |

Unit K/602/3947

Prepare and dress for scrubbed clinical roles

Learning Outcome - The learner will:	Assessment Criterion - 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

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

- 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

Unit K/602/3995

Care for individuals with naso-gastric tubes

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Understand how to care for individuals with naso-gastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines</p>	<p>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</p> <p>1.2 Describe the responsibilities and boundaries related to own role</p> <p>1.3 Outline how to prepare equipment and materials required for aspiration and the removal of naso-gastric tubes</p> <p>1.4 Explain the importance of following health and safety procedures for aspiration and removal of naso-gastric tubes</p> <p>1.5 Outline how to deal with common concerns that individuals may have in relation to clinical procedures such as aspiration and the removal of naso-gastric tubes</p> <p>1.6 Outline the action to take in the event of an individual reacting adversely to the naso-gastric procedure</p>
<p>2 Know the anatomy and physiology of the upper gastrointestinal system and its relevance to naso-gastric procedures</p>	<p>2.1 Describe the anatomy and physiology of the upper gastrointestinal system in relation to the aspiration and removal of naso-gastric tubes</p> <p>2.2 Describe the normal and abnormal appearance and content of stomach/intestinal fluid according to the individual's presenting medical condition</p> <p>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</p>

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>3 Be able to prepare to carry out naso-gastric procedures</p>	<p>2.4 Describe the potential consequences of contamination of naso-gastric tubes and equipment used for aspiration</p> <p>3.1 Apply standard precautions for infection control</p> <p>3.2 Apply health and safety measures relevant to the procedure and environment</p> <p>3.3 Prepare resources, equipment and materials needed for the aspiration and removal of naso-gastric tubes prior to starting the activity</p> <p>3.4 Confirm the individual's identity and gain valid consent prior to carrying out naso-gastric procedures</p> <p>3.5 Explain the procedure to the individual, ensuring they have all the information they require to meet their needs</p> <p>3.6 Position the individual and self so that the procedure can be carried out safely and comfortably</p>
<p>4 Be able to support individuals undergoing naso-gastric procedures</p>	<p>4.1 Carry out the naso-gastric procedures as directed and in accordance with the individual's care plan and local policy and protocol</p> <p>4.2 Observe the individual throughout the activity, taking action to deal with any condition or behaviour which may signify adverse reactions</p> <p>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</p> <p>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</p>

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

- 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

Unit L/501/6737

The principles of Infection Prevention and Control

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand 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 of 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 Describe 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 Describe different types of PPE 5.3 Explain the reasons for use of PPE

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>5.4 State current relevant regulations and legislation relating to PPE</p> <p>5.5 Describe employees' responsibilities regarding the use of PPE</p> <p>5.6 Describe employers' responsibilities regarding the use of PPE</p> <p>5.7 Describe the correct practice in the application and removal of PPE</p> <p>5.8 Describe the correct procedure for disposal of used PPE</p>
<p>6 Understand the importance of good personal hygiene in the prevention and control of infections</p>	<p>6.1 Describe the key principles of good personal hygiene</p> <p>6.2 Demonstrate good hand washing technique</p> <p>6.3 Describe the correct sequence for hand washing</p> <p>6.4 Explain when and why hand washing should be carried out</p> <p>6.5 Describe the types of products that should be used for hand washing</p> <p>6.6 Describe correct procedures that relate to skincare</p>

