Level 2 Diploma in Healthcare and Social Care Support

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 Diploma Healthcare and Social Care Support Skills**
Ofqual qualification number	600/6803/6
Level	Level 2
Total qualification time	350
Guided learning hours	24-136
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/10/12
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

Candidates must achieve a minimum of **37 credits**: a minimum of 25credits must be from the Level 2 units and the remaining 12 credits can be from any combination of units from the Level 2 or Level 3 or Level 4 units

Level 2 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 nasogastric 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
K/502/3680	Service improvement in the health sector	2	2	15
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

Level 3 Units

Unit Reference Number	Unit Title	Unit Level	Credit Value	GLH
A/601/0121	Work with babies and young children to promote their development and learning	3	6	45
A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3	3	10
A/601/5190	Support individuals with multiple conditions and/or disabilities	3	4	31
A/601/7909	Support individuals who are bereaved	3	4	30
A/601/8980	Prepare for and carry out extended feeding techniques	3	4	27
A/601/9028	Provide support to continue recommended therapies	3	3	20
A/602/0972	Insert and secure nasogastric tubes	3	4	30
A/602/3516	Develop positive relationships with children and young people	3	4	30
A/602/4018	Provide advice and information to enable parents to promote the health and well-being of their newborn babies	3	3	22
A/602/4410	Facilitate and monitor housing and accommodation services to support individuals with mental health needs	3	5	32
A/602/4519	Collaborate in the assessment of environmental and social support in the community	3	4	23
D/601/0130	Care for the physical and nutritional needs of babies and young children	3	6	45
D/601/5750	Support families who have a child with a disability	3	3	23
D/601/7904	Support individuals to manage their finances	3	3	20
D/601/8860	Obtain venous blood samples	3	3	24

D/601/9491	Implement therapeutic group activities	3	4	25
D/602/1032	Collate and communicate health information to individuals	3	3	20
D/602/3122	Provide information and advice to individuals on eating to maintain optimum nutritional status	3	5	38
D/602/3198	Assist in the implementation of programmes to increase mobility, movement and functional independence	3	4	28
D/602/3959	Receive and handle clinical specimens within the sterile field	3	4	30
D/602/3976	Prepare anaesthetic environment and provide support for pre and post-operative anaesthesia and recovery	3	5	38
D/602/4013	Make recommendations for the use of physical resources in a health setting	3	5	33
D/501/3826	Influencing Others at Work	3	1	6
F/502/3412	Maintaining quality standards in the health sector	3	2	13
F/601/3473	Understand Models of Disability	3	3	26
F/601/7927	Support individuals to access and use services and facilities	3	4	25
F/601/8138	Promote and implement health and safety in health and social care	3	6	43
F/602/0049	Support young people with a disability to make the transition into adulthood	3	5	40
F/602/0097	Understand mental well-being and mental health promotion	3	3	14
F/602/3095	Carry out vision screening	3	4	27
F/602/3128	Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services	3	5	35
F/602/3517	Implement hydrotherapy programmes for individuals and groups	3	5	35
F/602/3520	Deliver exercise sessions to improve individuals' health and wellbeing	3	5	32
F/602/3954	Provide support to the surgical team when preparing individuals for operative and invasive procedures	3	4	32
H/601/8049	Facilitate person centred assessment, planning, implementation and review	3	6	45
H/601/8147	Work in partnership with families to support individuals	3	4	27
H/601/9492	Support individuals to develop and run support groups	3	3	24
H/602/0965	Monitor own work practice in health, social care or children's and young people's settings	3	3	20
H/602/1033	Perform first line calibration on clinical equipment to ensure it is fit for use	3	3	20
H/602/3123	Monitor and review individuals progress in relation to maintaining optimum nutritional status	3	3	26
H/602/3168	Give presentations to groups	3	4	26
H/602/3980	Support individuals in undertaking their chosen activities	3	4	24
H/602/4014	Control the use of physical resources in a health setting	3	3	25
H/602/4708	Support children and young people experiencing transitions	3	3	28

J/601/1434	Promote communication in health, social care or children's and young people's settings	3	3	10
J/502/1631	Contribute to the prevention of aggressive and abusive behaviour of people	3	4	26
J/502/3413	Service improvement in the health sector	3	3	20
J/601/3538	Understand the process and experience of dementia	3	3	22
J/601/6150	Understand Physical Disability	3	3	22
J/601/8657	Support individuals with a learning disability to access healthcare	3	3	25
J/601/8979	Undertake urethral catheterisation processes	3	4	28
J/601/9470	Promote good practice in handling information in health and social care settings	3	2	16
J/602/0103	Understand mental health problems	3	3	14
J/602/0960	Perform routine Electrocardiograph _ECG_ Procedures	3	4	30
J/602/3101	Undertake treatments and dressings of lesions and wounds	3	4	25
J/602/3521	Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs	3	6	37
J/602/4006	Administer oral nutritional products to individuals	3	5	35
K/601/3483	Promote effective communication with individuals with sensory loss	3	4	30
K/601/6190	Work with other professionals and agencies to support individuals with physical disability	3	3	23
K/601/7906	Support individuals to access housing and accommodation services	3	4	24
K/602/2684	Identify information requirements in a health context	3	4	30
K/602/2720	Prepare and reproduce permanent radiographic images	3	4	23
K/602/3124	Develop and prepare speech and language therapy resources for alternative and augmentative communication _AAC_ use	3	4	25
K/602/3169	Carry out wound drainage care	3	4	32
K/602/3950	Prepare and provide surgical instrumentation and supplementary items for the surgical team	3	6	43
K/602/4015	Care for a newly born baby when the mother is unable to do so	3	4	32
L/601/1693	Understand Child and Young Person Development	3	4	30
L/601/8028	Provide support to maintain and develop skills for everyday life	3	4	28
L/601/8644	Facilitate learning and development activities to meet individual needs and preferences	3	5	35
L/601/9034	Enable individuals with behavioural difficulties to develop strategies to change their behaviour	3	8	41
L/602/2676	Reprocess endoscopy equipment	3	4	30
L/602/3097	Support individuals with cognition and learning difficulties	3	5	34
L/602/3519	Assist in testing individuals' abilities prior to planning physical activities	3	5	38
L/602/4007	Support individuals to manage dysphagia	3	5	35
L/602/4010	Provide advice on foot care for individuals with diabetes	3	3	23

L/602/4489	Transport, transfer and position individuals and equipment within the perioperative environment	3	5	32
M/601/3467	Understand Sensory Loss	3	3	21
M/601/5817	Support families who are affected by Acquired Brain Injury	3	3	30
M/601/7907	Support individuals during a period of change	3	4	29
M/602/1004	Perform intravenous cannulation	3	4	34
M/602/2671	Care for individuals with urethral catheters	3	4	30
M/602/2685	Conduct routine maintenance on clinical equipment	3	4	30
M/602/3125	Assist and support individuals to use alternative and augmentative communication systems _AAC_	3	5	35
M/602/3934	Measure and record individuals' body fluid balance in a perioperative environment	3	4	23
M/602/4016	Support parents/carers to interact with and care for their newborn baby	3	4	30
M/602/4520	Deliver training through demonstration and instruction	3	3	21
R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings	3	1	5
R/601/1694	Promote Child and Young Person Development	3	3	25
R/601/3526	Develop and sustain effective working relationships with staff in other agencies	3	4	24
R/601/8662	Undertake physiological measurements	3	3	23
R/602/2677	Undertake stoma care	3	4	30
R/602/2680	Assure the effective functioning of radiographic image processing equipment	3	4	25
R/602/3926	Operate equipment for intraoperative cell salvage blood collection	3	5	40
R/602/3943	Advise and inform individuals on managing their condition	3	5	31
R/602/4008	Assist others to monitor individuals' progress in managing dysphagia	3	5	38
R/602/4011	Support carers to meet the care needs of individuals	3	5	30
T/600/9386	Maintain pharmaceutical stock	3	3	4
T/601/3440	Anatomy and Physiology for Maternity Support Workers	3	2	20
T/601/3468	Receive prescriptions from individuals	3	3	15
T/601/5317	Understand how to support individuals with autistic spectrum conditions	3	3	28
T/601/8282	Support Individuals with Specific Communication Needs	3	5	35
T/601/8850	Obtain and test capillary blood samples	3	4	30
T/601/9495	Support individuals at the end of life	3	7	53
T/602/0968	Contribute to effective multidisciplinary team working	3	3	20
T/602/2686	Analyse and present health related data and information	3	4	30
T/602/3093	Remove wound drains	3	4	27
T/602/3126	Develop activities and materials to enable individuals to reach specific communication goals	3	5	38
T/602/3949	Operate equipment for intraoperative cell salvage blood processing and complete intraoperative cell salvage blood process	3	5	39
T/602/4017	Support parents/carers and those in a parental role to care for babies during their first year	3	5	36
T/602/4325	Obtain a client history	3	3	22

T/602/4521	Manage the availability of physical resources to meet service delivery needs in a health setting	3	5	33
Y/501/0598	Administer medication to individuals, and monitor the effects	3	5	30
Y/600/9378	Assist in the Issuing of Pharmaceutical Stock	2	4	5
Y/600/9395	Undertake an in-process accuracy check of assembled prescribed items prior to the final accuracy check	3	4	11
Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	3	2	8
Y/601/6167	Understand the impact of Acquired Brain Injury on individuals	3	3	28
Y/601/7903	Support individuals to live at home	3	4	25
Y/601/8145	Promote person centred approaches in health and social care	3	6	41
Y/601/8825	Interact with and support individuals using telecommunications	3	5	36
Y/601/9022	Undertake tissue viability risk assessments	3	3	26
Y/602/0963	Manufacture equipment or medical devices for individuals within healthcare	3	4	30
Y/602/3099	Provide support for individuals with communication and interaction difficulties	3	5	39
Y/602/4009	Examine the feet of individuals with diabetes	3	4	32
Y/602/3121	Monitor individuals' progress in relation to managing their body weight and nutrition	3	3	26
Y/602/3197	Assist in implementing treatment programmes for individuals with severely reduced movement/mobility	3	5	29
Y/602/3930	Assist in the delivery of perioperative care and support to individuals	3	4	31
Level 4 Units				
Unit Reference Number	**Unit Title**	**Unit Level**	**Credit Value**	**GLH**
T/601/0134	Support disabled children and young people and those with specific requirements	4	6	45
T/602/3515	Enable children and young people to understand their health and well-being	4	5	38
Y/602/3510	Develop and agree individualised care plans for babies and families	4	5	38

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 14.

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 -

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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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.3	Explain why a worker's personal views should not influence an individual's choices
		5.4	Describe how to support an individual to question or challenge decisions concerning them that are made by others
6	Be able to promote individuals' well-being	6.1	Explain 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: • 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.
		1.3	Describe factors that may contribute to an individual being more vulnerable to abuse.
2	Know how to respond to suspected or alleged abuse.	2.1	Explain the actions to take if there are suspicions that an individual is being abused.
		2.2	Explain the actions to take if an individual alleges that they are being abused.
		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.
		3.2	Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
		3.3	Identify reports into serious failures to protect individuals 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:

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			• working with person centred values • 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:	
			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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		6.5	Explain the kinds of adverse effects that may occur and the appropriate action to take
		6.6	Check and confirm that the individual actually takes the medication and does not pass medication to others
7	Be able to contribute to the management of medications and administration records	7.1	Explain the importance of keeping accurate and up-to-date records of the administration of medication
		7.2	Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely
		7.3	Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage
		7.4	Maintain the confidentiality of information relating to the individual at all times
		7.5	Check the stock level of medications and take 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	1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking personal care for individuals 2 Explain the importance of maintaining compliance with health and safety guidance at all times 3 Explain the importance of using aseptic techniques which follow local guidelines and procedures
2	Know the anatomy and physiology of the skin, nose, mouth, eyes and ears.	2.1	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	1 Confirm the individual's identity and gain valid consent 2 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual 3 Explain why resources should be identified and prepared before commencing the procedure 4 Confirm all equipment and materials to be used are appropriate and fit for purpose as outlined in the care plan 5 Explain the importance of following the Care Plan and the potential consequences of failing to do so
4	Be able to undertake personal hygiene activities for individuals	4.1	1 Implement health and safety measures relevant to the procedure and the environment 2 Apply standard precautions for infection control 3 Carry out personal hygiene activities in accordance with the Care Plan 4 Ensure that the individual's privacy and dignity is maintained at all times 5 Observe the individual while providing support and reassurance and addressing any concerns

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			6 Describe potential adverse reactions to personal hygiene activities and how these should be dealt with and reported
5	Be able to record and report the outcome of the activity	5.1	1 Record the outcome of activity in line with local policy 2 Report the outcomes of the activity to a member of the care team in line with local policy

Unit 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
		3.3	Explain how therapeutic activities can be adapted for use within the boundaries of a specified therapy programme

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.4	Explain the meaning and uses of augmentative sign and symbol systems for communication disorders and social interaction
4	Be able to prepare to support individuals with speech and language disorders during agreed therapeutic activities	4.1	Provide a model for the individual in terms of verbal and non-verbal communication
		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
		4.3	Explain and agree the therapeutic activities with the individual, taking appropriate action if this is not possible
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	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
		5.2	Use motivators and provide levels of stimulation that are appropriate to the age and communication ability of the individual
		5.3	Provide the individual with sufficient time, opportunity and encouragement to practise existing and newly developed skills
		5.4	Provide encouragement to the individual to promote their own communication skills by taking advantage of opportunities to integrate skills and implement the programme into their normal daily activities
		5.5	Provide support to relevant others to enable them to develop skills which they can use with the individual in a functional setting

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			• Avoids contamination or injury to self • Minimises risks of breakage or tearing • Complies with approved moving and handling guidelines
		3.4	Transport waste containers to a designated storage area
		3.5	Demonstrate how to use equipment specifically designed for transporting waste if required
4	Be able to store healthcare waste in line with local policy and protocol	4.1	Segregate waste according to local policy and protocol
		4.2	Place waste containers in position for storage within a segregated, lockable area and in line with local policy and protocol
5	Be able to minimise the risk of infection after transporting and storing healthcare waste	5.1	Explain how and when any spillages should be safely cleaned and removed
		5.2	Clean equipment after use
		5.3	Remove and dispose of any personal protective equipment used
		5.4	Carry out hand hygiene following handling of waste
		5.5	Describe how to report adverse events, incidents or accidents

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
		4.3	Refer the individual to an appropriate person in a polite and courteous

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			manner, passing on all the relevant information
5	be able to comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	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
		5.4	Demonstrate a basic knowledge of the current ethical and legal requirements that govern the issuing of a prescription

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	1. confirm that the correct worksheet, labels, raw materials, equipment and consumables are available and ready for use 2. put on the appropriate protective clothing 3. follow the correct gowning procedure 4. assist with cleaning and preparing the environmental area 5. use the correct materials for cleaning of the environmental areas.
2	Assist with the preparation and processing medicinal products	2.1	1. assist with preparation of products in accordance with the batch sheet using the correct process and equipment 2. undertake all process checks at the relevant stages 3. take quality samples as appropriate 4. pack and label product 5. select and label secondary packaging 6. assist with the completion of all necessary reconciliation calculations for the product and labels 7. complete all documentation accurately 8. quarantine product following the final check by the appropriate person.
3	Complete the assembly and manufacturing process of medicinal products	3.1	1. ensure that all equipment is dismantled, cleaned and decontaminated 2. store or dispose of equipment correctly 3. store or dispose of waste correctly 4. clean and decontaminate all environmental areas using the correct cleaning material.
4	Operate within the limitations of the job role	4.1	1. report any defects to an appropriate person

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			2. report any out of specification results/unusual events in accordance with standard operating procedures (SOPs) 3. 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	5.1	1. work in accordance with SOPs 2. work according to health and safety and COSHH procedures and within own limits of responsibility 3. assist in undertaking relevant environmental monitoring checking that the parameters, where appropriate, are within the set limits: a. prior to preparation b. during preparation c. following completion of preparation 4. inform the appropriate person if the environmental parameters are outside the set limits.

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	1. demonstrate an ability to work within standard operating procedures (SOPs) 2. explain the importance of following health and safety procedures 3. demonstrate an understanding of COSHH procedures.
2	Assist in the preparation of the work area	2.1	1. ensure that appropriate clothing is worn at all times 2. identify different sources of contamination 3. deal with different sources of contamination appropriately 4. clean environmental areas using correct materials 5. monitor and record environmental parameters.
3	Assist in the preparation and completion of the documentation and labels for the product	3.1	1. confirm that they have the correct worksheet and labels for product 2. confirm the batch number and expiry date for product 3. make clear and accurate entries on documentation.
4	Select and prepare raw materials for the preparation of the product	4.1	1. select correct materials, consumables and equipment in sufficient quantities to prepare the product 2. confirm materials are fit for purpose 3. ensure that first check is carried out by an appropriate person 4. prepare raw materials, consumables and equipment for transfer to work area 5. transfer materials to work area.
5	Work within the limitations of the job role	5.1	1. demonstrate how to work within limits of own responsibility

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			2. 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: • 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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	3.5	Check and ensure that discharge records are updated in line with local procedures and within own role and responsibilities
	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:	
1	LO1: 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	LO2: 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	LO3: 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
4	LO4: Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally	4.1	Identify when to administer CPR to an unresponsive infant and an unresponsive child who is not breathing normally
		4.2	Demonstrate how to administer CPR using an infant and a child manikin
		4.3	Describe how to deal with an infant and a child who is experiencing a seizure

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	LO5: Be able to provide first aid for an infant and a child who has a foreign body airway obstruction	5.1	Differentiate between a mild and a severe airway obstruction
		5.2	Demonstrate how to treat an infant and a child who is choking
		5.3	Describe the procedure to be followed after administering the treatment for choking
6	LO6: Be able to provide first aid to an infant and a child who is wounded and bleeding	6.1	Describe common types of wounds
		6.2	Describe the types and severity of bleeding and the affect that it has on an infant and a child
		6.3	Demonstrate the safe and effective management for the control of minor and major external bleeding
		6.4	Describe how to administer first aid for minor injuries
7	LO7: Know how to provide first aid to an infant and a child who is suffering from shock	7.1	Describe how to recognise and manage an infant and a child who is suffering from shock
		7.2	Describe how to recognise and manage an infant and a child who is suffering from anaphylactic shock

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:	
			respect dignity and promote active participation
5	Be able to support individuals to manage their personal appearance	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:	
3	Be able to check the integrity of instrument trays	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
		3.2	Locate and replace any missing items and record and report to the appropriate team member
		3.3	Identify, report and record any faulty equipment, instruments or soft pack items to the appropriate team member
4	Be able to dispose of used items and equipment safely	4.1	Dispose of single use equipment in line with local policies and protocols
		4.2	Collect, sort and store items for decontamination and sterilisation, in accordance with local policies and protocols
		4.3	Collect empty pack containers, trays and used medical devices and place in the appropriate location for collection

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	1. select and wear appropriate clothing 2. clean the appropriate environmental areas using the correct equipment and materials 3. keep the environmental work area clean and tidy 4. monitor relevant environmental parameters and ensure that where appropriate they are within set limits 5. apply knowledge of sources of contamination to ensure delivery of a quality product.
2	Complete documentation accurately	2.1	1. generate worksheets according to local guidelines and protocols 2. select and confirm the correct worksheet for the product, completing any calculations as appropriate 3. allocate the batch number and expiry date for the product 4. make clear and accurate entries on all the relevant documentation.
3	Prepare starting materials for the preparation of aseptic products	3.1	1. generate complete, accurate and legible labels 2. ensure that all labels produced are accounted for 3. select the correct starting materials and consumables, for the product, recording the relevant information on the worksheet 4. confirm the starting materials and consumables are fit for purpose 5. 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	1. work within relevant standard operating procedures including the relevant health and safety and COSHH procedures

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			2. work using the correct prescription or order.
5	Operate within the limitations of the job role	5.1	1. work within limits of own authority 2. report any problems outside own area of responsibility to an appropriate person 3. 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:	
1	Understand techniques and resources involved in planning presentations	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in assisting others to plan presentations
		1.2	Explain the importance of developing aims and objectives for the presentation and how these impact on delivery
		1.3	Identify the range of materials and equipment which can be used in presentations
		1.4	Assess the appropriateness of using visual aids and e-technology within a presentation
2	Be able to assist others to plan presentations	2.1	Describe the process of planning a presentation
		2.2	Describe what is required to deliver a presentation
		2.3	Explain how to modify the plan to take account of changes to requirements
		2.4	Help others to identify the aims and objectives of the presentation
		2.5	Identify sources of information which could inform presentations in presenter's area of expertise
		2.6	Work with others to identify the background information needed in the presentation
		2.7	Work with others to gather resources for the presentations
		2.8	Assist others to prepare and organise equipment, materials and the venue
		2.9	Explain the importance of seeking advice and assistance on issues beyond own competence

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: • 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 • 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 • 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 • 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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.3	Dispose of used equipment and soiled materials safely
		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: • 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: • partnership working • resolving conflicts

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: • 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: 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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
3	Be able to record and report healthcare activities	3.1	Record information in line with national and local policy and protocol
		3.2	Describe how to report any issues that arise to the 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
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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	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: • 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: • 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: • 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:	
		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:	
			d) sexual relationships and parenthood e) the provision of healthcare
4	Understand the basic principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1	Explain the meaning of the term 'social inclusion'
		4.2	Explain the meaning of the term advocacy
		4.3	Describe different types of advocacy
		4.4	Describe ways to build empowerment and active participation into everyday support with individuals with learning disabilities
5	Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1	Explain how attitudes are changing in relation to individuals with learning disabilities
		5.2	Give examples of positive and negative aspects of being labelled as having a learning disability
		5.3	Describe steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers
		5.4	Explain the roles of external agencies and others in changing attitudes, policy and practice
6	Know how to promote communication with individuals with learning disabilities	6.1	Identify ways of adapting each of the following when communicating with individuals who have learning disabilities a) verbal communication b) non-verbal communication
		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