Unit L/601/3394

Assist with the provision of a pharmacy service to meet individuals' needs

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Identify individual's needs	1.1 <ol style="list-style-type: none">1. deal with individuals promptly when working in different situations2. respond to the verbal and non-verbal forms of communication offered by the individual3. identify the needs of individuals accurately through questioning4. confirm understanding of the individual's requirements5. agree an outcome with the individual regarding delivery of products or services.
2 Provide information which meets the requirements of the individual	2.1 <ol style="list-style-type: none">1. respond to requests for information from individuals politely and promptly2. provide relevant information in a format that the individual can understand3. check that the information given meets the needs of the individual.
3 Resolve individual's issues and concerns	3.1 <ol style="list-style-type: none">1. acknowledge receipt of a query or complaint2. assess the action required to resolve the query or complaint3. take action to resolve a query/complaint in line with SOPs and organisational policies for customer service4. explain when complaints should be referred to a higher authority5. make a record of own actions, if appropriate, taking account of SOPs.
4 Comply with organisational standard operating procedures, policies and procedures service	4.1 <ol style="list-style-type: none">1. adhere to SOPs at all times2. describe the importance of maintaining customer satisfaction, loyalty and confidence in the organisation3. contribute to the organisation's policy on customer service.
5 Work within the limitations of the job role	5.1 <ol style="list-style-type: none">1. refer the individual to an appropriate person when providing information and

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

advice is outside the limits of own responsibility

2. explain to the individual the action/s taken and why

3. identify relevant sources of information individuals can access

4. state the types of information that can be given to individuals by themselves

5. state the types of information that should be given to individuals by the pharmacist.

Unit L/601/3430

Contribute to the effectiveness of teams

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Explain the importance of own role and how it contributes to the team performance</p>	<p>1.1 Describe the team's overall objectives and purpose Explain how own role and responsibilities contribute to team activities, objectives and purposes Identify other team members, their roles and responsibilities within the team Inform other members in the team of their activities and ideas.</p>
<p>2 Use feedback to improve personal team performance</p>	<p>2.1 Use feedback or suggestions from others to enable them to improve own practice within the team Propose suggestions or ideas to benefit team members and improve team working Agree, seek support and take responsibility for any development and learning that can help you to interact with the team more effectively.</p>
<p>3 Manage time and commitments effectively</p>	<p>3.1 Fulfil own commitments to other team members within agreed timescales and according to overall work priorities Inform appropriate team members when they cannot fulfil commitments within specified timescales.</p>
<p>4 Establish effective working relationships with all members of the team</p>	<p>4.1 Behave towards other team members in a way that supports the effective functioning of the team Resolve differences of opinion and conflicts within the team in ways which respects other team members' points of view Select appropriate advice and guidance in order to resolve issues with other team members Support other team members in the completion of activities or objectives.</p>

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

5 Comply with organisational, national and European legislation

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

Unit L/601/5470

Introduction to personal development in health, social care or children's and young people's settings

Learning Outcome - The learner will:	Assessment Criterion - 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

Unit L/601/8143

Support individuals who are distressed

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand causes and effects of distress	1.1 Identify common 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 1.4 Explain how working with an individual who is distressed may impact on own well being
2 Be able to prepare to support individuals who are experiencing distress	2.1 Access information and advice about supporting an individual through a time of distress 2.2 Establish signs of distress that would indicate the need for specialist intervention 2.3 Describe how to access specialist intervention 2.4 Identify sources of support to manage own feelings when working with an individual who is distressed
3 Be able to support individuals through periods of distress	3.1 Communicate empathy and reassurance in ways that respect the individual's dignity, culture and beliefs 3.2 Demonstrate ways to alleviate immediate distress 3.3 Adapt support in response to the individual's reactions 3.4 Demonstrate how to involve others in supporting an individual who is distressed
4 Be able to support individuals to reduce distress	4.1 Encourage the individual to express thoughts and feelings about troubling aspects of their life 4.2 Work with the individual and others to identify triggers for distress

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

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| | 4.3 | Work with an individual and others to reduce triggers or alleviate causes of distress |
| | 4.4 | Encourage the individual to review their usual ways of coping with distress |
| 5 | | Be able to record and report on an individual's distress |
| | 5.1 | Maintain records relating to the individual's distress and the support provided |
| | 5.2 | Report on periods of distress in line with agreed ways of working |