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	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
		1.2	Identify the procedures relating to monitoring the environment during specific clinical/therapeutic activities in own work practice
		1.3	Identify the resources needed during specific clinical/therapeutic activities in own work practice
		1.4	Explain the procedures for reporting and dealing with problems with the environment and resources, beyond own scope of practice
		1.5	Outline the risks associated with procedures carried out in own work practice and how these are controlled
2	Be able to operate equipment	2.1	Explain the importance of monitoring equipment and confirming it is safe for use
		2.2	Apply standard precautions for infection control when handling equipment
		2.3	Implement health and safety measures when handling equipment
		2.4	Operate equipment consistent with manufacturer's instructions, required parameters and national/local policies and procedures
3		3.1	Monitor and maintain environmental conditions at the levels required by the activity

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Monitor, replenish and replace resources as required for the activity
		3.3	Explain the importance of checking resources are of the correct quality and quantity for the activity
		3.4	Return unused and/or surplus resources to the storage location
		3.5	Store resources in line with local policy or protocol at the end of the activity
	Be able to monitor and maintain the environment and resources	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:	
1	Understand how to care for individuals with naso-gastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1	Outline how current legislation, national guidelines, policies, protocols and good practice guidelines affects own practice related to caring for an individual with naso-gastric tubes
		1.2	Describe the responsibilities and boundaries related to own role
		1.3	Outline how to prepare equipment and materials required for aspiration and the removal of naso-gastric tubes
		1.4	Explain the importance of following health and safety procedures for aspiration and removal of naso-gastric tubes
		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
		1.6	Outline the action to take in the event of an individual reacting adversely to the naso-gastric procedure
2	Know the anatomy and physiology of the upper gastrointestinal system and its relevance to naso-gastric procedures	2.1	Describe the anatomy and physiology of the upper gastrointestinal system in relation to the aspiration and removal of naso-gastric tubes
		2.2	Describe the normal and abnormal appearance and content of stomach/intestinal fluid according to the individual's presenting medical condition
		2.3	Outline the action to take to reduce or deal with potential sources of contamination when undertaking aspiration and removal of naso-gastric tubes

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

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

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	1. deal with individuals promptly when working in different situations 2. respond to the verbal and non-verbal forms of communication offered by the individual 3. identify the needs of individuals accurately through questioning 4. confirm understanding of the individual's requirements 5. agree an outcome with the individual regarding delivery of products or services.
2	Provide information which meets the requirements of the individual	2.1	1. respond to requests for information from individuals politely and promptly 2. provide relevant information in a format that the individual can understand 3. check that the information given meets the needs of the individual.
3	Resolve individual's issues and concerns	3.1	1. acknowledge receipt of a query or complaint 2. assess the action required to resolve the query or complaint 3. take action to resolve a query/complaint it in line with SOPs and organisational policies for customer service 4. explain when complaints should be referred to a higher authority 5. 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	1. adhere to SOPs at all times 2. describe the importance of maintaining customer satisfaction, loyalty and confidence in the organisation 3. contribute to the organisation's policy on customer service.
5	Work within the limitations of the job role	5.1	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:	
1	Explain the importance of own role and how it contributes to the team performance	1.1	1. describe the team's overall objectives and purpose 2. explain how own role and responsibilities contribute to team activities, objectives and purposes 3. identify other team members, their roles and responsibilities within the team 4. inform other members in the team of their activities and ideas.
2	Use feedback to improve personal team performance	2.1	1. use feedback or suggestions from others to enable them to improve own practice within the team 2. propose suggestions or ideas to benefit team members and improve team working 3. agree, seek support and take responsibility for any development and learning that can help you to interact with the team more effectively.
3	Manage time and commitments effectively	3.1	1. fulfil own commitments to other team members within agreed timescales and according to overall work priorities 2. inform appropriate team members when they cannot fulfil commitments within specified timescales.
4	Establish effective working relationships with all members of the team	4.1	1. behave towards other team members in a way that supports the effective functioning of the team 2. resolve differences of opinion and conflicts within the team in ways which respects other team members' points of view 3. select appropriate advice and guidance in order to resolve issues with other team members 4. support other team members in the completion of activities or objectives.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	Comply with organisational, national and European legislation	5.1	1. comply with legal and organisational requirements, standards and codes of practice on equality, diversity, discrimination and rights relevant to own role and responsibilities. 2. comply with current local, UK and European legislation, and organisational requirements, procedures and practices 3. access up-to-date copies of the organisation's workplace policies, procedures and systems, and practice and service standards related to team working.

Unit 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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.2	Work with the individual and others to identify triggers for distress
		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	1.1	Describe relevant anatomy and physiology in relation to the healthcare activity
		1.2	Explain the purposes and use of medical equipment and devices required for the procedure
		1.3	Explain the roles and responsibilities of team members
		1.4	State protection/precautionary measures • appropriate to the procedure being carried out • how they should be applied • the implications and consequences of not applying these measures
		1.5	Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states
		1.6	Explain how to complete records of the actions taken and the individual's condition during the healthcare activity
2	Be able to prepare individuals to undergo healthcare activities	2.1	Confirm the individual's identity and gain valid consent
		2.2	Describe any concerns and worries that an individual may have in relation to healthcare activities
		2.3	Describe ways of responding to these concerns
		2.4	Explain the procedure to the individual
		2.5	Agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences
		2.6	Refer any concerns or questions to others if unable to answer

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		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:	
		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	Be able to prepare equipment for intraoperative cell salvage blood processing	7.1	Apply standard precautions for infection control
		7.2	Implement health and safety measures relevant to preparing equipment for intraoperative cell salvage blood processing
		7.3	Confirm with the appropriate person the suitability of the intraoperative cell salvage blood for processing
		7.4	Confirm that the processing equipment is fit for purpose
		7.5	Load the processing equipment and connect to the collection equipment in accordance with manufacturer's guidelines
		7.6	Confirm the wash fluid is intra-venous normal saline 0.9%
		7.7	Prime the system and set the machine programme ready for use in accordance with guidance
		7.8	Inform the appropriate person that the processing equipment is ready for use

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

Unit M/601/3436
Prepare aseptic products

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	accident/incident/error during the preparation 2. complete of required documentation in this case 3. report to the appropriate person any problems outside the area of responsibility 4. 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:	
1	Understand how to maintain a clean environment to prevent the spread of infection	1.1	State the general principles for environmental cleaning
		1.2	Explain the purpose of cleaning schedules
		1.3	Describe how the correct management of the environment minimises the spread of infection
		1.4	Explain the reason for the national policy for colour coding of cleaning equipment
2	Understand the principles and steps of the decontamination process	2.1	Describe the three steps of the decontamination process
		2.2	Describe how and when cleaning agents are used
		2.3	Describe how and when disinfecting agents are used
		2.4	Explain the role of personal protective equipment (PPE) during the decontamination process
		2.5	Explain the concept of risk in dealing with specific types of contamination
		2.6	Explain how the level of risk determines the type of agent that may be used to decontaminate
		2.7	Describe how equipment should be cleaned and stored
3	Understand the importance of good waste management practice in the prevention of the spread of infection	3.1	Identify the different categories of waste and the associated risks
		3.2	Explain how to dispose of the different types of waste safely and without risk to others

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	1.1	Explain what is meant by: • diversity • equality • inclusion • discrimination
		1.2	Describe ways in which discrimination may deliberately or inadvertently occur in the work setting
		1.3	Explain how practices that support equality and inclusion reduce the likelihood of discrimination
2	Be able to work in an inclusive way	2.1	Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
		2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences
		2.3	Describe how to challenge discrimination in a way that encourages change
3	Know how to access information, advice and support about diversity, equality and inclusion	3.1	Identify a range of sources of information, advice and support about diversity, equality and inclusion
		3.2	Describe how and when to access information, advice and support about diversity, equality and inclusion

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.4	Dispose of waste products safely
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: • 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
		3.2	Outline the procedures to be followed if an accident or sudden illness should occur

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
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: • 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: • starting • spreading
		7.2	Outline emergency procedures to be followed in the event of a fire in the work setting
		7.3	Explain the importance of maintaining clear evacuation routes at all times
8	Be able to implement security measures in the work setting	8.1	Use agreed ways of working for checking the identity of anyone requesting access to: • premises • information

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		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	1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the preparation of equipment for intraoperative cell salvage blood collection 2 Explain the importance of informing all members of the theatre team that intraoperative cell salvage blood collection is planned
2	Understand transfusion issues related to intraoperative cell salvage	2.1	1 Explain the rationale for using autologous blood transfusion 2 Explain the applications of intraoperative cell salvage blood collection with regard to those who refuse allogeneic blood on religious or other grounds
3	Understand the role and function of equipment used in intraoperative cell salvage blood collection	3.1	1 Describe the role and function of suction and collection set equipment used in intraoperative cell salvage blood collection 2 Explain the rationale for setting up collection equipment 3 Explain the rationale for setting the expiry time on set up equipment 4 Explain the importance of setting a suitable vacuum level 5 Explain the importance of using an appropriate anti-coagulant 6 Explain how to prepare the anticoagulant 7 Outline the dangers of re-using single use equipment 8 Describe the potential hazards and malfunctions of equipment and how to deal with them
4	Be able to prepare equipment for intraoperative cell salvage blood collection	4.1	1 Apply standard precautions for infection control when preparing equipment 2 Implement health and safety measures in accordance with national and local policies and protocols

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	3 Select and set up collection equipment in accordance with manufacturer's instructions applying aseptic techniques 4 Prepare the anticoagulant in line with national/local guidelines and policy 5 Inform the appropriate person that the collection equipment is fully prepared

Unit 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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
6	Manage a casualty who is wounded and bleeding	6.1	Demonstrate how to control severe external bleeding
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: • 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:	
1	Prepare to assemble prescribed items	1.1	1. follow the relevant health, hygiene and safety procedures 2. ensure that the preparation area and equipment are clean and maintained ready for use 3. produce the correct label 4. ensure that there is an adequate supply of items to assist in the supply of medicines.
2	Select the prescribed item	2.1	1. confirm that the medicine or product is fit for purpose 2. confirm that the medicine or product matches the prescription 3. prepare medicine or product following standard operating procedures (SOPs) 4. refer to the appropriate person where there are inconsistencies in the medicine or product.
3	Label and package prescribed items	3.1	1. assemble prescribed items according to the correct instructions and reconstitute items as required 2. label the item correctly, checking it against the prescription 3. pack the medicine or product using appropriate packaging 4. select appropriate medicine devices/sundry items to accompany the medicine or product.
4	Complete the assembly process	4.1	1. annotate the prescription/requisition appropriately 2. complete dispensary records legibly and accurately

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			3. forward the prescription and assembled items for checking as identified in the SOPs.
5	Comply with current legal and ethical requirements, organisational standard operating procedures and relevant national and local guidelines and policies	5.1	1. understand the basics of current legal and ethical requirements that affect the assembly of prescribed items 2. apply knowledge of organisational SOPs when assembling prescribed items 3. apply knowledge of national and local guidelines and policies for assembling prescribed items 4. 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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Contribute to preparing the environment, equipment and materials to minimise any risks and maximise the individual's engagement with the activity
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
		5.4	Work with the individual and others to agree and make changes to a learning or

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	development activity or the support provided

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to monitor sleep	4.1	Establish with the individual and others how sleep will be monitored
		4.2	Record agreed observations relating to the individual's sleep and the assistance given
5	Know how to access information and advice about difficulties with sleep	5.1	Describe situations in which additional information or assistance about sleep would be needed
		5.2	Explain how to access additional information and assistance

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

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:	
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
		3.4	Describe actions to take where any concerns with the agreed care plan are noted

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.5	Identify the pressure area risk assessment tools which are used in own work area
		3.6	Explain why it is important to use risk assessment tools
4	Understand the use of materials, equipment and resources are available when undertaking pressure area care	4.1	Identify a range of aids or equipment used to relieve pressure
		4.2	Describe safe use of aids and equipment.
		4.3	Identify where up-to-date information and support can be obtained about: • Materials • Equipment • Resources
5	Be able to prepare to undertake pressure area care	5.1	Prepare equipment and environment in accordance with health and safety guidelines
		5.2	Obtain valid consent for the pressure area care
6	Be able to undertake pressure area care	6.1	Carry out pressure area care procedure in a way that: • respects the individual's dignity and privacy • maintains safety • ensures the individual's comfort • promotes active participation • promotes partnership working
		6.2	Apply standard precautions for infection prevention and control
		6.3	Carry out the pressure area care procedure without obstruction from bedding and clothing
		6.4	Move an individual using approved techniques and in accordance with the agreed care plan

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	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 K/502/3680
Service improvement in the health sector

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know how to carry out evaluation of services	1.1	State the importance of evaluating service provision
		1.2	Describe evaluation tasks to be carried out
2	Know how to pass on constructive ideas for improving service provision	2.1	Identify factors affecting the service
		2.2	Describe factors that could improve service provision
		2.3	State how to raise issues and make suggestions about service provision
3	Know how to make changes to own practice to improve service provision	3.1	Describe circumstances when support may be required to make changes to own practice
		3.2	State the importance of keeping to timelines to implement effective improvements

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 serving food and drink for individuals	3.1	Describe practices to control hazards when preparing and serving food and drink
		3.2	Prepare food and drink in ways that minimise risks to own safety and that of others

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		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 • 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 wellbeing 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:	
			local policy on confidentiality and data protection
4	Know how to access the range of support services available to individuals and others	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

Unit A/601/0121
Work with babies and young children to promote their development and learning

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the development and learning of babies and young children	1.1	Explain the pattern of development in the first three years of life and the skills typically acquired at each stage
		1.2	Explain: • how development and learning are interconnected • how and why variations occur in rate and sequence of development and learning • that learning may take place in different ways. • the importance of play
		1.3	Explain the potential effects on development, of pre conceptual, pre-birth and birth experiences
		1.4	Explain the impact of current research into the development and learning of babies and young children
2	Be able to promote the development and learning of babies and young children	2.1	Undertake assessments of babies or young children's development and learning needs
		2.2	Demonstrate in own practice how the indoor and outdoor environment is responsive to the development and learning needs of babies and young children
		2.3	Plan play based activities and experiences based on assessments to support development and learning
		2.4	Demonstrate in own practice the provision of play based activities and experiences to promote development and learning that are tailored to babies or young children's needs
3	Understand the attachment needs of babies and young children	3.1	Explain the benefits of the key worker/person system in early years settings

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings.
		3.3	Analyse the possible effects of poor quality attachments on the development of babies and children
4	Be able to engage with babies and young children and be sensitive to their needs	4.1	Engage sensitively with babies and young children giving them time to respond
		4.2	Engage in playful activity with babies and young children
		4.3	Explain how babies express their emotions, preferences and needs and demonstrate responsive care in own practice.
		4.4	Explain why it is important to manage transitions for babies and young children
		4.5	Explain when and why babies and young children require periods of quiet to rest and sleep
5	Be able to work in partnership with carers in order to promote the learning and development of babies and young children	5.1	Explain the primary importance of carers in the lives of babies and young children
		5.2	Demonstrate in own practice how to exchange information with carers
		5.3	Evaluate ways of working in partnership with carers

Unit A/601/1429
Engage in 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 work role
		1.2	Explain expectations about own work role as expressed in relevant standards
2	Be able to reflect on practice	2.1	Explain the importance of reflective practice in continuously improving the quality of service provided
		2.2	Demonstrate the ability to reflect on practice
		2.3	Describe how own values, belief systems and experiences may affect working practice
3	Be able to evaluate own performance	3.1	Evaluate own knowledge, performance and understanding against relevant standards
		3.2	Demonstrate use of feedback to evaluate own performance and inform development
4	Be able to agree a personal development plan	4.1	Identify sources of support for planning and reviewing own development
		4.2	Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities
		4.3	Demonstrate how to work with others to agree own personal development plan
5	Be able to use learning opportunities and reflective practice to contribute to personal development	5.1	Evaluate how learning activities have affected practice
		5.2	Demonstrate how reflective practice has led to improved ways of working
		5.3	Show how to record progress in relation to personal development

Unit A/601/5190
Support individuals with multiple conditions and/or disabilities

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the impact of multiple conditions and/or disabilities on individuals	1.1	Describe possible multiple conditions and/or disabilities that individuals may have
		1.2	Explain how multiple conditions and/or disabilities may have an additional impact on the individual's wellbeing and quality of life
		1.3	Explain how multiple conditions and/or disabilities may impact on individual's opportunity to participate in a range of activities
2	Understand own role in supporting individuals with multiple conditions and/or disabilities	2.1	Describe own role in supporting the wellbeing of individuals with multiple conditions and/or disabilities
		2.2	Explain the steps to take when actions may be outside of the scope of own role and responsibilities
3	Understand the support available for individuals with multiple conditions and/or disabilities	3.1	Research the roles of professionals who may provide support to individuals with multiple conditions and/or disabilities in own local area
		3.2	Explain the range of equipment that is available to support the additional needs of individuals with multiple conditions and/or disabilities
		3.3	Explain the range of resources that is available to support the additional needs of individuals with multiple conditions and/or disabilities
		3.4	Explain the importance of informal networks in providing support to individuals with multiple conditions and/or disabilities
4	Be able to assist individuals with multiple conditions and/or disabilities	4.1	Support an individual to identify needs and preferences
		4.2	Identify any resources or specialist equipment that may be required to support an individual to engage in activities

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.3	Support an individual to engage in activities that meet their needs and preferences
5	Be able to evaluate the support provided to an individual to engage in activities	5.1	Review with the individual and/or others, how well the activities have met the identified needs and preferences
		5.2	Reflect on own support to an individual to engage in activities
		5.3	Explain where additional advice, guidance or support can be accessed to improve own practice
		5.4	Adapt own practice to support the needs of the individual

Unit A/601/7909
Support individuals who are bereaved

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

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

Unit A/601/8980
Prepare for and carry out extended feeding techniques

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand anatomy and physiology in relation to extended feeding	1.1	Explain the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding
		1.2	Explain the importance of fluid and nutritional balance to the health of individuals
		1.3	Describe conditions where feeding may be undertaken by extended methods
2	Understand extended feeding techniques	2.1	Explain techniques for extended feeding
		2.2	Describe equipment and materials that may be used for extended feeding
		2.3	Describe ways to support an individual to prepare for extended feeding in a way that meets their individual needs and preferences
		2.4	Describe how to recognise and deal with adverse reactions which may occur • during procedures • following procedures
3	Understand legislation and agreed ways of working when using extended feeding techniques	3.1	Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding
		3.2	Explain the importance of following procedures exactly as specified
4	Be able to manage risks relating to extended feeding	4.1	Identify potential risks associated with extended feeding
		4.2	Describe the potential sources and consequences of contamination
		4.3	Explain why it is important to • maintain the correct level of cleanliness • pack up used equipment and materials and cover receptacles containing body fluids prior to leaving the immediate area

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.4	Apply standard precautions for infection prevention and control and other measures to minimise risks before, during and after the procedure
		4.5	Dispose of • Used equipment, materials and feeds • Body fluids including those aspirated prior to feeding in accordance with legislation and agreed ways of working
5	Be able to prepare for extended feeding	5.1	Ensure that adequate and relevant fluids, feeds and equipment are available
		5.2	Confirm the identity of the individual prior to carrying out the activity
		5.3	Obtain valid consent from the individual prior to carrying out the planned activity
		5.4	Confirm equipment and materials are • appropriate to the procedure • fit for purpose
		5.5	Position the individual to ensure safety and comfort and facilitate the method of extended feeding
6	Be able to carry out and complete extended feeding techniques	6.1	Attach and position feeding tubes correctly and securely in a manner that prevents discomfort and promotes the dignity of an individual
		6.2	Carry out extended feeding safely and according to the individual's plan of care
		6.3	Observe the individual throughout the activity and respond to any adverse reactions
		6.4	Ensure the comfort of the individual following extended feeding
7		7.1	Complete required records

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.2	Identify others who may be involved in reviewing the nutritional and fluid intake of an individual
Be able to maintain records and report on extended feeding	7.3	Report any findings about the process and the individual which may have an impact on the care plan

Unit A/601/9028
Provide support to continue recommended therapies

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the importance of supporting individuals to continue recommended therapies	1.1	Analyse the potential benefits of recommended therapies to an individual's health and wellbeing
		1.2	Describe barriers that may prevent individuals from continuing recommended therapies, and the possible consequences of discontinuation
2	Be able to encourage individuals to complete activities recommended by therapists	2.1	Establish agreement on an individual's needs and preferences about continuing a recommended therapy
		2.2	Provide opportunities for an individual to access information about the benefits of continuing the recommended therapy
		2.3	Describe how to overcome an individual's fears or concerns about continuing the recommended therapy
3	Be able to support individuals to continue recommended therapy	3.1	Clarify with the therapist the information needed before providing support for the therapy
		3.2	Promote active participation during therapy
		3.3	Address difficulties encountered during therapy
		3.4	Provide constructive feedback and encouragement to the individual during therapy
4	Be able to observe, record and report on observations during recommended therapy	4.1	Establish with the individual and others what observations need to be made during therapy sessions
		4.2	Carry out agreed observations

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.3	Record agreed observations as required
		4.4	Report on the findings of observations to individuals and others
5	Be able to contribute to evaluation and review of recommended therapies	5.1	Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
		5.2	Carry out agreed role to support the evaluation, using observations and feedback from the individual and others
		5.3	Agree changes to therapy sessions or the support provided