Unit L/601/8725

Support individuals undergoing healthcare activities

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand healthcare activities in order to support individuals	<p>1.1 Describe relevant anatomy and physiology in relation to the healthcare activity</p> <p>1.2 Explain the purposes and use of medical equipment and devices required for the procedure</p> <p>1.3 Explain the roles and responsibilities of team members</p> <p>1.4 State protection/precautionary measures</p> <ul style="list-style-type: none"> • appropriate to the procedure being carried out • how they should be applied • the implications and consequences of not applying these measures <p>1.5 Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states</p> <p>1.6 Explain how to complete records of the actions taken and the individual's condition during the healthcare activity</p>
2 Be able to prepare individuals to undergo healthcare activities	<p>2.1 Confirm the individual's identity and gain valid consent</p> <p>2.2 Describe any concerns and worries that an individual may have in relation to healthcare activities</p> <p>2.3 Describe ways of responding to these concerns</p> <p>2.4 Explain the procedure to the individual</p> <p>2.5 Agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences</p>

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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| | 2.6 | Refer any concerns or questions to others if unable to answer |
| | 2.7 | Support an individual to prepare and position for the procedure ensuring that privacy and dignity is 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 is 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 where this is within own role |
| | 4.5 | Confirm any requirements for transport and escorts |
| | 4.6 | Maintain confidentiality of information in accordance with guidelines and procedure |

Unit L/602/3939

Prepare equipment for intraoperative cell salvage blood processing

Learning Outcome - The learner will:	Assessment Criterion - 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 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

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

- | | | | |
|---|---|-----|---|
| 7 | Be able to prepare equipment for intraoperative cell salvage blood processing | 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 reusing single use equipment |
| | | 6.6 | Describe the potential hazards and malfunctions of equipment and how to deal with them |
| | | 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 |

Unit L/602/3942

Assist in receiving, handling and dispatching clinical specimens

Learning Outcome - The learner will:	Assessment Criterion - 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

Unit M/600/9371

Assist in the sale of medicines and products

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to identify customers' needs	1.1	acknowledge customers promptly and politely
		1.2	use appropriate questioning techniques to ascertain customer requirements
2	Be able to refer a customer to the appropriate authority	2.1	identify when to refer to an appropriate authority
		2.2	refer customers who request medicines with the same active ingredient or with similar action to an appropriate authority
		2.3	give relevant information to the appropriate person about the referral
		2.4	describe how to deal with different individuals
3	Understand when the sale of OTC medicines cannot be completed	3.1	inform the pharmacist when a customer requests excessive or regular quantities of medicines that are liable to abuse or misuse
		3.2	explain to the customer when the sale of medicines cannot be completed
4	Be able to sell medicines or products	4.1	offer customers a choice of medicines or products to meet their requirements
		4.2	provide information and advice to the customer regarding the medicines or products
		4.3	pack medicines or products appropriately
		4.4	take payment according to organisational policies
5	Know the local policy, legislation and good practice for sale of medicines	5.1	list different sources of information suitable for customers
		5.2	state why it is important that Standard Operating Procedures must be followed at all times
		5.3	state why it is important that the pharmacy protocol is followed at all times

Unit M/600/9385

Receive Pharmaceutical Stock

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to receive stock	1.1 confirm deliveries against delivery notes and the original order 1.2 apply knowledge of the difference between branded and generic drugs 1.3 identify any discrepancies and delivery problems 1.4 take appropriate action to remedy any discrepancies and delivery problems including drug recalls 1.5 sign for received order when stock is fit for purpose
2 Be able to correctly store stock	2.1 store stock safely in correct storage location 2.2 identify special storage requirements for received stock 2.3 store stock according to stock rotation procedures 2.4 describe the importance of placing received stock in a safe storage environment
3 Be able to complete the receipt of stock	3.1 notify the appropriate person of the change in the availability of stock 3.2 complete all relevant documentation records accurately 3.3 process the documentation promptly
4 Know about the current legislation and good practice for receipt of stock	4.1 describe the importance of following Standard Operating Procedures related to receiving stock

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>4.2 state the different formulations, strengths and forms of medications available</p> <p>4.3 discuss the differences between generic and branded medications</p> <p>4.4 demonstrate knowledge of local ordering systems including sources and suppliers of stock</p> <p>4.5 follow current health and safety legislation in relation to moving and handling received stock</p> <p>4.6 demonstrate a working knowledge of local or regional pharmaceutical contracts</p>
<p>5 Be able to comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards</p>	<p>5.1 understand current legislation and own responsibilities that apply to the receipt of pharmaceutical stock</p> <p>5.2 understand the importance of following SOPs related to receiving pharmaceutical stock</p> <p>5.3 work in accordance with SOPs related to receiving pharmaceutical stock</p> <p>5.4 demonstrate knowledge of the COSHH and health and safety requirements related to receipt of pharmaceutical stock</p>
<p>6 Be able to operate within the limitations of the job role</p>	<p>6.1 work within the limits of own authority</p> <p>6.2 know when to refer to an appropriate person</p>

Unit M/601/3436

Prepare aseptic products

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Monitor the working environment	1.1	<p>Undertake relevant environmental monitoring</p> <p>Check that the parameters are within the set limits</p> <p>Take appropriate action if the environmental parameters (eg air pressure differentials are outside the set limits).</p>
2	Prepare and maintain suitable working environments	2.1	<p>Put on the appropriate clean room clothing following correct gowning procedure</p> <p>Clean and prepare the environmental areas using the correct materials</p> <p>Disinfect starting materials, equipment/consumables prior to introduction into and within the work area</p> <p>Clean and decontaminate all work areas using the correct cleaning method and removing all waste</p> <p>Store and dispose of waste materials in accordance with legal requirements.</p>
3	Prepare a range of aseptic products	3.1	<p>Prepare the product using the correct process and equipment according to worksheet and standard operating procedures (SOPs)</p> <p>Label product, making all necessary accuracy checks and complete documentation in line with local policy.</p>
4	Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	4.1	<p>Work within relevant SOPs including the relevant health and safety procedures and within own limits of responsibility</p> <p>Apply knowledge of SOPs within their job roles to the delivery of products and services.</p>
5	Operate within the limitations of the job role	5.1	<p>Take the corrective action within limits of own responsibility in the event of an</p>

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

accident/incident/error during the preparation

Complete of required documentation in this case

Report to the appropriate person any problems outside the area of responsibility

Feedback any near misses or errors to appropriate person to minimise future errors.

Unit M/602/3965

Prepare and apply dressings and drains to individuals in the perioperative environment

Learning Outcome - The learner will:		Assessment Criterion - 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

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

	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

Unit R/501/3774 Planning and Monitoring Work

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to work within the organisation's policies, procedures and priorities	1.1 Identify one organisational policy that is relevant to the work of the team 1.2 Give one example of a target or objective that the team is working to achieve 1.3 Give one example of conflict or incompatibility between different targets or objectives in the workplace
2 Understand how to plan and allocate work	2.1 Explain how work is planned or allocated to meet the target or objective selected in 2.2 above 2.3 Describe one way of checking that team members understand what work is required of them
3 Understand how to monitor a team's work	3.1 List two ways to monitor the team's work 3.2 Describe one action the team leader could take to rectify performance that does not meet the required standard

Unit R/501/6738 Cleaning, Decontamination and Waste Management

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

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

- 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

Unit R/600/9413

Ensure your own Actions Reduce risks to Health and Safety

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 be able to identify the hazards in the workplace	1.1 identify which workplace procedures are relevant to your job 1.2 identify those working practices in your job which could harm you or others 1.3 identify those aspects of your workplace which could harm you or others 1.4 outline any differences between workplace legislation and supplier's or manufacturer's instructions
2 be able to act upon hazards in the workplace	2.1 report hazards to the identified responsible person 2.2 demonstrate the ability to deal with hazards in the workplace
3 be able to reduce the risks to health and safety in the workplace	3.1 carry out your work in accordance with workplace legislation or manufacturer's instructions 3.2 behave in a way that does not endanger the health and safety of yourself, others and materials in your workplace 3.3 contribute to health and safety improvements within your workplace 3.4 follow guidelines for environmentally friendly working practices 3.5 ensure personal presentation protects the health and safety of you or others in line with instructions