Unit A/602/0972
Insert and secure nasogastric tubes

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for inserting and securing nasogastric tubes
		1.2	Summarise own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines
		1.3	Explain the duty to report any acts or omissions in care that could be detrimental
		1.4	Explain the importance of working within own role and of seeking advice when faced with situations outside this role
2	Understand the purpose and functions of nasogastric tubes and associated procedures	2.1	Explain the anatomy of the upper gastro-intestinal tract in relation to inserting nasogastric tubes
		2.2	Describe the physiology of the stomach and small intestine in relation to potential contents of gastric aspirate
		2.3	Explain the types of nasogastric tubes that can be used and why the most appropriate tube must be selected for the individual
		2.4	Explain the normal appearance and content of stomach/intestinal fluid and how it could be affected by the individual's presenting medical condition
		2.5	Describe the potential sources of contamination when inserting nasogastric tubes and how these can be reduced
		2.6	Explain how aseptic technique contributes to the control of infection
3	Be able to prepare the insertion of a nasogastric tube	3.1	Implement health and safety measures relevant to the procedure and environment

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Apply standard precautions for infection control
		3.3	Confirm the individual's identity and gain valid consent
		3.4	Explain the planned procedure according to the individual's plan of care plan and in line with local policy/protocol
		3.5	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
		3.6	Prepare the equipment required in accordance with local policy/protocol
4	Be able to insert a nasogastric tube	4.1	Maintain compliance with health and safety guidance at all times
		4.2	Ensure the individual is positioned in a way that will maintain their safety and comfort and will facilitate the insertion of the nasogastric tube
		4.3	Ensure that an individual's privacy and dignity is maintained at all times
		4.4	Insert the nasogastric in accordance with local policy and protocol
		4.5	Observe the individual throughout the procedure, reporting any adverse reactions in line with local policy
		4.6	Ensure the nasogastric tube is correctly positioned in the stomach
		4.7	Ensure the drainage bag is securely attached in a way that prevents discomfort and promotes dignity of the individual
5		5.1	Observe, report and document any changes in appearance to nasogastric aspirate

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
Be able to provide aftercare for individuals following nasogastric tube insertion	5.2	Measure and record the volume of aspirate in line with local policy
	5.3	Seek assistance promptly from an appropriate person should it be required at any stage
	5.4	Ensure the comfort of the individual following insertion of the nasogastric tube
	5.5	Dispose of waste according to local procedures

Unit A/602/3516
Develop positive relationships with children and young people

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year	1.1	. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year
		1.2	Describe local policies for child safety and protection
		1.3	Explain how to work in partnership with parents/carers and significant others in order to support them to care for babies during their first year
		1.4	Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
		1.5	Explain how to obtain advice and information to support own practice
		1.6	Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
		1.7	Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
		1.8	Explain the importance of confidentiality when accessing records and information
2	Understand the need for developing positive relationships with children and young people	2.1	Explain why developing positive relationships with children and young people is important
		2.2	Explain how to develop positive relationships with children and young people

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

Unit A/602/4018
Provide advice and information to enable parents to promote the health and well-being of their newborn babies

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents/carers on the health and wellbeing of newborn babies	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents/carers on the health and wellbeing of newborn babies
		1.2	Describe local policies for child safety and protection
		1.3	Explain how to work in partnership with parents/carers and significant others
		1.4	Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
		1.5	Explain how to obtain advice and information to support own practice
		1.6	Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
		1.7	Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
		1.8	Explain the importance of confidentiality when accessing records and information
2	Understand the requirements for the health and well-being of newborn babies and their parents/carers	2.1	Explain the differing needs of babies at the different stages of physical, social, emotional and cognitive development
		2.2	Describe the main trends and changes relating to the care of newborn babies

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.3	Explain how adopting a healthy lifestyle can enable parents/carers to promote their own health and well-being and that of their babies
		2.4	Explain the benefits of empowering parents/carers to manage the care of their babies, including the involvement of the father/father figure
		2.5	Summarise the principles and practice of infant feeding during the first year
		2.6	Identify how the needs of newborn babies may affect those who care for them
		2.7	Explain the impact of family and environment, including parenting capacity, on the health and well-being of babies
		2.8	Identify the contributing factors that increase the risk of significant harm to newborn babies and how to respond to any concerns
3	Be able to provide advice and information that enables parents/carers to meet the health and well-being needs of their newborn babies	3.1	Explain the purpose of own role and organisation to parents/carers
		3.2	Discuss with parents/carers their understanding of how to promote and protect the health and well-being of their baby
		3.3	Involve parents/carers in identifying their requirements for promoting and protecting the health and well-being of their baby, including the advice and information needed
		3.4	Provide information in a way that enables parents/carers to make informed choices about the care of their baby

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	3.5	Discuss with parents/carers potential lifestyle changes that will increase their capacity to manage their parenting responsibilities and optimise their own health and well-being, encouraging them to set achievable targets
	3.6	Assist parents/carers in developing realistic and achievable plans for promoting and protecting the health and well-being of their baby
	3.7	Provide information on how to access services, information and other resources available locally or nationally for parents/carers
	3.8	Update records in line with local policy and protocol
	3.9	Agree dates to review progress and requirements

Unit A/602/4410
Facilitate and monitor housing and accommodation services to support individuals with mental health needs

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand legislation, national guidelines, policies, protocols and good practice guidelines related to working with housing and accommodation agencies supporting individuals with mental health needs	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines for working with an individual with mental health needs
		1.2	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of housing and accommodation for an individual with mental health needs
2	Understand the nature and operation of the housing sector as related to people with mental health needs	2.1	Explain the role of the principal agencies within the housing sector who develop housing and accommodation for individuals with mental health needs
		2.2	Explain the impact of homelessness on mental health needs
		2.3	Describe the different types of accommodation that are available with reference to an individual's mental health needs
		2.4	Compare different types of accommodation in terms of the support they offer to an individual with mental health needs
		2.5	Explain the influence of age and type of mental health needs on decisions made relating to housing
		2.6	Describe the practical and emotional skills required to live independently
3	Be able to facilitate the arrangement of housing and accommodation services for individuals with mental health needs	3.1	Support the individual in making preparations to attend housing and accommodation services

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Discuss with housing and accommodation services the individual's housing and accommodation needs
		3.3	Explain the factors that need to be considered in arranging housing and accommodation to meet the individual's needs
		3.4	Confirm that steps have been taken to maintain an individual's privacy and dignity at all times
		3.5	Confirm that steps have been taken to treat individuals with equality and that they are not discriminated against due to mental health needs
		3.6	Provide information to the housing and accommodation services in line with local policy and protocol
		3.7	Explain own role in assisting housing and accommodation services
		3.8	Explain the procedures for raising concerns relating to an individual with mental health needs in line with local policy and protocol
4	Be able to monitor the provision of housing and accommodation services for individuals with mental health needs	4.1	Maintain contact with housing and accommodation workers to review arrangements in line with local policy and protocol
		4.2	Monitor an individual's progress in maintaining housing responsibilities
		4.3	Respond to any issues that interfere with the housing and accommodation arrangements
		4.4	Support partnership arrangements in maintaining housing and

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			accommodation for an individual with mental health needs
5	Be able to keep records relating to individuals housing and accommodation	5.1	Update records on the individual's progress with their housing and accommodation in line with local policy and protocol
		5.2	Collate records in order to contribute to data collection on work carried out with housing and accommodation services

Unit A/602/4519
Collaborate in the assessment of environmental and social support in the community

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of environmental and social support in the community	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect work with the provision of environmental and social support in the community
		1.2	Identify when good practice suggests it may be necessary to seek assistance
2	Understand how to assess the need for, and provision of, environmental and social support in the community	2.1	Describe situations when individuals may need to be provided with environmental or social support
		2.2	Describe the types, purpose and function of materials, equipment and support that may be required in relation to assessing environmental and social support in the community
		2.3	Describe the purpose of the assessment tools used in the workplace
		2.4	Explain the procedures relating to carrying out an assessment of environmental and social support in the community
		2.5	Explain the roles of individuals involved assessing environmental and social support in the community
3	Be able to carry out assessments in collaboration with others to establish the need for, and provision, of environmental and social support in the community	3.1	Communicate with the individual and relevant others in a way that encourages personal choice
		3.2	Undertake the assessment in line with local policy and protocol
		3.3	Identify and prioritise the individual's needs, in conjunction with relevant others if necessary

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.4	Record the outcomes of the assessment in line with local policy and protocol
		3.5	Pass on the outcomes of the assessment in line with local policy and protocol
4	Be able to plan changes to be made to the environment and social support with individuals and relevant others	4.1	Confirm the availability of the resources required
		4.2	Communicate the options for support and equipment to the individual and relevant others
		4.3	Identify any difficulties with providing the support or equipment, discussing possible solutions
		4.4	Agree any proposed changes to the environment and social support and gain valid consent to carry these out
		4.5	Record the agreed actions in line with local policy and protocol

Unit D/601/0130
Care for the physical and nutritional needs of babies and young children

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to provide respectful physical care for babies and young children	1.1	Demonstrate culturally and ethnically appropriate care for babies and young children for • Skin • Hair • Teeth • Nappy area
		1.2	Demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important
		1.3	Demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs.
		1.4	Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care and why these are necessary.
2	Be able to provide routines for babies and young children that support their health and development	2.1	Plan daily and weekly routines for babies and young children suitably personalised to meet individual needs
		2.2	Demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines
		2.3	Explain the principles of effective toilet training and how this is incorporated into routines
3	Be able to provide opportunities for exercise and physical activity	3.1	Explain the importance of exercise and physical activity for babies and young children

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

Unit D/601/5750
Support families who have a child with a disability

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the impact on a family of having a child with a disability	1.1	Describe the emotional impact that a diagnosis can have on families
		1.2	Explain how the impact of having a child with a disability can be rewarding and/or challenging
		1.3	Explain the emotional experience that families may have after diagnosis, using theories of loss
		1.4	Explain how having a child with a disability may affect interpersonal relationships within a family
		1.5	Identify the changes that may need to be made to family life, social life, work and accommodation
		1.6	Explain why it is important for family members to have opportunities to explore feelings and experiences
2	Be able to support families who have a child with a disability	2.1	Establish with the family the support they require
		2.2	Work with the family to identify different ways that needs can be met
		2.3	Support family members to discuss feelings and experiences related to having a child with a disability
3	Be able to support families with a child with a disability to use informal networks and community resources	3.1	Explain what informal networks and community resources there are for children with disabilities and their families
		3.2	Give information to a family about community resources and informal networks to enable them to make choices

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	Support a family to use community resources and informal networks
4	Be able to work in partnership with other professionals and agencies to support families with a child with a disability	4.1	Identify support and resources that a child with a disability may need
		4.2	Investigate the roles of other professionals and agencies that may provide support to families with a child with a disability
		4.3	Provide information to a family about professionals and agencies that may provide support
		4.4	Identify when referrals should be made to other professionals and/or agencies
		4.5	Demonstrate partnership working with other professionals and agencies to provide support to families with a child with a disability
		4.6	Review the outcomes for the family of partnership working
		4.7	Identify and report any additional support required by the family

Unit D/601/7904
Support individuals to manage their finances

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know how to access information and advice about financial affairs	1.1	Identify sources of information and advice about methods and services for managing personal finances
		1.2	Identify sources of information and advice about benefits and allowances
		1.3	Describe the role of others who may be involved in supporting individuals to manage their own finances
		1.4	Describe how and when to access specialist expertise about managing financial affairs
		1.5	Explain how to access advice on safeguarding against financial abuse
2	Be able to provide support for individuals to manage their finances	2.1	Identify legislation, codes of practice and agreed ways of working that apply when providing support to manage financial affairs
		2.2	Work with the individual to identify the skills they have for managing their own finances
		2.3	Identify an individual's preferred methods and services for managing their finances
		2.4	Provide support for managing finances in a way that promotes active participation and safeguards the individual
		2.5	Contribute to records and reports about finances in line with agreed ways of working
3	Be able to contribute to applying for financial assistance	3.1	Provide support for an individual to check the benefits and allowances to which they are entitled
		3.2	Contribute to completing forms and paperwork to apply for benefits or entitlements in a way that promotes active participation

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to contribute to reviewing support for managing finances	4.1	Agree with the individual the process and criteria for measuring the effectiveness of methods, services and support for managing finances
		4.2	Work with the individual to evaluate methods, services and support for managing finances
		4.3	Agree with the individual any changes to methods, services and support for managing finances
		4.4	Provide feedback to an organisation or agency about the effectiveness of financial information or support
		4.5	Explain the importance of providing feedback to organisations or agencies about any shortfalls in their financial services or support

Unit D/601/8860
Obtain venous blood samples

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand legislation, policy and good practice related to obtaining venous blood samples.	1.1	Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining venous blood samples.
2	Understand the anatomy and physiology relating to obtaining venous blood samples.	2.1	Describe the structure of venous blood vessels.
		2.2	Explain blood clotting processes and the factors that influence blood clotting.
		2.3	Describe the position of venous blood vessels in relation to arteries, nerves and other structures.
3	Be able to prepare to obtain venous blood samples.	3.1	Confirm the individual's identity and obtain valid consent.
		3.2	Communicate with the individual in a manner which: • provides relevant information • provides support and reassurance • addresses needs and concerns • is respectful of personal beliefs and preferences.
		3.3	Select and prepare appropriate equipment for obtaining the venous blood sample.
		3.4	Select and prepare an appropriate site taking into account the individual's preferences.
4	Be able to obtain venous blood samples.	4.1	Apply health and safety measures relevant to the procedure and environment.
		4.2	Apply standard precautions for infection prevention and control.
		4.3	Use the selected blood collection equipment correctly, in a manner which will cause minimum discomfort to the individual.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.4	Use the agreed procedure to obtain the venous blood sample, to include: • utilisation of containers • required volume of blood • correct sequence when obtaining multiple samples • application and use of tourniquets at appropriate stages • stimulation of blood flow or selection of alternative site where necessary • utilisation of anti-coagulant with sample when necessary.
		4.5	Respond to any indication of adverse reaction, complication or problem during the procedure.
		4.6	Explain the correct procedure to deal with an arterial puncture when it occurs.
		4.7	Terminate the blood collection procedure following guidelines and/or protocols to include: • removal of blood collection equipment • stopping blood flow • stopping bleeding • application of suitable dressing • personal care advice to the individual.
5	Be able to prepare venous blood samples for transportation.	5.1	Label, package, transport and store blood samples correctly and use appropriate attached documentation ensuring: • legibility of labelling and documentation • temperature control of storage • immediacy of transportation.

Unit D/601/9491
Implement therapeutic group activities

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles of therapeutic group activities	1.1	Explain how participating in therapeutic group activities can benefit an individual's identity, self-esteem and well-being
		1.2	Analyse reasons why a group activity rather than one to one work may be recommended in particular circumstances
		1.3	Compare key points of theories about group dynamics
2	Be able to plan and prepare for therapeutic group activities	2.1	Work with individuals and others to agree: • the nature and purpose of a therapeutic group • specific activities to fit the purpose of the group
		2.2	Address any risks that may be associated with the planned activities
		2.3	Prepare the environment for a therapeutic group activity
		2.4	Prepare equipment or resources needed for the activity
3	Be able to support individuals during therapeutic group activities	3.1	Support group members to understand the purpose and proposed activity of the group
		3.2	Support group members during the activity in ways that encourage effective communication, active participation and co-operation
		3.3	Give direction, praise, reassurance and constructive feedback during the activity
		3.4	Support the group to bring the activity to a safe and timely end
4		4.1	Encourage and support individuals to give feedback during and after group activities

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
Be able to contribute to the evaluation of therapeutic group activities	4.2	Agree processes and criteria for evaluating the therapeutic benefits of the group and its activities
	4.3	Carry out own responsibilities for supporting the evaluation and agreeing any revisions
	4.4	Record and report on outcomes and any revisions in line with agreed ways of working

Unit D/602/1032
Collate and communicate health information to individuals

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for accessing, updating and maintaining individuals' health records and confidentiality in accordance with information governance
		1.2	Explain own roles, responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice concerning the collection and provision of information
		1.3	Explain the ethics concerning confidentiality, and the tensions which may exist between an individual's request for information and the organisation's responsibilities within information governance
2	Be able to identify the information to be collated and communicated	2.1	Respond to individual needs in accordance with clinical governance and local policies and protocols
		2.2	Confirm the purpose of the communication and needs of the recipients
		2.3	Adhere to legislation, protocols and guidelines relating to giving/sharing information, confidentiality and record keeping in relation to information governance
		2.4	Use relevant secure sources to access the required health information
3	Be able to communicate health information	3.1	Communicate with the individual and relevant carers or family at a pace and level appropriate to their understanding
		3.2	Identify and overcome any barriers to communication
		3.3	Present health information in a format that is consistent with the individual's level of

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		understanding, culture, background and preferred ways of communicating
	3.4	Actively listen to the recipients' reactions to information provided and clarify any issues raised
	3.5	Confirm that the information needs of the recipient have been met
	3.6	Record the outcome of the communication by updating records in line with policies and protocols

Unit D/602/3122
Provide information and advice to individuals on eating to maintain optimum nutritional status

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know factors which can affect the nutritional status of individuals	1.1	Identify factors which can affect an individual's nutritional intake
		1.2	Describe the relationship between exercise and weight management
		1.3	Describe the link between different foods and nutritional composition
		1.4	Outline basic anatomy and physiology in relation to maintaining optimum nutritional status
2	Know how to advise individuals on maintaining optimal nutritional status	2.1	Identify local and national services for an individual who needs information and support about changing their health behaviour
		2.2	Identify contact details of registered dieticians
		2.3	Identify when to seek advice from a qualified practitioner
		2.4	Outline the components of an ideal nutritional plan for the specific needs of an individual
		2.5	Outline the importance of gaining specific body measurements from an individual in order to inform the type of support needed to obtain optimum nutritional status
3	Be able to obtain specific body measurements from individuals	3.1	Prepare an environment which is suitable for confidential discussions and for taking body measurements
		3.2	Gain valid consent from the individual prior to taking body measurements
		3.3	Obtain background information from the individual

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.4	Take an individual's body measurements in line with local policy and protocol
		3.5	Interpret results against standard measures
4	Be able to provide individuals with information and advice on eating to maintain optimum nutritional status	4.1	Explain the nutritional composition of different foods to the individual/carer
		4.2	Support an individual to assess their eating habits and set nutritional objectives
		4.3	Provide information to the individual/carer on how to maintain optimum nutritional status
		4.4	Update records in line with local policy and protocol
		4.5	Record any actions to be taken by the individual/carer

Unit D/602/3198
Assist in the implementation of programmes to increase mobility, movement and functional independence

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to the implementation of programmes to restore mobility, movement and functional independence	1.1	1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role and accountability when assisting in programmes to restore mobility, movement and functional independence
2	Understand health topics related to restoring movement and functional independence	2.1	1 Describe the physical and psychological benefits of functional exercise 2 Identify and describe the functions of the main muscle groups and joints in the body 3 Describe a range of psychological effects of physical disability on individuals 4 Describe the conditions which can cause difficulties in movements and mobility, in relation to those encountered in own role
3	Understand treatment programmes related to restoring movement and functional independence	3.1	1 Describe the treatment programmes for individuals with restricted movements and mobility encountered in own role 2 Explain the functions of equipment and materials used in own role and the hazards associated with them 3 Describe potential signs of adverse reactions to mobility and movement programmes
4	Be able to assist in implementing programmes to restore mobility, movement and functional independence	4.1	1 Obtain valid consent from the individual 2 Position the individual 3 Carry out therapeutic activities which fulfil the individual's needs and goals as outlined in the treatment plan 4 Support and encourage the individual to practise existing and newly developed skills during the treatment programme 5 Encourage the individual to practise skills developed during treatment in their daily life

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			6 Monitor the individual during and after treatment in line with the treatment plan 7 Describe monitoring processes used and their importance in treatment programmes
5	Be able to make records and provide information to the practitioner	5.1	1 Feedback information to the practitioner to inform future treatment in line with local policy and protocol 2 Make records of treatment activities and the individual's condition in line with national/local policy and protocol 3 Explain the importance of seeking advice and guidance when the treatment activity is beyond own competence 4 Explain the importance of reporting adverse reactions and the potential consequences of poor practice

Unit D/602/3959
Receive and handle clinical specimens within the sterile field

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to receive and handle clinical specimens within the sterile field in line with health and safety guidance	1.1	Identify the different types of specimens received and handled within the perioperative environment
		1.2	Identify the requirements for handling and transporting both frozen and non-frozen clinical specimens to ensure their condition is maintained
		1.3	Identify different types and uses of container and transport media in the perioperative environment
		1.4	Explain the potential consequences of poor practice related to handling, labelling and transporting clinical specimens
		1.5	Explain how to deal with hazards associated with receiving and handling clinical specimens
		1.6	Explain the pathogenic causes of wound infections
		1.7	Explain the consequences of the contamination of clinical specimens
2	Be able to receive and handle clinical specimens within the sterile field	2.1	. Apply standard precautions for infection control
		2.2	Implement health and safety measures relevant to handling clinical specimens
		2.3	Obtain valid consent to collect clinical specimens
		2.4	Obtain the correct container and transport medium for the type of clinical specimen being collected
		2.5	Receive the specimen in line with policies and protocols and place in the appropriate

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		container/transport medium for the type of clinical specimen
	2.6	Pass specimens in a safe manner to the appropriate person while maintaining the sterile field
	2.7	Confirm that specimens are labelled and documentation has been completed in line with local policies and protocols
	2.8	Confirm dispatch of clinical specimens
	2.9	Update records in line with local policies and protocols