Unit R/601/5471

Introduction to equality and inclusion in health, social care or children's and young people's settings

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the importance of equality and inclusion	<p>1.1 Explain what is meant by:</p> <ul style="list-style-type: none">• diversity• equality• inclusion• discrimination <p>1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting</p> <p>1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination</p>
2 Be able to work in an inclusive way	<p>2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role</p> <p>2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences</p> <p>2.3 Describe how to challenge discrimination in a way that encourages change</p>
3 Know how to access information, advice and support about diversity, equality and inclusion	<p>3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion</p> <p>3.2 Describe how and when to access information, advice and support about diversity, equality and inclusion</p>

Unit R/601/8063

Provide agreed support for foot care

Learning Outcome - The learner will:	Assessment Criterion - 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 prepare 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 Prepare the equipment required for treatment
	2.4 Prepare the individual's feet for treatment, in a way that promotes active participation
	2.5 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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

Unit R/601/8922

Contribute to health and safety in health and social care

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting	1.1 Identify legislation relating to general health and safety in a health or social care work setting
	1.2 Describe the main points of the health and safety policies and procedures agreed with the employer
	1.3 Outline the main health and safety responsibilities of: <ul style="list-style-type: none">• self• the employer or manager• others in the work setting
	1.4 Identify tasks relating to health and safety that should not be carried out without special training
	1.5 Explain how to access additional support and information relating to health and safety
2 Understand the use of risk assessments in relation to health and safety	2.1 Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities
	2.2 Explain how and when to report potential health and safety risks that have been identified
	2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns
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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	3.2 Outline the procedures to be followed if an accident or sudden illness should occur
4 Be able to reduce the spread of infection	4.1 Demonstrate the recommended method for hand washing 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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	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

Unit T/601/8637

Support independence in the tasks of daily living

Learning Outcome - The learner will:		Assessment Criterion - 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 the individual's culture and preferences
		3.2	Support the individual to store food safely

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

	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

Unit T/602/3952

Prepare equipment for intraoperative cell salvage blood collection

Learning Outcome - The learner will:	Assessment Criterion - 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 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 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 Explain the rationale for setting up collection equipment Explain the rationale for setting the expiry time on set up equipment Explain the importance of setting a suitable vacuum level Explain the importance of using an appropriate anti-coagulant Explain how to prepare the anticoagulant Outline the dangers of re-using single use equipment 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 Implement health and safety measures in accordance with national and local policies and protocols

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

Select and set up collection equipment in accordance with manufacturer's instructions applying aseptic techniques

Prepare the anticoagulant in line with national/local guidelines and policy

Inform the appropriate person that the collection equipment is fully prepared

Unit Y/502/3674

Maintaining quality standards in the health sector

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know how legislation, policies and procedures determine quality standards of work	1.1 Identify how quality standards link to legislation, policy and procedures 1.2 Describe how personal attitudes and behaviours in a work role impact on service quality
2 Know the limits of own expertise and knowledge and when to refer to others	2.1 Describe what is meant by being competent 2.2 Identify examples of when to seek help from others 2.3 State why it is important to seek help and report issues to others 2.4 Describe the benefits of learning from others
3 Know how to use resources efficiently to support quality standards	3.1 Describe the importance of using and maintaining resources properly 3.2 State why it is necessary to report issues related to resources 3.3 Identify how efficient use of resources contributes to the quality of service

Unit Y/600/1250 Emergency First Aid Skills

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the role and responsibilities of an emergency first aider	1.1	Identify the role and responsibilities of an emergency first aider
		1.2	Describe how to minimise the risk of infection to self and others
		1.3	Describe how to complete an incident report form
		1.4	Identify the first aid equipment available and describe how it can be used safely
2	Know how to assess an incident	2.1	Describe how to conduct a scene survey
		2.2	Describe how to make a primary survey of a casualty
		2.3	Identify when and how to call for help
3	Manage an unresponsive casualty who is breathing normally	3.1	Demonstrate how to assess a casualty's level of consciousness
		3.2	Demonstrate how to open a casualty's airway and check breathing
		3.3	Demonstrate how to place an unconscious casualty into the recovery position that maintains an open airway and explain why it is important
		3.4	Describe how to treat a casualty who is in seizure
4	Manage an unresponsive casualty who is not breathing normally	4.1	Demonstrate how to administer effective Cardio Pulmonary Resuscitation using a manikin
5	Recognise and assist a casualty who is choking	5.1	Describe how to identify a casualty with a partially and completely blocked airway obstruction
		5.2	Demonstrate how to treat a casualty who is choking
6	Manage a casualty who is wounded and bleeding	6.1	Demonstrate how to control severe external bleeding

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- | | | | |
|---|---|-----|---|
| 7 | Manage a casualty who is in shock | 7.1 | Describe signs and symptoms of shock |
| | | 7.2 | Demonstrate how to manage a casualty who is in shock |
| 8 | Understand how to manage a casualty with a minor injury | 8.1 | Describe how to manage a casualty with: <ul style="list-style-type: none">• Small cuts, grazes and bruises• Minor burns and scalds• Small splinters |

Unit Y/601/3432

Assemble prescribed items

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
<p>1 Prepare to assemble prescribed items</p>	<p>1.1 Follow the relevant health, hygiene and safety procedures</p> <p>Ensure that the preparation area and equipment are clean and maintained ready for use</p> <p>Produce the correct label</p> <p>Ensure that there is an adequate supply of items to assist in the supply of medicines.</p>
<p>2 Select the prescribed item</p>	<p>2.1 Confirm that the medicine or product is fit for purpose</p> <p>Confirm that the medicine or product matches the prescription</p> <p>Prepare medicine or product following standard operating procedures (SOPs)</p> <p>Refer to the appropriate person where there are inconsistencies in the medicine or product.</p>
<p>3 Label and package prescribed items</p>	<p>3.1 Assemble prescribed items according to the correct instructions and reconstitute items as required</p> <p>Label the item correctly, checking it against the prescription</p> <p>Pack the medicine or product using appropriate packaging</p> <p>Select appropriate medicine devices/sundry items to accompany the medicine or product.</p>
<p>4 Complete the assembly process</p>	<p>4.1 Annotate the prescription/requisition appropriately</p> <p>Complete dispensary records legibly and accurately</p> <p>Forward the prescription and assembled items for checking as identified in the SOPs.</p>

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

- 5 Comply with current legal and ethical requirements, organisational standard operating procedures and relevant national and local guidelines and policies

- 5.1 Understand the basics of current legal and ethical requirements that affect the assembly of prescribed items
- Apply knowledge of organisational SOPs when assembling prescribed items
- Apply knowledge of national and local guidelines and policies for assembling prescribed items
- Work within the limitations of your own role recognising when to refer to an appropriate person.

Unit Y/601/8632

Support participation in learning and development activities

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the factors to take into account when supporting individuals to take part in activities for learning and development	1.1 Identify different reasons why individuals may take part in activities for learning or development
	1.2 Describe the benefits of different activities for learning or development in which individuals may take part
	1.3 Describe possible barriers to individuals engaging in learning or development activities
	1.4 Explain why active participation is important when supporting individuals in learning or development activities
	1.5 Explain how aspects of an environment may affect individuals' ability to engage in a learning or development activity
2 Be able to support individuals to prepare for taking part in learning and development activities	2.1 Support an individual to make informed decisions about their participation in a learning or development activity
	2.2 Work with the individual and others to agree roles and responsibilities for supporting a learning or development activity
	2.3 Support the individual before a learning or development activity to minimise any barriers to their participation
3 Be able to contribute to preparing the environment and resources for learning and development activities	3.1 Identify risks or difficulties that may be associated with the environment, equipment or materials used in a learning or development activity
	3.2 Contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