Unit D/602/3976
Prepare anaesthetic environment and provide support for pre and post-operative anaesthesia and recovery

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand health and safety measures specific to carrying out activities in the anaesthetic/recovery environment	1.1	Explain the standard precautions required for preparing the anaesthetic/recovery environment and the potential consequences of poor practice
		1.2	Explain the importance of wearing personal protective equipment in the anaesthetic/recovery environment
		1.3	Explain the importance of using equipment in line with manufacturers' instructions and local policy and protocol
		1.4	Explain how to recognise clinical emergencies, and how to provide support to the registered practitioner in these emergencies
2	Understand the parameters for clinical readings taken in the anaesthetic/recovery environment	2.1	Identify the normal parameters for temperature, pulse, blood pressure, respiration, oxygen levels and urinary output
		2.2	Explain how to measure an individual's temperature, blood pressure, respiration, oxygen levels and urinary output
		2.3	Explain how anaesthesia may affect an individual's temperature, pulse, blood pressure, respiration, oxygen levels and urinary output
		2.4	Explain the common adverse reactions an individual may experience related to anaesthetic and recovery care

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.5	Explain the importance of reporting any issues beyond own competence in accordance with local policy and protocol
3	Be able to prepare and maintain anaesthetic/recovery equipment for the reception of individuals	3.1	Implement health and safety measures relevant to anaesthetic/recovery equipment
		3.2	Apply standard precautions for infection control
		3.3	Make equipment and documentation available for the registered practitioner
		3.4	Document and report any equipment that is unfit for use according to local policy and protocol
		3.5	Clean reusable equipment in line with local policy and protocol
		3.6	Dispose of single use equipment and waste according to local policy and protocol
		3.7	Explain the importance of maintaining the stock of disposables/fluids/linen
4	Be able to assist the registered practitioner in caring for individuals in the anaesthetic/recovery environment	4.1	Confirm the individual's identity and gain valid consent
		4.2	Maintain the individual's privacy, dignity and comfort when the individual is transferred and received into the anaesthetic/recovery environment
		4.3	Work within own sphere of competence, recognising when to refer on issues
		4.4	Use verbal and non-verbal skills to support individuals, prior to and after anaesthesia/sedation, overcoming any possible communication difficulties

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.5	Support the registered practitioner in the assessment, management and reassurance of the individual in the anaesthetic/recovery environment
	4.6	Explain the importance of monitoring the individual as delegated by the registered practitioner in accordance with the care plan
	4.7	Measure and record clinical observations, reporting any deviation from normal parameters to the registered practitioner
	4.8	Record information in line with local policy and protocol

Unit D/602/4013
Make recommendations for the use of physical resources in a health setting

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.7	Outline proposed methods of monitoring expenditure
3	Be able to present proposals for expenditure for physical resources to stakeholders	3.1	Prepare and present proposals for expenditure to stakeholders
		3.2	Summarise the expected benefits and any potential negative consequences of proposed expenditure
		3.3	Justify financial proposals, based on information gathered
		3.4	Provide an explanation to stakeholders why any other options for future expenditure have been rejected
4	Be able to negotiate proposals for expenditure for physical resources with stakeholders	4.1	Negotiate proposals for expenditure with stakeholders, clarifying any areas of uncertainty or disagreement if necessary
		4.2	Conclude negotiations with stakeholders within the agreed timescale
		4.3	Use verbal and non-verbal skills to maintain positive relations with stakeholders

Unit D/501/3826
Influencing Others at Work

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the value of networking	1.1	Explain the value to the first line manager of networking
		1.2	Identify an appropriate network for a first line manager and describe methods to establish and maintain effective professional relationships with the identified network

Unit F/502/3412
Maintaining quality standards in the health sector

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

Unit F/601/3473
Understand Models of Disability

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the difference between models of disability	1.1	Outline the history and development of the medical, social and psycho-social models of disability
		1.2	Compare and contrast the medical, social and psycho-social models of disability
2	Understand how the adoption of models of disability can shape an individual's identity and experience	2.1	Analyse how the medical, social and psycho-social models of disability can impact on an individual's identity and experience
3	Understand how the adoption of models of disability can shape service delivery	3.1	Analyse how the medical, social and psycho-social models of disability can shape service delivery
		3.2	Evaluate how own practice promotes the wellbeing and quality of life of individuals

Unit F/601/7927
Support individuals to access and use services and facilities

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand factors that influence individuals' access to services and facilities	1.1	Describe how accessing a range of services and facilities can be beneficial to an individual's wellbeing
		1.2	Identify barriers that individuals may encounter in accessing services and facilities
		1.3	Describe ways of overcoming barriers to accessing services and facilities
		1.4	Explain why it is important to support individuals to challenge information about services that may present a barrier to participation
2	Be able to support individuals to select services and facilities	2.1	Work with an individual to identify a range of services and facilities likely to meet their assessed needs
		2.2	Agree with an individual their preferred options for accessing services and facilities
		2.3	Work with an individual to select services or facilities that meet their assessed needs and preferences
3	Be able to support individuals to access and use services and facilities	3.1	Identify with an individual the resources, support and assistance required to access and use selected services and facilities
		3.2	Carry out agreed responsibilities to enable the individual to access and use services and facilities
		3.3	Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities
4	Be able to support individuals to review their access to and use of services and facilities	4.1	Work with an individual to evaluate whether services or facilities have met their assessed needs and preferences

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.2	Support an individual to provide feedback on their experience of accessing and using services or facilities
	4.3	Work with an individual to evaluate the support provided for accessing and using services or facilities
	4.4	Identify and agree any changes needed to improve the experience and outcomes of accessing and using services or facilities

Unit F/601/8138
Promote and implement 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	1.1	Identify legislation relating to health and safety in a health or social care work setting
		1.2	Explain the main points of health and safety policies and procedures agreed with the employer
		1.3	Analyse the main health and safety responsibilities of: • self • the employer or manager • others in the work setting
		1.4	Identify specific tasks in the work setting that should not be carried out without special training
2	Be able to carry out own responsibilities for health and safety	2.1	Use policies and procedures or other agreed ways of working that relate to health and safety
		2.2	Support others to understand and follow safe practices
		2.3	Monitor and report potential health and safety risks
		2.4	Use risk assessment in relation to health and safety
		2.5	Demonstrate ways to minimise potential risks and hazards
		2.6	Access additional support or information relating to health and safety
3	Understand procedures for responding to accidents and sudden illness	3.1	Describe different types of accidents and sudden illness that may occur in own work setting

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Explain procedures to be followed if an accident or sudden illness should occur
4	Be able to reduce the spread of infection	4.1	Explain own role in supporting others to follow practices that reduce the spread of infection
		4.2	Demonstrate the recommended method for hand washing
		4.3	Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work
5	Be able to move and handle equipment and other objects safely	5.1	Explain the main points of legislation that relates to moving and handling
		5.2	Explain principles for safe moving and handling
		5.3	Move and handle equipment and other objects safely
6	Be able to handle hazardous substances and materials	6.1	Describe types of hazardous substances that may be found in the work setting
		6.2	Demonstrate safe practices for: • Storing hazardous substances • Using hazardous substances • Disposing of hazardous substances and materials
7	Be able to promote fire safety in the work setting	7.1	Describe practices that prevent fires from: • starting • spreading
		7.2	Demonstrate measures that prevent fires from starting
		7.3	Explain emergency procedures to be followed in the event of a fire in the work setting
		7.4	Ensure that clear evacuation routes are maintained at all times

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
8	Be able to implement security measures in the work setting	8.1	Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: • Premises • Information
		8.2	Demonstrate use of measures to protect own security and the security of others in the work setting
		8.3	Explain the importance of ensuring that others are aware of own whereabouts
9	Know how to manage stress	9.1	Describe common signs and indicators of stress
		9.2	Describe signs that indicate own stress
		9.3	Analyse factors that tend to trigger own stress
		9.4	Compare strategies for managing stress

Unit F/602/0049
Support young people with a disability to make the transition into adulthood

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the steps and stages of moving from childhood into adulthood	1.1	Identify the range of physical, social and emotional changes which occur for young people as they move into adulthood
		1.2	Explain the changes faced by young people as they move from childhood into adulthood in relation to their freedoms, rights and responsibilities
		1.3	Explain how culture may impact on the process of moving from childhood into adulthood
		1.4	Explain theories about change and how this can affect a young person with a disability
2	Understand how having a disability may affect the process of moving from childhood into adulthood	2.1	Explain, giving examples, the potential effects of the transition process on young people with disabilities and their families
		2.2	Identify challenges young people with a disability might have in understanding and coping with change
		2.3	Outline the methods that can be used to support a young person with a disability to cope with changes
		2.4	Explain how legislation and local and national practice guidelines affect the planning of the transition for a young person with a disability from childhood into adulthood
		2.5	Describe the legislation that affects the right of a young person with a disability to make decisions about their life
3	Know the options for supporting a young person who has a	3.1	Explain how a young person with a disability can have equal opportunities to make life choices as a young person without a disability

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	disability to make the transition into adulthood	3.2	Explain how to support a young person with a disability to explore the options available in relation to employment or continued education and development
		3.3	Explain how personal budgets can be used with young people in transition
4	Be able to support a young person with a disability through transition into adulthood	4.1	Explain the factors to consider, and types of support that a young person with a disability may need before, during, and after the transition process
		4.2	Support a young person to explore options for their future
		4.3	Use person-centred thinking to identify with the young person their needs and aspirations
		4.4	Use person-centred thinking to develop with the young person a plan to support them through transition
		4.5	Involve families in the transition process according to the wishes of the young person
		4.6	Identify ways to provide resources to meet needs
		4.7	Explain the role of key agencies and professionals likely to be involved in the transition process
		4.8	Outline possible areas of tension and conflict that may arise during the transition into adulthood
5	Be able to support a young person to reflect on the transition	5.1	Use person-centred approaches with the young person to review their transition plan and ensure it reflects their needs
		5.2	Support a young person to record the transition and what has happened in their life in order to plan for the future

Unit F/602/0097
Understand mental well-being and mental health promotion

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the different views on the nature of mental well-being and mental health and the factors that may influence both across the life span	1.1	1. Evaluate two different views on the nature of mental well-being and mental health. 2. Explain the range of factors that may influence mental well-being and mental health problems across the life span, including: a. biological factors b. social factors c. psychological factors. 3. Explain how the following types of risk factors and protective factors influence levels of resilience in individuals and groups in relation to mental well-being and mental health. a. risk factors including inequalities, poor quality social relationships b. protective factors including socially valued roles, social support and contact
2	Know how to implement an effective strategy for promoting mental well-being and mental health with individuals and groups	2.1	1. Explain the steps that an individual may take to promote their mental well-being and mental health. 2. Explain how to support an individual in promoting their mental well-being and mental health. 3. Evaluate a strategy for supporting an individual in promoting their mental well-being and mental health. 4. Describe key aspects of a local, national or international strategy to promote mental well-being and mental health within a group or community. 5. Evaluate a local, national or international strategy to promote mental well-being and mental health within a group or community.

Unit F/602/3095
Carry out vision screening

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, policy and good practice related to carrying out vision screening	1.1	Describe the current legislation, national guidelines and local policies, protocols and guidance which affect own role
		1.2	Identify the procedures related to carrying out vision screening
		1.3	Summarise when good practice suggests it may be necessary to seek assistance
2	Understand the factors related to vision screening	2.1	Describe the structure and function of the eyes
		2.2	Identify the types, purpose and function of materials and equipment required in relation to carrying out vision screening
		2.3	Explain the methods and techniques for carrying out vision screening
3	Be able to prepare to carry out vision screening	3.1	Select equipment and check that it is fit for purpose
		3.2	Identify any needs the individual has which may affect the accuracy of screening and describe the relevant actions to take to meet these needs
4	Be able to carry out vision screening	4.1	Apply health and safety measures relevant to vision screening
		4.2	Apply standard precautions for infection control
		4.3	Confirm the individual's identity and obtain valid consent
		4.4	Explain the procedure to the individual according to their level of understanding, age and development
		4.5	Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Carry out vision screening in accordance with local policy and protocol
5	Be able to support individuals during and after the procedure	5.1	Reassure the individual throughout the activity
		5.2	Refer the individual to the relevant service in accordance with local policy and protocol
		5.3	Record and report outcomes of the activity in line with local policy and protocol

Unit F/602/3128
Assist professionals to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines for supporting individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services
		1.2	Explain own responsibilities and accountability in relation to providing assistance as an interpreter
2	Understand the communication needs and abilities of individuals from diverse linguistic and cultural backgrounds	2.1	Explain the difference in developmental norms between English and another specialist language
		2.2	Describe the factors which affect the patterns of development and breakdown of language, phonology and articulatory accuracy of a group of individuals from a particular linguistic and cultural background
		2.3	Describe the factors which must be considered when developing activities and materials for different individuals from diverse linguistic and cultural backgrounds
3	Understand how to provide speech and language therapy related care and support for individuals from diverse linguistic and cultural backgrounds	3.1	Identify potential barriers to individuals from diverse linguistic and cultural backgrounds accessing speech and language therapy services
		3.2	Explain how to tailor speech and language care and support for different age groups and cultural needs
		3.3	Describe ways of working with appropriate professionals to support individual care pathways

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Know the types of information and materials required to support individuals from diverse linguistic and cultural backgrounds to access speech and language therapy services	4.1	Identify the types of linguistic and cultural advice and information required by professionals to support individuals to access speech and language therapy services
		4.2	Identify support materials and equipment required to support an individual's therapy
		4.3	Outline how to prepare, produce and order materials and equipment
5	Be able to assist professionals in providing support for individuals and significant others from diverse linguistic and cultural backgrounds	5.1	Provide interpretations between professionals, the individual and significant others
		5.2	Advise professionals on linguistic and phonetic aspects that are specific to the language of the individual
		5.3	Provide speech and language therapy related care and support to professionals, the individual and significant others
		5.4	Provide linguistic, phonetic and cultural advice to professionals in order to support the individual's care pathway
		5.5	Assist professionals to identify potential barriers to the individual accessing services
		5.6	Assist professionals to prepare, produce and order materials for use with bilingual/non-English speaking individuals

Unit F/602/3517
Implement hydrotherapy programmes for individuals and groups

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to implementing hydrotherapy programmes	1.1	1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role when implementing hydrotherapy programmes 2 Explain the importance of only working within own scope of practice
2	Know musculoskeletal aspects of the body	2.1	1 Identify the main bones, muscle groups and joints of the body 2 Describe the functions of muscle, ligaments and tendons 3 Describe the normal ranges of movement of the main joints in the body
3	Understand the principles of hydrotherapy practice	3.1	1 Describe the principles and main benefits of hydrotherapy 2 Identify the potential dangers and adverse reactions related to hydrotherapy and the actions to be taken 3 Describe response procedures to follow in emergency situations in hydrotherapy 4 Explain the reasons for respecting the vulnerability of individuals in the hydrotherapy environment 5 Explain the importance of taking refreshment and rest during hydrotherapy programmes 6 Describe the applications of hydrotherapy equipment
4	Be able to implement hydrotherapy programmes	4.1	1 Check the environment is suitable for hydrotherapy programmes 2 Obtain valid consent from the individual 3 Assist the individual to enter/exit the pool 4 Carry out specified activities under direction of the practitioner as outlined in the treatment goals 5 Monitor the safety and well-being of the individual during and after treatment in line with national/local policy and protocol

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			6 Explain the importance of monitoring an individual's condition during hydrotherapy programmes 7 Ensure self and individual take rest and refreshment as appropriate
5	Be able to report to the practitioner on the outcomes of the hydrotherapy programme	5.1	1 Make records of the programme activities and the individual's condition in line with national/local policy and protocol 2 Feedback information to the practitioner to inform future planning

Unit F/602/3520
Deliver exercise sessions to improve individuals' health and wellbeing

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to delivering exercise sessions	1.1	1.Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in delivering exercise sessions
2	Understand the role of exercise and its physical effects	2.1	1 Describe the physical effects of exercise 2 Outline main aspects of cardiovascular anatomy and physiology which are relevant to exercise 3 Explain the role of exercise in improving self-esteem, confidence and motivation
3	Understand the principles and rationales for exercise programmes	3.1	1 Explain what is meant by FITT principles and their application to exercise sessions 2 Describe the principles used in designing and developing exercise sessions 3 Explain the importance of using warm up and cool down exercises as part of a session 4 Describe potential adverse reactions to exercise and the procedures for dealing with them 5 Explain factors in risk assessment for exercise sessions for individuals and groups 6 Describe ways to measure and evaluate individuals' responses to exercise
4	Understand the use of exercise equipment	4.1	1 Describe the functions and limitations of exercise equipment encountered in own work practice
5	Be able to deliver exercise sessions	5.1	1 Instruct individuals to carry out exercise activities 2 Adapt exercise sessions in response to changes in the individuals' condition, needs, abilities and goals 3 Give encouragement and feedback to promote individuals' confidence and motivation 4 Collaborate with individuals to agree on intended outcomes of exercise sessions

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	5 Plan future goals with individuals to meet their needs and abilities
	6 Make records of all aspects of exercise sessions in line with national/local policy and protocol

Unit F/602/3954
Provide support to the surgical team when preparing individuals for operative and invasive procedures

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to prepare individuals for operative and invasive procedures in line with national guidelines, policies, protocols and good practice	1.1	Explain how to apply standard precautions to the preparation of individuals for operative and invasive procedures
		1.2	Explain the importance of applying standard precautions to the health and safety of individuals
		1.3	Identify potential sources of contamination when preparing individuals for operative and invasive procedures
		1.4	Explain the dangers of re using single use equipment
2	Understand the factors to be considered in the choice of surgical instruments and supplementary items during operative procedures	2.1	Identify the types, purpose and functions of surgical instruments and supplementary items used in the surgical environment
		2.2	Describe potential hazards of using surgical instruments and ways to minimise the risk of harm
		2.3	Explain the factors affecting the choice of surgical instruments and supplementary items
		2.4	Identify the factors which inform the choice of sites for attachment of surgical instruments
		2.5	Explain how different types of skin preparation agents and surgical drapes are used in the surgical environment to provide barriers to cross infection
3		3.1	Confirm the individual's identity and gain valid consent

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

Unit H/601/8049
Facilitate person centred assessment, planning, implementation and review

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles of person centred assessment and care planning	1.1	Explain the importance of a holistic approach to assessment and planning of care or support
		1.2	Describe ways of supporting the individual to lead the assessment and planning process
		1.3	Describe ways the assessment and planning process or documentation can be adapted to maximise an individual's ownership and control of it
2	Be able to facilitate person centred assessment	2.1	Establish with the individual a partnership approach to the assessment process
		2.2	Establish with the individual how the process should be carried out and who else should be involved in the process
		2.3	Agree with the individual and others the intended outcomes of the assessment process and care plan
		2.4	Ensure that assessment takes account of the individual's strengths and aspirations as well as needs
		2.5	Work with the individual and others to identify support requirements and preferences
3	Be able to contribute to the planning of care or support	3.1	Take account of factors that may influence the type and level of care or support to be provided
		3.2	Work with the individual and others to explore options and resources for delivery of the plan

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	Contribute to agreement on how component parts of a plan will be delivered and by whom
		3.4	Record the plan in a suitable format
4	Be able to support the implementation of care plans	4.1	Carry out assigned aspects of a care plan
		4.2	Support others to carry out aspects of a care plan for which they are responsible
		4.3	Adjust the plan in response to changing needs or circumstances
5	Be able to monitor a care plans	5.1	Agree methods for monitoring the way a care plan is delivered
		5.2	Collate monitoring information from agreed sources
		5.3	Record changes that affect the delivery of the care plan
6	Be able to facilitate a review of care plans and their implementation	6.1	Seek agreement with the individual and others about: • who should be involved in the review process • criteria to judge effectiveness of the care plan
		6.2	Seek feedback from the individual and others about how the plan is working
		6.3	Use feedback and monitoring/other information to evaluate whether the plan has achieved its objectives
		6.4	Work with the individual and others to agree any revisions to the plan
		6.5	Document the review process and revisions as required

Unit H/601/8147
Work in partnership with families to support individuals

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand partnership working with families	1.1	Analyse the contribution of families to the care and/or support of individuals
		1.2	Identify factors that may affect the level of involvement of family members in care and/or support
		1.3	Describe dilemmas or conflicts that may arise when working in partnership with families to support individuals
		1.4	Explain how the attitudes of a worker affect partnership working with families
2	Be able to establish and maintain positive relationships with families	2.1	Interact with family members in ways that respect their culture, experiences and expertise
		2.2	Demonstrate dependability in carrying out actions agreed with families
		2.3	Describe principles for addressing dilemmas or conflicts that may arise in relationships with families
3	Be able to plan shared approaches to the care and support of individuals with families	3.1	Agree with the individual, family members and others the proposed outcomes of partnership working with a family
		3.2	Clarify own role, role of family members, and roles of others in supporting the individual
		3.3	Support family members to understand person centred approaches and agreed ways of working
		3.4	Plan ways to manage risks associated with sharing care or support
		3.5	Agree with the individual and family member's processes for monitoring the shared support plan

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to work with families to access support in their role as carers	4.1	Work with family members to identify the support they need to carry out their role
		4.2	Provide accessible information about available resources for support
		4.3	Work with family members to access resources
5	Be able to exchange and record information about partnership work with families	5.1	Exchange information with the individual and family members about: • implementation of the plan • changes to needs and preferences
		5.2	Record information in line with agreed ways of working about: • progress towards outcomes • effectiveness of partnership working
6	Be able to contribute to reviewing partnership work with families	6.1	Agree criteria and processes for reviewing partnership work with families
		6.2	Agree criteria and processes for reviewing support for family members
		6.3	Encourage the individual and family members to participate in the review
		6.4	Carry out own role in the review of partnership working
7	Be able to provide feedback about support for families	7.1	Provide feedback to others about the support accessed by family members
		7.2	Report on any gaps in the provision of support for family members
		7.3	Describe ways to challenge information or support that is discriminatory or inaccessible

Unit H/601/9492
Support individuals to develop and run support groups

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the role of support groups	1.1	Explain the benefits of support groups to individuals
		1.2	Explain how involvement in setting up and running a support group can affect the identity, self-esteem and self-image of individuals
		1.3	Compare key points of theories about group dynamics
2	Be able to support individuals to assess the need for additional support groups	2.1	Work with individuals to identify the support a group could provide for them
		2.2	Contribute to accessing sources of information about existing support groups
		2.3	Work with individuals to evaluate existing support groups and identify gaps in provision
3	Be able to support individuals to develop their own support groups	3.1	Work with individuals to identify ways to develop their own support group where there is a gap in provision
		3.2	Work with individuals to agree the nature and purpose of the support group
		3.3	Establish with individuals the level and type of support they require to set up a group
		3.4	Carry out own role as agreed to support the setting up of the group
4	Be able to support individuals to run support groups	4.1	Establish with group members the support they need to run the group
		4.2	Support the group to operate safely
		4.3	Support the group to resolve conflicts
5	Be able to support individuals to evaluate support groups	5.1	Support the group to monitor its activities and outcomes

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	5.2	Support the group to: • agree processes and criteria for evaluating its activities and outcomes • evaluate its activities and outcomes
	5.3	Report on the effectiveness of the support group in line with agreed ways of working

Unit H/602/0965
Monitor own work practice 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 monitoring work practices	1.1	Explain the statutory and professional standards and codes of practice as applied to own work practice
		1.2	Explain how deviations from agreed working procedures may impact on outcomes to be achieved
		1.3	Explain actions to take and the timescales for responding to cases of non-compliance or variance with quality standards
		1.4	Describe how to access advice and support for quality improvement
2	Be able to prepare to carry out monitoring activities	2.1	Identify and agree the purpose, method and requirements for monitoring work activities and outcomes
		2.2	Allocate monitoring activities at regular intervals consistent with legal, professional and organisational requirements
		2.3	Adjust the frequency of monitoring where necessary to ensure compliance with quality systems and whenever risks are identified
		2.4	Obtain the correct and complete data relevant to the monitoring activity
3	Be able to carry out monitoring activities	3.1	Monitor work activities and outcomes against relevant quality indicators and standards
		3.2	Access information in line with local policy
		3.3	Report any non-compliance or variance in work activities and outcomes against relevant quality indicators
4		4.1	Review monitoring results to improve working practices and outcomes

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.2	Act on any recommendations to improve performance and quality outcomes
	4.3	Review any changes to working practices as required in order to confirm and sustain improvements
Be able to respond to the outcomes of monitoring activities	4.4	Maintain clear, accurate and complete records of monitoring activities and outcomes in accordance with local policies and protocols

Unit H/602/1033
Perform first line calibration on clinical equipment to ensure it is fit for use

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect clinical practice in relation to first line calibration
		1.2	Describe the standard operating procedures and policies and explain their importance
2	Understand the procedures involved in the calibration of equipment	2.1	Explain the importance of accuracy and precision when calibrating equipment
		2.2	Explain how to check for validity and reliability when calibrating equipment
		2.3	Identify the common faults in equipment and explain the corrective action that should be taken
		2.4	Explain how to recognise the factors which could affect safety or pose a risk associated with the use of equipment
		2.5	Identify the corrective action that should be taken
3	Be able to run tests on equipment	3.1	Undertake tests/checks to confirm the operational status of equipment
		3.2	Select reference material to calibrate equipment for operation
		3.3	Use standards to undertake the calibration of equipment for the intended purpose
		3.4	Follow procedures to confirm the accuracy, precision and operational effectiveness of equipment
		3.5	Confirm the equipment is suitable and ready to use

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to conclude and report on tests on equipment	4.1	Record the validity and reliability of the calibration procedure
		4.2	Identify any equipment that does not meet calibration standards and take action to prevent accidental use
		4.3	Notify the appropriate person of the status of equipment following calibration, seeking advice as necessary

Unit H/602/3123
Monitor and review individuals progress in relation to maintaining optimum nutritional status

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.5	Interpret body measurements against standard measures
3	Be able to support individuals to review their own progress in relation to maintaining optimum nutritional status	3.1	Support an individual to review their own progress against agreed objectives
		3.2	Provide constructive feedback and affirm the individual's progress
		3.3	Suggest potential modifications to the nutritional plan which are consistent with nutritional objectives
		3.4	Reaffirm the benefits of adhering to the nutritional plan and lifestyle changes in relation to their effect on health
		3.5	Update records in line with local policy and protocol
		3.6	Record any further actions to be taken by the individual

Unit H/602/3168
Give presentations to groups

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.5	Monitor the groups understanding and adapt own presentation style in line with audience responses
	4.6	Summarise information to conclude the presentation
	4.7	Gain feedback from the audience and evaluate their understanding from the presentation to inform future delivery.

Unit H/602/3980
Support individuals in undertaking their chosen activities

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice when supporting individuals to undertake chosen activities	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in supporting individuals to undertake their chosen activities
2	Understand concepts for supporting individuals to undertake chosen activities	2.1	Explain factors which could motivate an individual to change behaviour and/or lifestyle
		2.2	Explain the benefits to the individual's sense of well-being and personal development which can be gained when accessing services and facilities
		2.3	Describe how to identify the physical, psychological and social demands of an individual's chosen activities
		2.4	Describe how to set the individual SMART goals
3	Be able to make plans with individuals to undertake chosen activities	3.1	Maintain the individual's privacy and dignity at all times
		3.2	Access and interpret any previous assessment of the individual's needs to inform future requirements
		3.3	Communicate sensitively and actively listen to the individual or relevant other to establish an understanding of their needs, interests, values and beliefs
		3.4	Identify the physical, social, safety and psychological demands of the chosen activities
		3.5	Agree with the individual, steps to develop their ability to undertake their chosen activities

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.6	Identify the range of local services and facilities available,
		3.7	Check availability and evaluate the relevance with the individual
		3.8	Identify and agree with the individual any information, resources, adaptations and assistance required to access and use chosen services and facilities
4	Be able to support individuals to undertake chosen activities	4.1	Organise any required resources, adaptations and assistance to enable the individual to access chosen activities
		4.2	Support and motivate an individual to access and undertake their chosen activities in line with own sphere of competence and national/local policy
		4.3	Describe coping strategies that an individual may require to fulfil their chosen activities
		4.4	Evaluate and review the effectiveness of the activities in line with national/local policy
		4.5	Maintain clear records of advice and support given to the individual and any agreed actions in accordance with national/ local policy

Unit H/602/4014
Control the use of physical resources in a health setting

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to control the use of physical resources in a health setting in line with local policy and protocol	1.1	Explain the principles and systems which underpin expenditure control
		1.2	Explain organisational requirements for expenditure control, authorisation procedures and record keeping, including standing financial instructions
		1.3	Describe corrective action to take in response to actual variations from agreed budget
		1.4	Describe corrective action to take in response to potential variations from agreed budgets
		1.5	Describe how to respond to requests for additional expenditure, in line with local policy and protocol
		1.6	Describe the importance of effective expenditure control
		1.7	Describe the importance of accurate and comprehensive record keeping to expenditure control and systems to achieve this
2	Be able to advise team members on the control of expenditure and physical resource usage in a health setting	2.1	Prepare advisory information for team members on the control of expenditure and resource usage
		2.2	Set targets for team members to take responsibility for monitoring and controlling expenditure
3	Be able to monitor expenditure and physical resource usage in a health setting	3.1	Monitor expenditure and physical resource use against local targets
		3.2	Control expenditure and physical resource use in line with budgets and local requirements, including taking action in response to actual or potential variations from budget

Unit H/602/4708
Support children and young people experiencing transitions

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

Unit J/601/1434
Promote 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 effective communication is important in the work setting	1.1	Identify the different reasons people communicate
		1.2	Explain how communication affects relationships in the work setting
2	Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Demonstrate how to establish the communication and language needs, wishes and preferences of individuals
		2.2	Describe the factors to consider when promoting effective communication
		2.3	Demonstrate a range of communication methods and styles to meet individual needs
		2.4	Demonstrate how to respond to an individual's reactions when communicating
3	Be able to overcome barriers to communication	3.1	Explain how people from different backgrounds may use and/or interpret communication methods in different ways
		3.2	Identify barriers to effective communication
		3.3	Demonstrate ways to overcome barriers to communication
		3.4	Demonstrate strategies that can be used to clarify misunderstandings
		3.5	Explain how to access extra support or services to enable individuals to communicate effectively
4	Be able to apply principles and practices relating to confidentiality	4.1	Explain the meaning of the term confidentiality
		4.2	Demonstrate ways to maintain confidentiality in day to day communication

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

Unit J/502/1631
Contribute to the prevention of aggressive and abusive behaviour of people

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to take action to discourage aggressive and abusive behaviour of people	1.1	Approach individual/s in a manner which is likely to be perceived as non-threatening and which is consistent with any legal and organisational constraints
		1.2	Communicate with individual/s in a manner which: (i) is free from discrimination and oppression (ii) is not likely to antagonise the situation (iii) encourages an open exchange of information (iv) is appropriate (v) acknowledges the rights of everyone present
		1.3	Explain clearly to the individual what your role is and the required outcome of the encounter
		1.4	Ensure your behaviour towards individual/s is supportive of diverting aggression or abuse, and resolving the situation peacefully
		1.5	Monitor the situation and give appropriate warnings to people who are becoming aggressive or abusive consistent with good practice and relevant legislation.
		1.6	Take appropriate action if the situation deteriorates
2	Understand the actions to take to discourage aggressive and abusive behaviour of people	2.1	Describe the signs of potentially disruptive behaviour - verbal and non-verbal
		2.2	Explain how the principles of equality, diversity and anti-discriminatory practice apply and the dangers of stereotyping
		2.3	Explain how to communicate effectively and how this may promote the behaviour wanted
		2.4	Explain how your own behaviour and language could be interpreted

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	2.5	Describe the types of constructive behaviour and techniques which can be taken to diffuse situations
	2.6	Describe actions that could trigger aggressive or abusive behaviour
	2.7	Explain the warnings which may be necessary to give people in relation to their behaviour
	2.8	Explain the importance of constantly assessing the risks of a situation and what actions to take if the situation deteriorates
	2.9	Summarise how to report and record incidents of abusive and aggressive behaviour

Unit J/502/3413
Service improvement in the health sector

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

Unit J/601/3538
Understand the process and experience of dementia

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

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	3.3	Describe how myths and stereotypes related to dementia may affect the individual and their carer's.
	3.4	Describe ways in which individuals and carers can be supported to overcome their fears.

Unit J/601/6150
Understand Physical Disability

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the importance of differentiating between the individual and the disability	1.1	Explain the importance of recognising the centrality of the individual rather than the disability
		1.2	Explain the importance of an assessment being person centred
		1.3	Compare the difference in outcomes that may occur between focusing on an individual's strengths and aspirations rather than their needs only
2	Understand the concept of physical disability	2.1	Define the term physical disability
		2.2	Describe the following terminology used in relation to physical disability: • congenital • acquired • neurological
		2.3	Compare a congenital disability with a neurological disability, including causes
		2.4	Explain the emotional impact of a progressive disability on the individual
		2.5	Compare the different impacts on individuals that congenital and progressive disabilities can have
3	Understand the impact of living with a physical disability within society	3.1	Describe environmental and social barriers that can have a disabling effect on an individual with a physical disability
		3.2	Analyse the socio-economic effects of physical disability on an individual
		3.3	Explain the changes that have occurred in society as a result of Disability legislation

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.4	Analyse the extent of improvements for the individual as a result of Disability legislation
		3.5	Explain the effects of physical disability on an individual's life choices
		3.6	Explain how attitudes either promote a positive or negative perception of disability
4	Understand the importance of promoting inclusion and independence	4.1	Explain the importance of independence and inclusion for individuals with physical disabilities
		4.2	Analyse ways that inclusion and independence can be promoted
		4.3	Explain the importance of the individual having control of choices and decisions
		4.4	Analyse the importance of positive risk-taking for the individual with physical disabilities
		4.5	Explain how to encourage the individual to take positive risks while maintaining safety
		4.6	Explain strategies you may use to challenge stereotypes, prejudicial or discriminatory attitudes

Unit J/601/8657
Support individuals with a learning disability to access healthcare

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand legislation, policies and guidance relevant to individuals with learning disabilities accessing healthcare	1.1	Describe what is meant by a rights based approach to accessing healthcare
		1.2	Outline the main points of legislation that exists to support a rights based approach
		1.3	Explain the requirements of legislation if an individual with learning disabilities is assessed to not have capacity to consent to a specific treatment decision
		1.4	Explain different ways to support an individual to give informed consent in line with legislation, policies or guidance
		1.5	Explain ways in which healthcare services should make 'reasonable adjustments' to ensure that they provide equal access to individuals with learning disabilities
2	Understand the function of different healthcare services that an individual with learning disabilities may need to access	2.1	Explain the work of healthcare services that an individual with learning disabilities may need to access
		2.2	Explain how an individual can access each type of healthcare service
3	Understand the role of professionals within different healthcare services that a person with learning disabilities may need to access	3.1	Describe the role and responsibility of professionals working in different types of healthcare services
4	Understand how plans for healthcare and regular health checks underpin long-term health and well-being for individuals with learning disabilities	4.1	Explain how plans for healthcare can be used to support the healthcare needs of an individual with learning disabilities
		4.2	Explain the range of health checks available to individuals to support good health and wellbeing
		4.3	Explain the importance of routine healthcare checks

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	Be able to complete and review plans for healthcare	5.1	Identify who needs to be involved in the process of completing and reviewing plans for healthcare
		5.2	Complete plans for healthcare with an individual or significant others if appropriate
		5.3	Review plans for healthcare with an individual or significant others if appropriate
6	Understand the issues that an individual with learning disabilities may face when accessing a variety of healthcare services	6.1	Describe barriers to accessing healthcare services that an individual with learning disabilities may experience
		6.2	Explain ways to overcome barriers to accessing healthcare services
		6.3	Explain why an individual with learning disabilities may face additional barriers when accessing healthcare services
7	Be able to support an individual with learning disabilities when accessing a variety of healthcare services	7.1	Use a person-centred approach to support an individual to access healthcare services
		7.2	Provide accessible information related to healthcare to individuals
		7.3	Work with others when supporting an individual to access healthcare services
		7.4	Support individuals in a range of practical healthcare situations
		7.5	Support the individual to make safe choices with regard to treatments and medication
		7.6	Record details of a healthcare visit in a format that an individual with learning disabilities can understand

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.7	Identify an individual's needs to healthcare professionals to ensure that the service can be accessed

Unit J/601/8979
Undertake urethral catheterisation processes

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation	1.1	Describe the current legislation, national guidelines, and local policies and protocols which affect work practice
		1.2	Identify the correct procedures relating to urethral catheterisation
		1.3	Explain the conditions and constraints which might denote who undertakes this procedure and why
		1.4	Identify when good practice suggests it may be necessary to seek assistance from an appropriate member of staff
		1.5	Describe the ethical issues surrounding catheterisation, as applied to males and females
2	Understand the relevant anatomy and physiology	2.1	Describe the anatomy and physiology of the male and / or female genito-urinary system
3	Be able to prepare to insert urethral catheters	3.1	Identify the types of catheters that can be used
		3.2	Select an appropriate catheter
		3.3	Describe the local anaesthetic agents available for use when inserting urethral catheters
		3.4	Confirm the individual's identity and obtain valid consent
4	Be able to insert urethral catheters	4.1	Ensure the individual's privacy and dignity is maintained at all times
		4.2	Apply standard precautions for infection control
		4.3	Apply health and safety measures relevant to the procedure and environment

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.4	Insert the catheter safely and correctly, with minimal trauma to the individual including • securing the catheter • adjust it correctly • attach it correctly to the appropriate drainage system
5	Be able to monitor and care for the urethral catheter after insertion	5.1	Monitor the catheterisation equipment and materials to check they are functioning correctly
		5.2	Empty draining bags
		5.3	Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan
		5.4	Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required
		5.5	Take appropriate action to remedy any problems when these arise
6	Be able to care for and support the individual during and after the procedure	6.1	Assess how comfortable the individual is, taking steps to improve the individual's comfort during and after the procedure
		6.2	Identify adverse effects and appropriate actions
		6.3	Communicate information to the individual on the care of the catheter and attachments
		6.4	Demonstrate sensitivity and understanding of the effects of catheterisation on the individual's comfort and dignity

Unit J/601/9470
Promote good practice in handling information in health and social care settings

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

Unit J/602/0103
Understand mental health problems

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know the main forms of mental ill health	1.1	1. Describe the main types of mental ill health according to the psychiatric (DSM/ICD) classification system: mood disorders, personality disorders, anxiety disorders, psychotic disorders, substance-related disorders, eating disorders, cognitive disorders. 2. Explain the key strengths and limitations of the psychiatric classification system. 3. Explain two alternative frameworks for understanding mental distress. 4. Explain how mental ill health may be indicated through an individual's emotions, thinking and behaviour.
2	Know the impact of mental ill health on individuals and others in their social network	2.1	1. Explain how individuals experience discrimination due to misinformation, assumptions and stereotypes about mental ill health. 2. Explain how mental ill health may have an impact on the individual including: a. psychological and emotional b. practical and financial c. the impact of using services d. social exclusion e. positive impacts 3. Explain how mental ill health may have an impact on those in the individual's familial, social or work network including: a. psychological and emotional b. practical and financial c. the impact of using services d. social exclusion e. positive impacts 4. Explain the benefits of early intervention in promoting an individual's mental health and well-being.

Unit J/602/0960
Perform routine Electrocardiograph _ECG_ Procedures

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing routine electrocardiograph procedures
		1.2	Explain own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines
		1.3	Explain the duty to report any acts or omissions in care that could be detrimental
2	Understand the purpose and functions of electrocardiographs	2.1	Explain the purpose of electrocardiograph procedures
		2.2	Describe the type, common characteristics and set up requirements of recording devices used in electrocardiograph procedures
		2.3	Explain the structure and function of the heart
		2.4	Identify a normal electrocardiograph and relate this to the conduction system of the heart
		2.5	Describe the correct positioning of electrodes for at rest and ambulatory procedures
		2.6	Explain why it is important to position electrodes correctly
		2.7	Identify potential sources of artefact and explain how to recognise them
3	Be able to prepare to carry out routine electrocardiograph procedures	3.1	Implement health and safety measures relevant to routine electrocardiograph procedures

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.2	Apply standard precautions for infection control
		3.3	Confirm the individual's identity, reason for referral and obtain valid consent
		3.4	Confirm the individual is fit to undergo the procedure
		3.5	Inform the individual and carers on the procedure and requirements for their compliance
		3.6	Identify any factors or special needs which may affect the test or test results
		3.7	Seek guidance where alternative arrangements are required to meet special needs
		3.8	Establish the suitability of the equipment for the procedure
		3.9	Prepare sites and position electrodes, considering any special needs that have been identified
4	Be able to carry out routine electrocardiograph procedures	4.1	Inform the individual and their carers on the procedure and the next action
		4.2	Check that an individual's privacy and dignity is maintained at all times
		4.3	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
		4.4	Encourage the individual to relax and remain immobile throughout a resting electrocardiograph
		4.5	Check the individual understands the need for recording signs and symptoms, throughout an ambulatory electrocardiograph

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.6	Label documents and recording devices in line with local policy and protocol

Unit J/602/3101
Undertake treatments and dressings of lesions and wounds

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand safety measures specific to undertaking treatments and dressings of lesions and wounds	1.1	1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking treatments and dressings of lesions and wounds. 2. Explain the importance of maintaining compliance with health and safety guidance at all times 3. Explain the importance of using aseptic techniques which follow local guidelines and procedures. 4. Explain the importance of wearing personal protective equipment
2	Understand wound infection and healing	2.1	1 Define and explain asepsis, antisepsis and cross infection 2 Describe the aspects of the anatomy and physiology of the skin which inform the application of dressings 3. Explain the process of wound healing and identify factors which promote and delay the process 4. Outline potential sources and consequences of wound contamination and appropriate measures to avoid and deal with these
3	Understand the rationale for carrying out procedures when treating wounds/lesions	3.1	1. Identify the types and functions of equipment, materials and dressings used in own work area 2. Explain the importance of following procedures outlined in the Care Plan and the potential consequences of poor practice
4	Be able to prepare to treat and dress lesions and wounds	4.1	1. Identify own responsibilities and accountability with regard to legislation, policies and procedures while caring for lesions/wounds 2. Confirm the individual's identity and gain valid consent to carry out the procedure 3. Provide information, support and reassurance to address the individual's needs and concerns

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			4. Confirm all equipment and materials to be used are fit for purpose as outlined in the Care Plan 5. Maintain the sterility of dressings prior to and during application
5	Be able to carry out treatments and dressings to lesions/wounds	5.1	1. Apply standard precautions for infection control 2. Implement health and safety measures relevant to the procedure and environment 3. Scrutinise the lesion/wound for any change in appearance 4. Explain the importance of referring any changes in the wound/lesion or adverse reactions which are outside own competence to the practitioner 5. Carry out treatments using techniques as outlined in the care plan. 6. Observe the individual for adverse reactions while carrying out treatment in accordance with the Care Plan 7. Apply/attach dressings in line with the Care Plan 8. Dispose of hazardous waste before leaving the care area
6	Be able to record and report outcomes of the activities	6.1	1. Record outcomes of the activity in line with national/local policy 2. Report the outcomes of the activity to a member of the care team in line with national/local policy