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| 4 | Be able to support individuals to take part in learning and development activities | 4.1 | Describe different ways of supporting the individual to take part in learning or development activities |
| | | 4.2 | Provide the agreed type and level of support to enable the individual to engage with an activity |
| | | 4.3 | Adapt support to reflect changing needs, wishes, achievements or levels of participation |
| | | 4.4 | Explain what action to take if the individual becomes distressed or feels unable to continue |
| | | 4.5 | Provide encouragement, reassurance and constructive feedback to the individual to support participation in the activity |
| | | 4.6 | Complete required records about the learning or development activity |
| 5 | Be able to contribute to the evaluation of learning or development activities | 5.1 | Describe what factors should be considered when evaluating whether a learning or development activity has been successful for the individual |
| | | 5.2 | Support the individual to provide feedback on the activity and the support provided |
| | | 5.3 | Work with the individual and others to evaluate the learning or development activity |

Unit Y/601/9490

Provide support for sleep

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the importance of sleep	1.1	Explain how sleep contributes to an individual's well-being
		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

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

	4.2	Record agreed observations relating to the individual's sleep and the assistance given
5	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

Unit Y/602/3538

Remove wound closure materials

Learning Outcome - The learner will:		Assessment Criterion - 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 and explain asepsis, antisepsis and cross infection
		2.2	Explain the process of wound healing and identify factors which promote and delay the process
		2.3	Describe potential sources of wound contamination and the required measures to avoid and deal with them
		2.4	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	Implement health and safety measures relevant to the procedure and environment
		4.2	Confirm the individual's identity and gain valid consent to carry out the activity

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	<p>4.3 Provide information, support and reassurance to the individual to address any needs and concerns</p> <p>4.4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual</p> <p>4.5 Select all required equipment and materials and confirm that they are fit for purpose for the activity</p> <p>4.6 Check for any contraindications to removing wound closures and deal with these within own scope of practice</p>
<p>5 Be able to remove wound closure materials</p>	<p>5.1 Apply standard precautions for infection control</p> <p>5.2 Observe and support the individual while removing wound closures according to the Care Plan</p> <p>5.3 Describe potential adverse reactions to the removal of wound closures and how to deal with them</p> <p>5.4 Dispose of waste before leaving the care area in accordance with local policy and protocol</p>
<p>6 Be able to record and report outcomes of procedures</p>	<p>6.1 Record the outcomes and findings of the activity according to national/local policy</p> <p>6.2 Report outcomes and findings to members of the care team</p>

Unit M/601/8054

Support individuals to eat and drink

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Be able to support individuals to make choices about food and drink	1.1 Establish with an individual the food and drink they wish to consume 1.2 Encourage the individual to select suitable options for food and drink 1.3 Describe ways to resolve any difficulties or dilemmas about the choice of food and drink 1.4 Describe how and when to seek additional 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 the level and type of support an individual requires when eating and drinking 2.2 Demonstrate effective hand-washing and use of protective clothing when handling food and drink 2.3 Support the individual to prepare to eat and drink, in a way that meets their personal needs and preferences 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 help 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 Provide encouragement to the individual to eat and drink 3.4 Support the individual to clean themselves if food or drink is spilt 3.5 Adapt support in response to an individual's feedback or observed reactions while eating and drinking

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

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|---|---|-----|---|
| 4 | Be able to clear away after food and drink | 4.1 | Explain why it is important to be sure that an individual has chosen to finish 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 make themselves clean and tidy after eating or drinking |
| 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 | Carry out and record agreed monitoring processes |
| | | 5.3 | Report on the support provided for eating and drinking in accordance with agreed ways of working |

Unit T/601/8721

Undertake agreed pressure area care

Learning Outcome - The learner will:		Assessment Criterion - 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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