Unit J/602/3521
Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand relevant legislation, policy and good practice related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs	1.1	1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products 2 Outline own roles, responsibilities and accountability when adapting and fitting prescribed items 3 Outline the procedures and systems used within own work place for authorising prescribed items 4 Explain the importance of handover procedures for the prescribed item
2	Understand anatomy and physiology relevant to adapting and fitting prescribed items to meet individuals' needs	2.1	1 Outline the aspects of anatomy and physiology which impact on adapting and fitting prescribed items within own role
3	Understand specialist technical requirements of healthcare equipment, medical devices, assistive technology, associated systems or products	3.1	1 Identify the measurements and limits of use for the prescribed items encountered in own work practice to ensure any adaptation maintains its • Integrity • safety • fitness for purpose 2 Identify the range of measurements used in adaptations of prescribed items encountered in own work practice, to ensure specification of the original prescription is met 3 Explain the importance of checking the impact of a prescribed item on other devices and systems used by the individual 4 Identify the parameters used when assessing the fit of prescribed items encountered in own role 5 Describe the process of making minor adjustments to ensure best fit and comfort for prescribed items

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to adapt prescribed items to meet individuals' needs	4.1	1 Liaise with those involved in the adaptation and check authorisation for the work 2 Check that the prescribed item conforms to required standards 3 Make adaptations in line with prescribed recommendations, in accordance with national/local policy and protocol 4 Confirm the prescribed item is in safe working order within expected performance parameters 5 Inform those involved and the individual that the prescribed item is ready for fitting 6 Record details of the adjustments in line with national/local policy
5	Be able to fit prescribed items to meet the needs of individuals	5.1	1 Confirm the individual's identity and gain valid consent 2 Explain to the individual the purpose and instruct in the use of the prescribed item 3 Maintain compliance with health and safety guidance at all times 4 Apply standard precautions for infection control 5 Fit the prescribed item and activate, if necessary, 6 Check the safety and performance measurements of the prescribed item 7 Ensure the item is comfortable, acceptable and meets the individual's needs and clinical requirements 8 Hand over the prescribed item with documentation, instructions on maintenance and how to report malfunction 9 Record details of the fitting and instruction process in line with national/local policy

Unit J/602/4006
Administer oral nutritional products to individuals

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	Explain how to deal with non-compliance when attempting to administer nutritional products
		3.4	Identify support staff to help manage reactions to the use of nutritional products
		3.5	Explain how to minimise risk of any hazards and complications occurring during the administration of nutritional products
4	Be able to prepare for oral administration of nutritional products	4.1	Apply standard precautions for infection control
		4.2	Apply health and safety measures relevant to administering nutritional products
		4.3	Confirm the individual's identity and gain valid consent prior to administering nutritional products
		4.4	Check the individual's administration record for accuracy prior to administering nutritional products, taking any necessary action
		4.5	Explain the procedure to the individual in a way that is sensitive to their personal beliefs and preferences
		4.6	Prepare an individual to receive oral administration of nutritional products
		4.7	Select and prepare nutritional products according to the administration record and standard hygiene precautions
		4.8	Select materials, equipment and aids which can be used for the oral administration of nutritional products
5		5.1	Administer oral nutritional products to an individual according to the

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	Be able to administer oral nutritional products to individuals		administration record and in a way which minimises pain, discomfort and trauma for the individual
		5.2	Monitor the individual's condition throughout, recognising any adverse effects and taking appropriate action immediately
		5.3	Dispose of waste products in line with local policy and protocol
		5.4	Update records in line with local policy and protocol
6	Be able to maintain stock of nutritional products	6.1	Monitor and rotate stock levels, reporting any discrepancies to the appropriate person
		6.2	Maintain the correct storage conditions for oral nutritional products
		6.3	Dispose of out of date and part-used nutritional products in line with local policy and protocol
		6.4	Maintain stock records

Unit K/601/3483
Promote effective communication with individuals with sensory loss

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the importance of effective two way communication	1.1	Identify the features of two way communication
		1.2	Explain why two way communication is important for individuals with sensory loss
		1.3	Explain how own role can impact on the dynamics of two way communication with individuals with sensory loss
2	Understand different methods that can support communication with individuals with sensory loss	2.1	Research the different methods that are used to support communication with individuals with sensory loss
		2.2	Identify the characteristics of communication that is not based on formal language systems
3	Be able to support the individual with communication	3.1	Agree with an individual and / or others preferred methods of communication.
		3.2	Prepare the environment to facilitate effective communication
		3.3	Use agreed methods of communication with an individual
		3.4	Check the effectiveness of communication with the individual throughout the interaction
4	Evaluate the effectiveness of methods of communication used to support an individual with sensory loss	4.1	Evaluate the effectiveness of the use of agreed methods of communication with an individual and / or others
		4.2	Contribute to the identification of further support needs of individuals with sensory loss to support the continued development of communication skills
		4.3	Make suggestions to improve the use of agreed methods of communication to individuals and / or others

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.4	Reflect on own practice on the use of agreed methods of communication
	4.5	Adapt own practice to meet the needs of the individual

Unit K/601/6190
Work with other professionals and agencies to support individuals with physical disability

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the contribution that other professionals and agencies can make to support individuals with physical disabilities	1.1	Describe circumstances when it would be important to involve other professionals
		1.2	Explain the different referral processes to gain the support of other professionals
		1.3	Describe provision from across specialist agencies
		1.4	Analyse the impact specialist agencies have on providing a wider menu of services for the individual
		1.5	Describe the values and skills which underpin joint working with other professionals and agencies
2	Be able to assess the needs of individuals with physical disabilities for inclusive social care provision	2.1	Assess when an individual's needs require input from other agencies and professionals
		2.2	Give the individual information about provision options so that informed choices can be made
		2.3	Agree with the individual what they hope to achieve through referral to another agency and/or professional
3	Be able to demonstrate partnership working	3.1	Make a referral to other professionals and/or agencies in the agreed way
		3.2	Use verbal and written communication skills in making the individual's needs and wishes known
		3.3	Work in partnership with other agencies and or professionals to support the individual to meet their needs

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	3.4	Evaluate the outcomes for the individual of partnership working
	3.5	Document the work carried out with other professionals and or agencies

Unit K/601/7906
Support individuals to access housing and accommodation services

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.4	Describe ways to challenge discrimination in accessing housing and accommodation services
5	Be able to work with housing and accommodation services to meet the needs of individuals	5.1	Provide housing and accommodation services with information about own role and responsibilities
		5.2	Demonstrate continued contact with housing and accommodation staff to ensure individual needs are being met
6	Be able to contribute to the review of housing and accommodation services for individuals	6.1	Work with the individual and others to: • monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences • identify any additional support needed
		6.2	Consult with others about any problems and proposed solutions
		6.3	Record and report on the review in line with agreed ways of working

Unit K/602/2684
Identify information requirements in a health context

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to identifying data requirements in a health context	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for information management in a health context
		1.2	Describe the health and business context for data and information requirements
		1.3	Explain the different ways in which routine and ad hoc data and information are used in a health context
2	Be able to find and select data requirements in a health context	2.1	Respond to the target audiences needs for the data and information
		2.2	Consult with colleagues and the target audience to identify requirements for data and information
		2.3	Describe the objectives and purpose of the data
		2.4	Describe any sensitivity of the data and information involved
		2.5	Identify the data and information available
		2.6	Gain agreement to access the sources of data and information identified
		2.7	Select the data and information relevant to the target audience
		2.8	Describe any data limitations which may constrain the audiences requirements
		2.9	Describe any system limitations which may constrain the audiences requirements

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
3	Be able to prepare resources to retrieve the agreed data and information	3.1	Identify any variables that may affect the data and information to be provided
		3.2	Check the audience understands the meaning and significance of any variables
		3.3	Agree conformity with information governance in line with local policy and protocol
		3.4	Identify the resources required and the limitations, assumptions, costs and timescales that will affect the work to be carried out
		3.5	Record the details required for the specification in line with local policy and protocol
		3.6	Agree reporting responsibilities and mechanisms with the target audience
		3.7	Describe the classification systems, coding classifications and terminology used in a health context
		3.8	Explain how to identify audience requirements for data and information
		3.9	Describe ways in which it is or is not possible to meet requirements for data and information
		3.10	Describe ways in which data and information is grouped in a health context

Unit K/602/2720
Prepare and reproduce permanent radiographic images

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the legislation and codes of practice related to the preparation and reproduction of radiographic images	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for preparing and reproducing permanent radiographic images
2	Understand the materials and techniques involved in preparing and reproducing permanent images	2.1	Explain why radiographic images and other materials must be handled carefully
		2.2	Explain why radiographic images and other materials must be correctly identified and labelled
		2.3	Explain the types and amounts of materials to use with different processors
		2.4	Explain how to prepare materials for use with different processors
		2.5	Explain the equipment, materials and systems to use for different radiographic image production and reproduction processes
		2.6	Explain the different stages of film processing and preparation
		2.7	Explain the procedures associated with using different radiographic image production and reproduction equipment and materials
3	Prepare equipment and materials to process radiographic images	3.1	Confirm that the equipment is in good working order and fully operational prior to use
		3.2	Select image production and reproduction materials or systems appropriate to the modality, type of permanent image required and the method of image storage
		3.3	Monitor and maintain heating, lighting, ventilation and humidity at correct levels for the process and the materials being used

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Carry out the processing of radiographic images	4.1	Operate and handle equipment, materials or systems in line with local policy and protocol
		4.2	Explain how to identify and remedy any faults or minimise any damage to equipment and materials
		4.3	Label images where they are not automatically identified in line with local policy and protocol
		4.4	Prepare radiographic images for distribution
5	Monitor the processing procedure for radiographic images	5.1	Monitor heating, lighting, ventilation and humidity at correct levels for the process and the materials being used throughout procedure
		5.2	Confirm the quality of permanent radiographic images in line with local standards and protocol
		5.3	Record where the quality of permanent radiographic images does not meet local standards and protocol
		5.4	Explain the remedial action to take if the quality of any image does not meet local standards and protocol
		5.5	Explain why the quality of processing equipment and procedures must be regularly monitored

Unit K/602/3124
Develop and prepare speech and language therapy resources for alternative and augmentative communication _AAC_ use

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how resources are used to support individuals who use alternative and augmentative communication (AAC) systems	1.1	Outline the factors to take into account when determining the type of resources required by individuals
		1.2	Explain why different therapies may require different resources
		1.3	Explain why resources must match the specified communication goals of an individual
		1.4	Explain the importance of working with professionals in the development of resources
		1.5	Explain how copyright impacts on use of resources
2	Be able to determine the resource needs of individuals who use AAC systems	2.1	Discuss with the individual his/her communication needs
		2.2	Discuss with the Speech and Language Therapist the types of resources required by the individual in relation to: - the AAC system used - the type of therapy required - specified communication goals - ability and interests
		2.3	Identify relevant materials, equipment and resources that are suitable for the individual
3	Be able to cost and order materials, equipment and resources for individuals who use AAC systems	3.1	Cost materials, equipment and resources that are suitable for the individual
		3.2	Order materials, equipment and resources that are suitable for the

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			individual in line with policy and protocol
4	Be able to develop resources for individuals who use AAC systems	4.1	Develop and/or adapt resources for an individual who uses AAC systems
		4.2	Check that the resources are not hazardous to the individual or self
		4.3	Implement health and safety measures relevant to developing resources for individuals who use AAC systems

Unit K/602/3169
Carry out wound drainage care

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand safety measures specific to undertaking wound drainage care	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking wound drainage care
		1.2	Explain the importance of maintaining compliance with health and safety guidance at all times
		1.3	Explain the importance of using aseptic techniques which follow local guidelines and procedures.
2	Understand the principles of wound drainage and use of related equipment	2.1	Explain the principles of wound drainage
		2.2	Describe the types, purposes and function of wound drainage measurement materials and equipment
		2.3	Describe the aspects of the anatomy and physiology of the skin and underlying structures which affect the positioning of wound drains and care
		2.4	Describe methods and techniques for preparing and applying drains and dressings and the potential consequences of their contamination
3	Understand procedures and techniques involved in wound drainage	3.1	Explain the importance of following the Care Plan and the potential effects of poor practice
		3.2	Explain the purpose of measuring wound drainage and how to avoid potential hazards
		3.3	Explain the importance of differentiating between body fluids and introduced fluids when measuring fluid loss
		3.4	Describe the process of disposal of hazardous waste and equipment
4	Be able to prepare for wound drainage care	4.1	Confirm the individual's identity and gain valid consent to carry out the activity

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.2	Communicate information in a way that is reassuring and sensitive to the personal beliefs and preferences of the individual
		4.3	Implement health and safety measures relevant to the procedure and the environment
		4.4	Apply standard precautions for infection control
		4.5	Confirm all equipment and materials are fit for purpose
		4.6	Apply standard precautions for infection control and prevention 4,7 Support and reassure the individual prior to wound drainage.
5	Be able to carry out wound drainage care	5.1	Use techniques and equipment to observe and measure wound drainage in line with the Care Plan
		5.2	Explain the importance of referring any changes or adverse reactions which are outside own competence to the practitioner
		5.3	Attach replacement drainage collection systems, maintaining sterility and the individual's comfort and dignity
		5.4	Check drains and seals are secure, intact and functioning
		5.5	Dispose of hazardous waste and equipment in line with local policies and procedures
6	Be able to record and report outcomes from procedure	6.1	Record and report measurement and outcomes of the activity in line with national/local policy

Unit K/602/3950
Prepare and provide surgical instrumentation and supplementary items for the surgical team

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.4	Select and prepare required surgical instruments and supplementary items for the procedure
		2.5	Set up surgical instruments and supplementary items to meet the needs of the operative procedure and the patients plan of care
		2.6	Count and record instruments, sharps, swabs and supplementary items prior to commencing the procedure in line with local policies and protocols
3	Be able to provide surgical instruments and supplementary items for the surgical team	3.1	Handle instruments and supplementary items in line with local policies and protocols while maintaining the integrity of the sterile field
		3.2	Anticipate the needs of the surgical team by monitoring their activities and the placement of items within the surgical field
		3.3	Clarify any uncertainty over the requirements of the surgical team with the appropriate person
		3.4	Provide instrumentation and supplementary items to meet the needs of the surgical team and the individual's plan of care
		3.5	Count and record instruments, sharps, swabs and supplementary items during the process and prior to close and completion in line with national and local policies and protocols
		3.6	Inform the surgical team of instrument and supplementary item counts during the

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			procedure in line with local policies and protocols
4	Be able to dispose of waste from the sterile field	4.1	Dispose of and transfer used instruments and supplementary items to the non-sterile area for accounting, tracking and traceability in line with local policies and protocols
		4.2	Update records in line with national guidelines
		4.3	Remove and dispose of drapes in line with local policies and protocols
		4.4	Maintain the dignity of the individual throughout the procedure in line with local policy and protocol

Unit K/602/4015
Care for a newly born baby when the mother is unable to do so

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to caring for newborn babies when the mother is unable to do so	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to caring for newborn babies when the mother is unable to do so
		1.2	Describe local policies for child safety and protection
		1.3	Explain how to work in partnership with parents/carers and significant others
		1.4	Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
		1.5	Explain how to obtain advice and information to support own practice
		1.6	Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
		1.7	Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
		1.8	Explain the importance of confidentiality when accessing records and information
2	Understand how to meet the physical, social, emotional and developmental needs of newborns	2.1	Explain how babies develop in the first 10 days of life and factors that might enhance or inhibit this
		2.2	Describe the normal state of newborn babies

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.3	Describe the physical, social and emotional developmental needs of babies during the first 10 days of life
		2.4	Explain how to anticipate and respond to the needs of newborn babies using non-verbal cues
		2.5	Explain the health, safety and hygiene requirements of newborn babies
		2.6	Explain the importance of providing consistency and continuity of care for newborn babies
		2.7	Explain how to protect the rights and interests of babies
3	Be able to contribute to the safety of newborn babies within care	3.1	Engage, relate to and interact with a newborn baby in ways that encourage the development of relationships
		3.2	Create a care environment which ensures the newborn baby is safe, secure and free from danger, harm and abuse
		3.3	Handle, move and position the baby safely to encourage interaction and help them feel secure, in line with local policy and protocol
		3.4	Confirm the identity of anyone who wants to handle the baby, checking that identification labels are secure and visible
		3.5	Update and store records in line with local policy and protocol
4	Be able to feed, bathe and clothe newborn babies in line with local policy and protocol	4.1	Apply standard precautions for infection control
		4.2	Apply health and safety measures relevant to the procedure and environment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.3	Prepare the environment and equipment for feeding, bathing and clothing newborn babies
	4.4	Prepare equipment and a feed according to the individual requirements of the baby
	4.5	Position the baby safely, securely and comfortably, in line with local policy and protocol
	4.6	Dispose of leftover food in line with local policy and protocol
	4.7	Undress the baby, wash, bathe and dry them, following safe hygiene and care principles
	4.8	Observe skin condition, treating any dryness or soreness
	4.9	Dress the baby in a clean nappy and suitable clothes for the environmental conditions and temperature
	4.10	Dispose of soiled nappies, clean and store equipment in line with local policy and protocol
	4.11	Update records, referring any observations and actions to the appropriate person

Unit L/601/1693
Understand Child and Young Person Development

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the expected pattern of development for children and young people from birth - 19 years.	1.1	Explain the sequence and rate of each aspect of development from birth – 19 years.
		1.2	Explain the difference between sequence of development and rate of development and why the difference is important.
2	Understand the factors that influence children and young people's development and how these affect practice.	2.1	Explain how children and young people's development is influenced by a range of personal factors
		2.2	Explain how children and young people's development is influenced by a range of external factors
		2.3	Explain how theories of development and frameworks to support development influence current practice.
3	Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern.	3.1	Explain how to monitor children and young people's development using different methods.
		3.2	Explain the reasons why children and young people's development may not follow the expected pattern.
		3.3	Explain how disability may affect development.
		3.4	Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern
4	Understand the importance of early intervention to support the speech, language and communication needs of children and young people.	4.1	Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.2	Explain how multi agency teams work together to support speech, language and communication.
		4.3	Explain how play and activities are used to support the development of speech, language and communication.
5	Understand the potential effects of transitions on children and young people's development.	5.1	Explain how different types of transitions can affect children and young people's development.
		5.2	Evaluate the effect on children and young people of having positive relationships during periods of transition.