- 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

Unit T/601/9450

Meet food safety requirements when providing food and drink for individuals

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the importance of food safety measures when providing food and drink for individuals	1.1 Identify potential food safety hazards when preparing, serving, clearing away and storing food and drink 1.2 Explain the importance of implementing food safety measures when providing food and drink for individuals 1.3 Explain why personal protective clothing should be used when handling food and drink 1.4 Explain why surfaces, utensils and equipment must be clean before beginning a new task 1.5 Explain the importance of clearing and disposing of food waste promptly and safely 1.6 Explain the importance of storing different types of food and drink safely
2 Be able to maintain hygiene when handling food and drink	2.1 Explain when hands must be washed to maintain food hygiene 2.2 Demonstrate effective hand-washing for handling food and drink 2.3 Use personal protective clothing to maintain hygiene when handling food and drink 2.4 Ensure that all surfaces, utensils and equipment are clean before beginning a new task
3 Be able to meet safety requirements when preparing and	3.1 Describe practices to control hazards when preparing and serving food and drink

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	serving food and drink for individuals	3.2	Prepare food and drink in ways that minimise risks to own safety and that of others
		3.3	Serve food and drink in ways that minimise risks to own safety and that of others
4	Be able to meet safety requirements when clearing away food and drink	4.1	Clear away food and drink in ways that minimise risks to own safety and that of others
		4.2	Dispose of food waste promptly and safely
		4.3	Clean utensils and equipment effectively after use
		4.4	Store utensils and equipment safely
5	Be able to store food and drink safely	5.1	Describe practices to control food safety hazards when storing different types of food and drink
		5.2	Store different types of food and drink safely
6	Know how to access additional advice or support about food safety	6.1	Identify sources of information about food safety
		6.2	Describe how to access advice and support about own role in maintaining food safety when providing food and drink for individuals

Unit M/505/1982

Understand loss and grief in end of life care

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know the process of loss and grief	1.1 Define the following terms <ul style="list-style-type: none"> • loss • bereavement • grief • mourning 1.2 Outline the factors that can affect the intensity and duration of a person's grief 1.3 Give examples of how people may respond to loss and show their grief
2 Understand loss in the context of end of life care	2.1 List the fears people commonly experience towards the end of life 2.2 List the types of loss an individual at end of life might experience 2.3 Describe how to support an individual at end of life who is experiencing feelings of loss
3 Understand how to support people following bereavement	3.1 Outline the main types of support that can be offered to a bereaved person 3.2 Identify the stages of bereavement 3.3 Describe ways to support a person during the various stages of their bereavement 3.4 Give examples of ways in which group care settings can mark the life and death of an individual
4 Understand how to manage own feelings of loss and grief when working in end of life care	4.1 Explain what the term 'cumulative grief' means 4.2 Describe ways to manage own feelings of loss and grief when working in end of life care

Learning Outcome - The learner will:

Assessment Criterion - The learner can:

- 4.3 Identify ways in which the support of others can help manage own feelings of loss and grief

Unit H/506/5507

Understand how to work in end of life care

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know different perspectives on death and dying	1.1 Outline the factors that can affect an individual's views on death and dying 1.2 Outline the factors that can affect own views on death and dying 1.3 Outline how the factors relating to views on death and dying can impact on practice 1.4 Define how attitudes of others may influence an individual's choices around death and dying
2 Understand the aims, principles and policies of end of life care	2.1 Explain the aims and principles of end of life care 2.2 Explain why it is important to support an individual in a way that promotes their dignity 2.3 Describe the importance of maintaining comfort and well being in end of life care 2.4 Explain the stages of the local end of life care pathway 2.5 Define local and national policy and guidance for care after death
3 Understand factors regarding communication in end of life care	3.1 Explain how an individual's priorities and the ability to communicate may vary over time 3.2 Explain your role in responding to key questions and cues from individuals and others regarding their end of life experience 3.3 Describe how you might respond to difficult questions from individuals and others 3.4 Outline strategies to manage emotional responses from individuals and others 3.5 Explain the importance of sharing appropriate information according to the principles and

Learning Outcome - The learner will:**Assessment Criterion - The learner can:**

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
4 Know how to access the range of support services available to individuals and others	local policy on confidentiality and data protection 4.1 Identify the range of support services and facilities available to an individual and others 4.2 Identify the key people who may be involved within a multi-disciplinary end of life care team 4.3 Identify the potential barriers an individual may face when accessing end of life care 4.4 Suggest ways to minimise the barriers an individual may face when accessing end of life care



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