Unit L/601/8028
Provide support to maintain and develop skills for everyday life

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the context of supporting skills for everyday life	1.1	Compare methods for developing and maintaining skills for everyday life
		1.2	Analyse reasons why individuals may need support to maintain, regain or develop skills for everyday life
		1.3	Explain how maintaining, regaining or developing skills can benefit individuals
2	Be able to support individuals to plan for maintaining and developing skills for everyday life	2.1	Work with an individual and others to identify skills for everyday life that need to be supported
		2.2	Agree with the individual a plan for developing or maintaining the skills identified
		2.3	Analyse possible sources of conflict that may arise when planning and ways to resolve them
		2.4	Support the individual to understand the plan and any processes, procedures or equipment needed to implement or monitor it
3	Be able to support individuals to retain, regain or develop skills for everyday life	3.1	Provide agreed support to develop or maintain skills, in a way that promotes active participation
		3.2	Give positive and constructive feedback to the individual during activities to develop or maintain their skills
		3.3	Describe actions to take if an individual becomes distressed or unable to continue
4		4.1	Work with an individual and others to agree criteria and processes for evaluating support

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.2	Carry out agreed role to evaluate progress towards goals and the effectiveness of methods used
	4.3	Agree revisions to the plan
Be able to evaluate support for developing or maintaining skills for everyday life	4.4	Record and report in line with agreed ways of working

Unit L/601/8644
Facilitate learning and development activities to meet individual needs and preferences

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the role of learning and development activities in meeting individual needs	1.1	Describe the benefits to individuals of engaging in learning or development activities
		1.2	Analyse the purpose of a range of learning or development activities in which individuals may participate
		1.3	Explain how individual needs and preferences may influence how learning and development activities are accessed or delivered
2	Be able to identify learning and development activities to meet individual needs and preferences	2.1	Support the individual to communicate their goals, needs and preferences about learning or development activities
		2.2	Provide the individual and others with information on possible learning or development activities
		2.3	Assess whether a tailor made activity may be more beneficial to an individual than other learning or development opportunities
		2.4	Work with the individual and others to agree learning or development activities that will suit the individual
3	Be able to plan learning and development activities with individuals	3.1	Describe factors that may affect the way a programme of learning or development activities is implemented and supported
		3.2	Establish with the individual and others a plan for implementing the programme of activities
		3.3	Assess risks in line with agreed ways of working
4	Be able to prepare for learning and development activities	4.1	Obtain or prepare resources or equipment needed for the activity

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.2	Describe how resources or equipment might be adapted to meet the needs of an individual
		4.3	Support the individual to prepare for an activity so as to minimise risks and maximise their participation
		4.4	Prepare the environment so that the activity can be carried out safely and effectively
5	Be able to facilitate learning and development activities with individuals	5.1	Carry out agreed role in facilitating the activity
		5.2	Support the individual to engage with the activity in a way that promotes active participation
		5.3	Encourage the individual to give feedback about how the activity is implemented and the support provided
		5.4	Make adjustments in response to feedback
6	Be able to evaluate and review learning and development activities	6.1	Agree with the individual and others the process and criteria for evaluation of the activity and the support provided
		6.2	Collate and present information for evaluation as agreed
		6.3	Use agreed criteria to evaluate the activity with the individual and others
		6.4	Make recommendations for any changes in the activity, its implementation or the support provided
		6.5	Explain the importance of recognising progress achieved through a learning or development activity

Unit L/601/9034
Enable individuals with behavioural difficulties to develop strategies to change their behaviour

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how legislation, policies and practice affect the support provided to individuals to manage their behaviour.	1.1	Describe how legislation affects policy and practice when working with individuals to manage their behaviour
		1.2	Describe the methods and approaches available to help an individual change their behaviour
2	Understand the factors that influence behaviour.	2.1	Explain how different factors relating to the individual can affect behaviour
		2.2	Describe the potential effects of the environment and the behaviour of others on individuals
3	Be able to work with individuals to recognise the impact of their behaviour on others	3.1	Describe why it is important to establish a professional relationship with an individual and others when working on behaviour management
		3.2	Work with individuals and others to gather and review information
		3.3	Support the individual and others significant to the individual to recognise their behavioural responses to different situations
		3.4	Encourage the individual to consider the impact of their behaviour
4	Be able to enable people to develop strategies for changing behavioural responses	4.1	Work with an individual to identify and agree the factors which will motivate them to change their behaviour
		4.2	Explain to an individual the positive outcomes of changing behaviours
		4.3	Support an individual to identify situations and circumstances which trigger specific behavioural responses

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.4	Explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to change
		4.5	Work with the individual to identify and agree coping strategies they are willing to use
		4.6	Support an individual to develop and practise the agreed strategies and to sustain their motivation
		4.7	Record the individual's agreement and motivation to change their behaviour in line with agreed ways of working
		4.8	List any potential barriers to progress and ways in which these barriers can be addressed
		4.9	Describe the additional advice and support available when an individual does not engage with the process
5	Be able to evaluate and review strategies for changing behavioural responses	5.1	Conduct regular reviews
		5.2	Assist the individual and others significant to the individual to evaluate the effectiveness of strategies for changing behavioural responses
		5.3	Use the positive outcomes identified through the review process to motivate the individual
		5.4	Give constructive feedback on progress
		5.5	Encourage individuals to find ways in which to sustain their behaviour change
		5.6	Record what has and has not been achieved and identify any future work required
		5.7	Report the results of the review to all those who have a right and need to receive them

Unit L/602/2676
Reprocess endoscopy equipment

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to the reprocessing of endoscopy equipment	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for related to the reprocessing of endoscopy equipment
		1.2	Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out the reprocessing of endoscopy equipment
2	Understand the procedures involved in reprocessing endoscopy equipment	2.1	Explain the endoscopic procedures, equipment, and sedation that are used
		2.2	Describe the admission and discharge procedures for reprocessing endoscopic equipment
		2.3	Explain the sources of authoritative information on endoscopic procedures, including evidence based information
3	Carry out the reprocessing procedure	3.1	Check that all endoscopy equipment is accounted for after the endoscopic procedure
		3.2	Maintain compliance with health and safety guidance at all times relevant to reprocessing endoscopy equipment
		3.3	Test reprocessing equipment prior to use
		3.4	Reprocess the endoscopy equipment in accordance with local policy and protocol
		3.5	Dispose of any used, damaged, or out of date items in accordance with local policy and protocol
		3.6	Restore the endoscopy equipment and environmental conditions in preparation for the next procedure

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Report and record on the reprocessing of endoscopy equipment	4.1	Report any endoscopy or reprocessing equipment that is not functioning correctly or requires maintenance
		4.2	Keep records in accordance with local policy and procedure
		4.3	Liaise with the individual, relevant others, and agencies in line with local policy and protocol

Unit L/602/3097
Support individuals with cognition and learning difficulties

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with cognition and learning difficulties	1.1	1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role
2	Understand cognitive and learning difficulties	2.1	1 Identify the cognitive skills required for learning 2 Explain the different effects on learning of global learning difficulties and specific learning difficulties 3 Explain how cognitive difficulties affect language development and communication 4 Identify the effects of learning difficulties on perception, memory and information processing 5 Describe the cognition and learning difficulties encountered in own practice and the implications on providing support for learning activities 6 Explain the importance of active learning for individuals with cognition and learning difficulties and how this can be promoted 7 Explain the potential effects of medication on individuals with cognition and learning difficulties
3	Be able to assist the therapist to prepare learning activities	3.1	1 Obtain information about the individual's cognition and learning needs and the planned learning activities 2 Work with the therapist to identify approaches to enable and motivate the individual to develop learning strategies 3 Obtain and use suitable equipment and materials 4 Adapt teaching and learning materials at the direction of the therapist to suit the individual's learning needs 5 Describe modifications to learning activities which can be made to improve an individual's progress

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to support individuals with learning tasks	4.1	1 Support, encourage, praise and reassure the individual to help them with learning tasks and following instructions 2 Provide information, advice and opportunities to enable and encourage the individual to decide on own learning 3 Monitor the individual's responses to learning activities and use appropriate strategies to improve achievement 4 Use a range of methods to help the individual understand the environment and the use of objects 5 Sequence and structure learning activities and the environment as directed by the therapist so the individual develops • organisational skills • information processing skills • problem solving skills 6 Explain the use of Educational/Behaviour Support plans
5	Be able to assist in reviewing learning	5.1	1 Feed back to the therapist on the individual's learning achievements and any problems encountered 2 Help individuals to review their achievements and plan for future learning

Unit L/602/3519
Assist in testing individuals' abilities prior to planning physical activities

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

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.4	Explain the importance of accessing previous assessments and medication history
5	Be able to assist the practitioner to administer tests to assess individuals' ability to exercise	5.1	Outline the tests used in own work practice to assess individuals' physical abilities
		5.2	Assist the practitioner to administer tests to assess the individual's ability to exercise
		5.3	Identify the individual's present and former levels of physical activity
		5.4	Establish the individual's goals in relation to physical activity
		5.5	Report any medical limitations on the individual's physical activity
		5.6	Identify the individual's rating of perceived exertion
		5.7	Record the individual's exercise capacity in line with national/local policy and protocol

Unit L/602/4007
Support individuals to manage dysphagia

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting individuals with dysphagia
		1.2	Describe why individuals with dysphagia should be encouraged to promote their own health and wellbeing
		1.3	Describe the types of skill development activities that can be carried out with individuals to help them develop swallowing skills
2	Understand how dysphagia affects individuals	2.1	Describe the main clinical causes of dysphagia
		2.2	Outline how to recognise the main types of dysphagia
		2.3	Identify major risks and secondary difficulties associated with dysphagia
		2.4	Describe the anatomy and physiology relevant to maintaining a safe swallow
		2.5	Explain how an individual's ability to swallow is affected by: • sensory impairment • loss of bodily function • loss of cognition
		2.6	Explain how to provide a suitable environment for affected individuals
3	Know the importance of nutritional intake for individuals with dysphagia	3.1	Describe the impact of oral intake on nutrition for an individual with dysphagia
		3.2	Describe safe practices with regard to preparing oral intake

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia
4	Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes	4.1	Confirm the individual's identity and gain valid consent prior to carrying out the therapy programme
		4.2	Explain the skill development activities to the individual/carer
		4.3	Support the individual's active participation with skill development activities as specified in the individual's care programme, seeking advice from the care team if the level of support required by the individual is beyond own scope of practice
		4.4	Provide oral intake in the consistency and appearance outlined in the individual's care programme
		4.5	Provide the individual with sufficient time to practice newly developed skills
		4.6	Provide the individual/carer with information and advice, as instructed by the specialist, in regards to self management
5	Be able to provide information to colleagues regarding individuals' treatment	5.1	Update records regarding the support provided, in line with local policy and protocol
		5.2	Provide feedback to the individual's therapist and care team to aid future care planning

Unit L/602/4010
Provide advice on foot care for individuals with diabetes

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand good practice in diabetic foot care	1.1	Summarise national and local guidelines on diabetes healthcare
		1.2	Describe local referral pathways for foot health
2	Understand the factors affecting foot health in individuals with diabetes	2.1	Explain the causes of diabetes
		2.2	Describe the signs and symptoms of diabetes
		2.3	Identify the risks of diabetes to foot health
		2.4	Explain the importance of footwear to foot health for individuals with diabetes
		2.5	Explain the impact of nutrition, health and physical exercise on an individual with diabetes
		2.6	Explain the treatment options for specific foot disorders often experienced by individuals with diabetes
3	Be able to discuss foot examination results with individuals/carers	3.1	Discuss the results of the foot examination with the individual/carer
		3.2	Discuss and agree arrangements for review with the individual/carer or the need for referral on for further tests
4	Be able to advise individuals/carers on the management of foot health	4.1	Discuss with the individual/carer the best options for managing foot health
		4.2	Provide written information on foot health to support the individual/carer
5	Be able to complete records	5.1	Update records in line with local policy and protocol
		5.2	Record any actions to be taken by the individual/carer and other members of the care team

Unit L/602/4489
Transport, transfer and position individuals and equipment within the perioperative environment

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the importance of health and safety measures when transporting, transferring and positioning individuals and equipment in the perioperative care environment	1.1	Explain the standard health and safety precautions used when moving, handling and transporting individuals and equipment and the potential consequences if these are not applied
		1.2	Explain the safe techniques and procedures used for moving and positioning individuals and equipment in the perioperative environment, according to local and organisational policies and procedures
		1.3	Explain the importance of using personal protective equipment
		1.4	Identify situations when additional protective equipment may be required
2	Understand the requirements for pressure area care in the perioperative environment	2.1	Explain how to contribute to the maintenance of individuals' skin integrity in the perioperative environment
		2.2	Explain how to use risk assessment documents for pressure area care during transfers and positioning
		2.3	Explain the importance of using appropriate equipment to minimise the risk of tissue damage
		2.4	Explain the importance of recording and reporting using the appropriate documents in line with local policies and protocols
3	Be able to prepare to transport individuals within the perioperative care environment	3.1	Identify the nature of the task required in discussion with the appropriate person/registered practitioner
		3.2	Apply standard precautions for infection control

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	Implement health and safety measures relevant to transporting individuals within the perioperative care environment
		3.4	Check that the transport equipment is clean, safe and functioning in line with local policies and protocols
		3.5	Report any potential hazards to the appropriate team member
		3.6	Identify the individual who needs to be moved
		3.7	Inform the individual of the nature and purpose of the transfer and the role of people involved
		3.8	Confirm that any required documents are available to accompany the individual
4	Be able to assist in the transfer and positioning of individuals within the perioperative environment	4.1	Use safe moving and handling techniques which minimise risk to all involved, including pain, friction and discomfort for those being moved
		4.2	Transfer and position individuals according to instructions, confirming they are positioned safely, comfortably and in accordance with guidelines
		4.3	Maintain the privacy, dignity, safety, security and comfort of individuals while using equipment for transfer and positioning
		4.4	Identify the effects of premedication and anaesthesia on the ability of individuals to move independently
		4.5	Use verbal and non-verbal skills to support individuals, closely observing and reporting any changes in condition to the appropriate team member

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.6	Transfer the individual and their associated documentation over to the appropriate member of staff in the perioperative environment
	4.7	Return equipment to the correct location in good working order

Unit M/601/3467
Understand Sensory Loss

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the factors that impact on an individual with sensory loss	1.1	Analyse how a range of factors can impact on individuals with sensory loss
		1.2	Analyse how societal attitudes and beliefs impact on individuals with sensory loss
		1.3	Explore how a range of factors, societal attitudes and beliefs impact on service provision
2	Understand the importance of effective communication for individuals with sensory loss	2.1	Explain the methods of communication used by individuals with: • Sight loss • Hearing loss • Deafblindness
		2.2	Describe how the environment facilitates effective communication for people with sensory loss
		2.3	Explain how effective communication may have a positive impact on lives on individuals with sensory loss
3	Understand the main causes and conditions of sensory loss	3.1	Identify the main causes of sensory loss
		3.2	Define congenital sensory loss and acquired sensory loss
		3.3	Identify the demographic factors that influence the incidence of sensory loss in the population
4	Know how to recognise when an individual may be experiencing sight and / or hearing loss and actions that may be taken	4.1	Identify the indicators and signs of: • Sight loss • Hearing loss • Deafblindness
		4.2	Explain actions that should be taken if there are concerns about onset of

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		sensory loss or changes in sensory status
	4.3	Identify sources of support for those who may be experiencing onset of sensory loss

Unit M/601/5817
Support families who are affected by Acquired Brain Injury

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the impact on families who care for an individual who is in a minimally responsive or vegetative state	1.1	Explain the impact on family of caring for an individual in a minimally responsive or vegetative state
		1.2	Describe how theories of loss and grief provide a framework for practice
		1.3	Describe the long term adjustments families and friends may need to make
2	Understand the long term effects of acquired brain injury on family	2.1	Explain the emotional impact of acquired brain injury on families
		2.2	Compare the difference for families between caring for an individual with mild to moderate brain injury and an individual with severe brain injury
		2.3	Describe the socio-economic impact on the family of the long term effects of acquired brain injury
		2.4	Explain the impact on families of personality changes in the individual
		2.5	Describe changes that may occur in relationships as a result of acquired brain injury
3	Understand legislation that is relevant to carers of an individual effected by acquired brain injury	3.1	Identify legislation and policy specific to carers
		3.2	Explain the key principles within legislation and policy which are applicable to carers of an individual
		3.3	Outline the obligations on social care organisations as a result of legislation
4		4.1	Assess with primary carers the support they require

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.2	Agree with the primary carer a plan of support
	Be able to assess the support required by families who hold the primary caring role	4.3	Identify support which can best be provided by others
		4.4	Report where there are unmet needs
5	Be able to work in partnership with other professionals and agencies	5.1	Explain the role of other professionals and agencies working with individuals with acquired brain injury
		5.2	Work in partnership with other professionals and agencies to support families
		5.3	Evaluate outcomes for families of partnership working

Unit M/601/7907
Support individuals during a period of change

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand reasons for and responses to change	1.1	Describe types of change that may occur in the course of an individual's life
		1.2	Analyse factors that may make change a positive or a negative experience
		1.3	Describe approaches likely to enhance an individual's capacity to manage change and experience change positively
2	Be able to support individuals to plan how to manage or adapt to change	2.1	Work with individuals and others to identify recent or imminent changes affecting them
		2.2	Support the individual to assess the implications and likely impacts of the change identified
		2.3	Work with the individual and others to plan how to adapt to or manage the change
		2.4	Explain the importance of both practical support and emotional support during a time of change
		2.5	Identify and agree roles and responsibilities for supporting a change
3	Be able to support individuals to manage or adapt to change	3.1	Carry out agreed role and responsibilities for supporting change, in ways that promote active participation
		3.2	Provide information and advice to support the individual to manage change
		3.3	Support the individual to express preferences and anxieties when going through change
		3.4	Adapt support methods to take account of preferences or anxieties
		3.5	Describe how and when to seek additional expertise and advice when supporting an individual through change

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to evaluate the support provided during a period of change	4.1	Agree with the individual and others how the support provided will be evaluated, and who will be involved
		4.2	Work with the individual and others to identify positive and negative aspects of a change
		4.3	Work with the individual and others to evaluate the effectiveness of methods used to support the change process
		4.4	Record and report on the effectiveness of support for the change process

Unit M/602/1004
Perform intravenous cannulation

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which affect own role in relation to performing intravenous cannulation
		1.2	Explain the importance of working within own role and of seeking advice when faced with situations outside this role
2	Understand the purpose and functions of intravenous cannulation	2.1	Explain the anatomy and physiology of the circulatory system in relation to the insertion and maintenance of intravenous cannulae
		2.2	Summarise the indications and reasons for intravenous cannulation
		2.3	Explain the factors which influence the choice of cannulae and the site to be used
		2.4	Explain the preparation and positioning of an individual for insertion of intravenous cannulae
		2.5	Explain the risks associated with the insertion of intravenous cannulae
		2.6	Evaluate current evidence based practice related to the management of risks associated with the insertion of intravenous cannulae
3	Be able to prepare to carry out intravenous cannulation	3.1	Implement health and safety measures relevant to the procedure and environment
		3.2	Apply standard precautions for infection control
		3.3	Confirm the individual's identity and gain valid consent
		3.4	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.5	Check that an individual's privacy and dignity is maintained at all times
		3.6	Prepare equipment for intravenous cannulation in line with local policy and protocol
		3.7	Assess and take relevant action for risks identified prior to and during the procedure
		3.8	Seek clinical advice and support when events or risks are beyond agreed level of competence
4	Be able to carry out intravenous cannulation	4.1	Prepare an appropriate site for cannulation, using the cannula of correct size and type
		4.2	Position and use a tourniquet to engorge the selected vein with blood
		4.3	Insert the cannula into the selected vein using the approved technique and confirm correct siting, positioning and patency of cannula
		4.4	Apply an approved dressing to fix the cannula in position
		4.5	Flush the cannula when in situ according to local protocols and guidelines
		4.6	Attach and secure the correct giving set to where infusion is required following approved procedures
5	Be able to monitor and report on the intravenous cannulation	5.1	Report any condition or behaviour which may signify adverse reactions to the procedure, in line with local policy and protocol
		5.2	Report and record the cannulation procedure in accordance with agreed procedures
		5.3	Maintain the cannulation site at regular intervals to avoid infection and maintain access

Unit M/602/2671
Care for individuals with urethral catheters

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters	1.1	Summarise the current legislation national guidelines, policies, protocols and good practice related to caring for individuals with urethral catheters
		1.2	Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out care activities
2	Understand the procedure of urethral catheterisation	2.1	Describe the anatomy and physiology of the male and female lower urinary tract
		2.2	Describe lower urinary tract functions and continence status
		2.3	Describe the causative factors which determine the need for urethral urinary catheters
		2.4	Explain the effects of urethral catheterisation on an individual's comfort and dignity
		2.5	Describe when to undertake urinalysis, obtain a catheter specimen of urine (CSU) or screen for multi resistant bacteria
3	Understand the use and application of catheter care equipment	3.1	.Describe catheter care equipment that can be used to meet individuals specific needs
		3.2	Describe the types of catheter care advice to give to individuals
		3.3	Describe the indications, mode of action, side-effects, cautions, contra indications and potential interactions of urethral catheter care
		3.4	Describe the medication, antibiotics, anaesthetic agents and associated solutions used for individuals with urethral catheters

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to prepare individuals to carry out urethral catheters care	4.1	Confirm the individual's identity and gain valid consent
		4.2	Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
		4.3	Agree the level of support required with the individual
		4.4	Apply standard precautions for infection prevention and control
		4.5	Apply health and safety measures relevant to the procedure and environment
		4.6	Carry out preparatory checks against the individual's care plan
5	Be able to carry out care for individuals with urethral catheters	5.1	Support the individual and relevant others to carry out catheter care in accordance with local policy and protocol
		5.2	Use catheter care equipment in line with manufacturers guidance; reporting any failure/malfunction in line with local policy and protocol
		5.3	Use and store equipment and materials in accordance with local policy and protocol
		5.4	Dispose of catheter related equipment in accordance with local policy and protocol
		5.5	Measure and record any urethral output within local policy and protocol
6	Be able to monitor and check individuals undergoing urethral catheter care	6.1	Monitor the individuals' condition for adverse effects and potential complications, taking appropriate action in line with local policy and protocol
		6.2	Observe and maintain cleanliness of the meatus

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
	6.3 Terminate the use of a urethral catheter in accordance with local policy and protocol
	6.4 Record information in the ongoing catheter care records in line with local policy and protocol

Unit M/602/2685
Conduct routine maintenance on clinical equipment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand current legislation, national guidelines, policies, protocols and good practice related to conducting routine maintenance on clinical equipment	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for conducting routine maintenance on clinical equipment
2 Understand the procedures involved in conducting routine maintenance on clinical equipment	2.1 Describe the frequency of maintenance for clinical equipment in own scope of activity
	2.2 Explain the expected performance parameters, principles of operation, capabilities and limitations of the equipment
	2.3 Explain the requirements for routine preventative and/or first line corrective maintenance
	2.4 Explain the factors affecting decisions on maintenance activity
	2.5 Explain a fault and error message diagnosis and actions to take
	2.6 Explain the type and range of records required for maintenance of equipment
3 Prepare to carry out routine maintenance on clinical equipment	3.1 Prioritise action based on maintaining services
	3.2 Access relevant data from technical or supporting manuals to assist with routine maintenance

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	Apply standard precautions for infection control prior to maintenance
		3.4	Confirm equipment is correctly set up for preventive and/or first line corrective maintenance/fault diagnosis activities
4	Carry out routine maintenance on clinical equipment	4.1	Notify any issues affecting the preventive and/or first line corrective maintenance and their impact on delivery of services to colleagues in line with local policy and protocol
		4.2	Assess decontamination status and requirements of the equipment to be maintained
		4.3	Conduct planned preventive and/or first line corrective maintenance in line with local policy and protocol.
		4.4	Check equipment is functioning against operational parameters to confirm operational status
		4.5	Seek advice or support when preventive and/or first line corrective maintenance activity falls outside own level of expertise
		4.6	Dispose of waste materials in accordance with local policy and protocol
5	Report and record on routine maintenance carried out on clinical equipment	5.1	Report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule
		5.2	Update/Maintain records in line with local policy and protocol

Unit M/602/3125
Assist and support individuals to use alternative and augmentative communication systems _AAC_

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to assisting and supporting individuals to use alternative and augmentative communication (AAC) systems	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines for assisting and supporting individuals to use AAC systems
		1.2	Explain own responsibilities and accountability in relation to local policies and protocols for AAC systems
2	Understand how to assist and support the use of AAC systems	2.1	Explain how AAC systems work
		2.2	Explain how to deal with defects and problems to ensure functionality of equipment
		2.3	Describe how to manage mobility issues in individuals using communication systems
		2.4	Identify issues which may affect the physical comfort of individuals using communication systems
3	Understand how AAC systems support the needs of individuals	3.1	Describe how the use of AAC systems can support an individual with particular medical and physical conditions
		3.2	Describe how the use of AAC systems affect interaction patterns
		3.3	Compare the use of objects, signs, symbols, written and spoken language in communication systems
		3.4	Compare the cognitive and symbolic development and speech and language development of a group of individuals

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to prepare AAC equipment for individuals to use	4.1	Establish the type of AAC system used by the individual prior to making contact with them
		4.2	Prepare resources and equipment safely, referring to the Speech and Language Therapist where necessary
		4.3	Set out equipment and furniture according to health and safety procedures and guidelines
5	Be able to assist and support individuals to use AAC systems	5.1	Gain valid consent from the individual, or a third party where the individual is not in a position to provide this consent independently
		5.2	Position the individual and self comfortably so that the individual can access the AAC system
		5.3	Support the individual's active participation in the communication process
		5.4	Use appropriate signs and symbols to communicate with the individual
		5.5	Use the AAC system in line with local policy and protocol to communicate with the individual
		5.6	Support others to communicate with individuals using AAC systems

Unit M/602/3934
Measure and record individuals' body fluid balance in a perioperative environment

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand safe procedures relating to measuring and recording individuals' fluid balance in a perioperative environment	1.1	Describe the purposes of measuring an individual's fluid balance and wound drainage
		1.2	Describe the factors that affect fluid input, output and wound drainage
		1.3	Explain the potential hazards associated with measuring an individual's body fluids and wound drainage
		1.4	Describe adverse circumstances related to measuring and recording an individual's fluid balance that would require immediate reporting
		1.5	Describe organisational policies and procedures on correct disposal of single use equipment and other hazardous waste
		1.6	Explain the organisational policies and procedures for reporting and recording faulty equipment
		1.7	Explain why it is important to work within own sphere of competence
2	Be able to measure, record and review individuals' body fluid balance in a perioperative environment	2.1	Confirm the individual's identity and gain valid consent
		2.2	Apply standard precautions for infection control
		2.3	Implement health and safety measures relevant to recording an individual's body fluid balance when carrying out this task
		2.4	Measure the individual's fluid input, output and wound drainage using equipment in line with local policy and protocol

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.5	Record the individual's body fluid balance in line with local policy and protocol
		2.6	Identify the difference between body fluid and other fluids
		2.7	Review fluid balance measurements in line with local policy and protocol
		2.8	Explain why it is necessary to report any problems in measuring or recording the individual's fluid balance in line with local policy and protocol
		2.9	Report results in line with local policy and protocol
3	Be able to manage equipment after measuring individuals' body fluid balance	3.1	Clean reusable equipment after use using the correct materials in line with local policy and protocols
		3.2	Return equipment to the storage or collection location

Unit M/602/4016
Support parents/carers to interact with and care for their newborn baby

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to interact with and care for their newborn baby	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to interact with and care for their newborn baby
		1.2	Describe local policies for child safety and protection
		1.3	Explain how to work in partnership with parents/carers and significant others
		1.4	Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
		1.5	Explain how to obtain advice and information to support own practice
		1.6	Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
		1.7	Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
		1.8	Explain the importance of confidentiality when accessing records and information
2	Understand the importance of supporting parents/carers to interact and care for their newborn babies	2.1	Explain the responsibilities and limits of own relationship with parents/carers and their newborn baby
		2.2	Describe the normal state of newborn babies

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.3	Explain how care and environmental conditions impact on the normal state of the newborn baby
		2.4	Explain why parents/carers should be encouraged to engage in active parenting
		2.5	Explain the importance of confirming the level of assistance required by parents/carers
3	Be able to support parents/carers in caring for, interacting with and forming bonds with their newborn babies	3.1	Provide active support to the parent/carer, within the level of assistance required, to handle and interact with the baby and deal with their needs
		3.2	Observe the parent/carer interacting with their baby, providing encouragement when they bond with and relate to their baby
		3.3	Discuss with parents/carers the ways in which they can meet the physical, social and emotional needs of their baby
		3.4	Reinforce advice that parents/carers have been given about handling and caring for their baby in ways that encourage interaction and bonding
		3.5	Update records about the progress of the parent/carer, reporting any concerns to the person with responsibility to act
4	Be able to support parents/carers in feeding and keeping their babies clean and safe	4.1	Encourage and support parents/carers to prepare themselves, the environment and the equipment prior to feeding, bathing or clothing the baby
		4.2	Discuss with parents/carers approaches to feeding in line with the advice they have been given and encourage regular feeding

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.3	Observe and support parents attending to their baby‘s comfort, hygiene and wellbeing needs when feeding, handling, washing, nappy changing and dressing
	4.4	Encourage parents to monitor their baby’s condition and observe any changes in behaviour, feeding or content of nappy, seeking support if required
	4.5	Reinforce advice given to parents about sleeping positions, room and body temperature, coverings and clothing

Unit M/602/4520
Deliver training through demonstration and instruction

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to deliver training through demonstration and instruction	1.1	Identify key current national guidelines, policies or protocols relevant to the subject area in which the training is to be delivered
		1.2	Describe the resources required to deliver the training
		1.3	Describe what constitutes an appropriate environment for the delivery of the training
		1.4	Explain how to overcome barriers that learners may encounter whilst undertaking training
		1.5	Assess the use of demonstration and instruction as a teaching strategy
		1.6	Explain the skills required for the effective delivery of demonstration and instruction as a teaching method
2	Be able to deliver training by demonstration and instruction	2.1	Explain the learning aims and objectives of the training session to the learners
		2.2	Deliver the training programme to the learners through demonstration and instruction
		2.3	Maintain communication with learners during demonstration and instruction
		2.4	Check the learners' understanding at regular intervals
		2.5	Encourage learners to ask questions and seek clarification during training
		2.6	Provide learners with opportunities and support to demonstrate the learning achieved through the training
		2.7	Respond to the learners' needs during the training

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.8	Provide constructive feedback to learners on their progress
3	Be able to review learning and training	3.1	Gather feedback from learners on the effectiveness of the training
		3.2	Assess whether the training programme delivers the required learning outcomes
		3.3	Review the effectiveness of the training programme
		3.4	Identify ways to improve or adapt the training

Unit R/601/1436
Principles for implementing 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 how duty of care contributes to safe practice	1.1	Explain what it means to have a duty of care in own work role
		1.2	Explain how duty of care contributes to the safeguarding or protection of individuals
2	Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1	Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
		2.2	Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
		2.3	Explain where to get additional support and advice about conflicts and dilemmas
3	Know how to respond to complaints	3.1	Describe how to respond to complaints
		3.2	Explain the main points of agreed procedures for handling complaints

Unit R/601/1694
Promote Child and Young Person Development

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to assess the development needs of children or young people and prepare a development plan.	1.1	Explain the factors that need to be taken into account when assessing development.
		1.2	Assess a child or young person's development in the following areas • Physical • Communication • Intellectual/ cognitive • Social, emotional and behavioural • Moral.
		1.3	Explain the selection of the assessment methods used.
		1.4	Develop a plan to meet the development needs of a child or young person in the work setting.
2	Be able to promote the development of children or young people.	2.1	Implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected.
		2.2	Evaluate and revise the development plan in the light of implementation.
		2.3	Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work.
		2.4	Listen to children or young people and communicate in a way that encourages them to feel valued.
		2.5	Encourage children or young people to actively participate in decisions affecting their

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			lives and the services they receive according to their age and abilities.
3	Be able to support the provision of environments and services that promote the development of children or young people.	3.1	Explain the features of an environment or service that promotes the development of children and young people.
		3.2	Demonstrate how own work environment or service is organised to promote the development of children or young people.
4	Understand how working practices can impact on the development of children and young people.	4.1	Explain how own working practice can affect children and young people's development.
		4.2	Explain how institutions, agencies and services can affect children and young people's development.
5	Be able to support children and young people's positive behaviour.	5.1	Demonstrate how they work with children and young people to encourage positive behaviour.
		5.2	Evaluate different approaches to supporting positive behaviour.
6	Be able to support children and young people experiencing transitions.	6.1	Explain how to support children and young people experiencing different types of transitions.
		6.2	Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives.

Unit R/601/3526
Develop and sustain effective working relationships with staff in other agencies

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the context of working in partnership.	1.1	Identify the nature, roles and functions, policies and procedures of principal agencies.
		1.2	Identify structures, function, and methods of communication and decision making.
		1.3	Identify the roles and responsibilities of key people who work in these agencies who are involved in joint working arrangements.
		1.4	Identify the effect agency structure and culture may have upon the policy and practice of joint working.
		1.5	Identify the effect of agency culture and structure upon policy and practice of working in partnership.
		1.6	Explain the principles and benefits of working in partnership.
2	Develop effective working relationships with staff in other agencies	2.1	Develop clear action plans for joint work which clarify roles and responsibilities of the respective parties.
		2.2	Reach agreements about roles and responsibilities and arrangements for decision making.
		2.3	Apply principles of equality, diversity and anti-discriminatory practice in working relationships with staff in other agencies.
		2.4	Confirm arrangements for joint work which are a) appropriate to the nature and purpose of the work b) likely to be effective in establishing and maintaining relationships c) respect confidentiality while balancing risks of sharing or not sharing information.
		2.5	Identify effective methods to monitor and review the progress of joint work.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.6	Obtain advice and support promptly when team discussion and supervision are appropriate.
		2.7	Complete records accurately and clearly and store them according to agency requirements.
		2.8	Communicate information to people who are authorised to have it.
3	Sustain effective working relationships.	3.1	Identify the benefits and advantages of joint working and use these to develop own practice.
		3.2	Identify factors which might hinder joint working.
		3.3	Explain methods of identifying and resolving conflict within and between agencies and between individuals.
		3.4	Demonstrate methods of assessing the effectiveness of joint working relationships.
		3.5	Explain and defend the views of your agency and its policies.
		3.6	Contribute to regular reviews of effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved.
		3.7	Complete records accurately and clearly and store them according to agency requirements.
		3.8	Communicate information to people who are authorised to have it.

Unit R/601/8662
Undertake physiological measurements

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1	Describe current legislation, national guidelines, organisational policies and protocols affecting work practice
2	Understand the physiological states that can be measured	2.1	Explain the principles of blood pressure to include: • blood pressure maintenance • differentiation between systolic and diastolic blood pressure • normal limits of blood pressure • conditions of high or low blood pressure
		2.2	Explain the principles of body temperature to include: • body temperature maintenance • normal body temperature • pyrexia, hyper-pyrexia and hypothermia
		2.3	Explain the principles of respiratory rates to include: • normal respiratory rates • factors affecting respiratory rates in ill and well individuals
		2.4	Explain the principles of pulse rates to include: • normal pulse rates limits • factors affecting pulse rates – raising or lowering • pulse sites on the body • the requirement for pulse oximetry measurements • analysis and implication of pulse oximetry findings
		2.5	Explain the principles of Body Mass Index (BMI) in relation to weight/dietary control

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.6	Explain the major factors that influence changes in physiological measurements
		2.7	Explain the importance of undertaking physiological measurements
3	Be able to prepare to take physiological measurements	3.1	Explain to the individual what measurements will be undertaken and why these are done
		3.2	Reassure the individual during physiological measurements process
		3.3	Answer questions and deal with concerns during physiological measurements process
		3.4	Explain the help individuals may need before taking their physiological measurements
		3.5	Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements
		3.6	Ensure all materials and equipment to be used are appropriately prepared
		3.7	Confirm the individual's identity and obtain valid consent
4	Be able to undertake physiological measurements	4.1	Apply standard precautions for infection prevention and control
		4.2	Apply health and safety measures relevant to the procedure and environment
		4.3	Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement
		4.4	Monitor the condition of the individual throughout the measurement
		4.5	Respond to any significant changes in the individual's condition

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Follow the agreed process when unable to obtain or read a physiological measurement
		4.7	Identify any issues outside own responsibility and refer these to other colleagues
5	Be able to record and report results of physiological measurements	5.1	Explain the necessity for recording physiological measurements
		5.2	Explain a few common conditions which require recording of physiological measurements
		5.3	Demonstrate the correct process for reporting measurements that fall outside the normal levels
		5.4	Record physiological measurements taken accurately using the correct documentation

Unit R/602/2677
Undertake stoma care

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation national guidelines, policies, protocols and good practice related to assessment for stoma care	1.1	Summarise the current legislation national guidelines, policies, protocols and good practice related to undertaking stoma care
		1.2	Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out stoma care
2	Understand the anatomy and physiology in relation to conditions requiring stoma care	2.1	Describe the reasons why a stoma may be fashioned
		2.2	Describe the anatomy in relation to the position, reasons for and function of colostomies, ileostomies, ileal conduits and nephrostomy
		2.3	Describe the potential consequences of contamination of stoma drainage systems
		2.4	Describe the effects of diet and mobility on stoma function
3	Be able to prepare individuals for stoma care	3.1	Confirm the individual's identity and gain valid consent
		3.2	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
		3.3	Carry out preparatory checks against the individual's care plan
		3.4	Apply standard precautions for infection prevention and control

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.5	Apply health and safety measures relevant to the procedure and environment
		3.6	Prepare equipment and materials for stoma care as prescribed/detailed in the individual's plan of care
4	Be able to carry out stoma care for individuals	4.1	Describe the factors which will affect the level of assistance required
		4.2	Agree the level of support required with the individual
		4.3	Demonstrate techniques to carry out stoma care in line with local policy and protocol
		4.4	Explain the action to take if the prepared stoma care equipment appears to be inappropriate or unsuitable
		4.5	Assist individuals to select and consume food and drink
		4.6	Assist individuals to take any medication prescribed to maintain effective stoma function
		4.7	Give individuals the opportunity to dispose of their own used stoma care equipment
		4.8	Give individuals the opportunity to maintain their personal hygiene
		4.9	Provide active support for individuals to manage their own stoma
		4.10	Dispose of equipment and soiled linen in line with local policy and protocol
5		5.1	Monitor the individual's condition throughout the stoma care

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	5.2	Check for any adverse effects and potential complications
	5.3	Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred
	5.4	Record the outcomes of stoma care activity in line with local policy and protocol
Be able to monitor and check individuals following stoma care	5.5	Report findings to colleagues in line with local policy and protocol

Unit R/602/2680
Assure the effective functioning of radiographic image processing equipment

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the legislation, policy and good practice guidelines related to assuring the effective functioning of radiographic image processing equipment	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the functioning of radiographic image processing equipment
2	Understand the procedures and techniques involved in radiographic image processing equipment	2.1	Explain how to prepare and handle quality assurance equipment and materials
		2.2	Explain the optimum frequency of quality control tests on equipment
		2.3	Explain how to monitor radiographic image processing equipment and memory
		2.4	Explain how to maintain radiographic image processing equipment
3	Monitor the functioning of radiographic image processing equipment and environments	3.1	Prepare monitoring equipment and materials in line with health and safety guidance
		3.2	Use monitoring equipment and materials in line with health and safety guidance
		3.3	Obtain sufficient information to allow the quality and reliability of equipment and procedures to be accurately assessed
		3.4	Monitor the functioning of radiographic image processing equipment and environments in line with local policy and protocol
		3.5	Carry out any digital cleansing in line with local policy and procedures
4		4.1	Record the results of monitoring in line with local policy and procedures

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.2	Describe how to investigate where any monitoring reveals actual or potential defects in equipment
	4.3	Describe how to report results of any investigation into actual or potential defects in line with local policy and procedure
Report on the functioning of radiographic image processing equipment	4.4	Store monitoring records in line with local policy and procedure

Unit R/602/3926
Operate equipment for intraoperative cell salvage blood collection

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to the operation of equipment for intraoperative cell salvage blood collection	1.1	1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the operation of equipment for intraoperative cell salvage blood collection
2	Understand blood physiology related to intraoperative cell salvage	2.1	1 Outline the components of whole blood 2 Describe the functions of red blood cells in oxygen delivery 3 Explain the differences between salvaged red cells and whole blood
3	Understand the rationale for intraoperative cell salvage blood collection	3.1	1 Explain the rationale for using autologous blood transfusion 2 Outline the indications and contraindications for the use of intraoperative cell salvage blood collection 3 Explain the applications of intraoperative cell salvage blood collection with regard to those who refuse allogeneic blood on religious or other grounds 4 Explain when and for which individual's intraoperative cell salvage blood collection could be started
4	Understand the role and function of equipment used in intraoperative cell salvage blood collection	4.1	1 Explain the importance of labelling collection equipment with a unique individual identification 2 Explain the role of suction equipment in intraoperative cell salvage blood collection 3 Explain the rationale for setting a suitable vacuum level 4 Outline the effects of anticoagulant on salvaged blood 5 Explain the rationale for priming the collection equipment with anticoagulant 6 Describe the potential hazards and malfunctions of equipment and how to deal with them 7 Explain the dangers of reusing single use equipment

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	Understand the process and rationale of swab washing for intraoperative cell salvage blood collection	5.1	1 Outline the benefits and risks of swab washing 2 Explain the rationale for weighing all swabs during intraoperative cell salvage blood collection 3 Describe the process of salvaging blood from swabs
6	Be able to prepare to operate equipment for intraoperative cell salvage blood collection	6.1	1 Apply standard precautions for infection control 2 Implement health and safety measures in accordance with national and local policies and protocols 3 Confirm the decision to collect blood with the appropriate person 4 Label the collection reservoir with the individual's unique identification details in line with local policy and protocols 5 Prime the collection equipment with anticoagulant solution according to the manufacturer's instructions
7	Be able to collect intraoperative cell salvage blood	7.1	1 Use equipment to collect intraoperative cell salvage blood
		7.2	2 Monitor the volume of cell salvage blood, immediately reporting any problems to an appropriate person
		7.3	3 Regulate the required volume of anticoagulant in relation to blood loss
		7.4	4 Explain the importance of reporting problems/sudden increases in the rate of blood loss to the appropriate person
		7.5	5 Explain how to estimate blood loss during intraoperative cell salvage blood collection
		7.6	6 Report the estimated volume of cell salvage blood collected to the appropriate person
		7.7	7 Outline the possible contents of the collection reservoir during surgery

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	7.8	8 Outline the reasons for an expiry time for cell salvaged blood and how this is calculated
	7.9	9 Record the outcome of this activity in line with national/local policies and protocols
	7.10	10 Dispose of waste in line with national/local policies and protocols

Unit R/602/3943
Advise and inform individuals on managing their condition

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand good practice in identifying information requirements	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role in advising and informing individuals on how to manage their condition
		1.2	Explain the importance of identifying appropriate information to enable individuals to make informed lifestyle choices
		1.3	Explain how to recognise the information and advice an individual may require but be unable to express
		1.4	Explain the procedures for dealing with issues beyond own role, in accordance with local protocol
2	Understand health conditions	2.1	Describe the range of conditions encountered within the scope of own role
		2.2	Describe the effects of health conditions on individuals and their families
3	Understand the effects of change on individuals' lifestyles	3.1	Explain how change can be perceived by an individual and identify strategies for overcoming resistance to change
		3.2	Identify how adapting a lifestyle can empower an individual
		3.3	Describe the impact that empowering an individual to manage their own conditions has upon the individual, their family/carers and health services
4	Be able to ascertain the information and advice needs of individuals	4.1	Maintain the individual's privacy and dignity at all times
		4.2	Explain to the individual who you are and what your role is in providing confidential advice and information
		4.3	Access information about the individual's lifestyle
		4.4	Work with the individual to identify their information and advice requirements relating to their health condition

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.5	Review the range of local and national advice and information services
		4.6	Explain how to refer the individual to other sources of information and advice
5	Be able to agree plans with individuals to adapt their lifestyle	5.1	Explain to the individual the possible benefits of adapting their lifestyle while respecting their culture, needs and right to make their own decisions
		5.2	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
		5.3	Develop realistic plans and objectives with the individual to adapt their lifestyle
		5.4	Agree targets with the individual to optimise their health and well-being
		5.5	Discuss with the individual any concerns raised about adapting their lifestyle
		5.6	Agree dates to review the individual's progress

Unit R/602/4008
Assist others to monitor individuals' progress in managing dysphagia

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to monitoring individuals with dysphagia	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect own work practice related to monitoring individuals with dysphagia
2	Understand how to assist others in monitoring the progress of individuals with dysphagia	2.1	Explain the importance of regularly monitoring an individual's progress in managing dysphagia
		2.2	Explain how to assist others to monitor an individual's progress
		2.3	Explain the importance of monitoring an individual's progress in a constructive and encouraging manner
		2.4	Outline how to create an environment where open and confidential discussions with the individual can take place
		2.5	Explain the importance of the environmental conditions required by the individual
		2.6	Explain the importance of the support required by the individual
3	Know the action to take as a result of the monitoring undertaken	3.1	Outline the action to take if adverse issues and risks emerge
		3.2	Outline how and when information should be fed back and to whom
		3.3	Outline record keeping practices and procedures in relation to diagnostic and therapeutic programmes
4	Be able to assist others in monitoring individual's progress in managing dysphagia	4.1	Confirm the individual's identity and gain valid consent prior to carrying out the monitoring activity

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.2	Work with the individual and others to identify areas of progress and difficulty
		4.3	Assist others in recording information
		4.4	Assist others in setting goals with the individual
		4.5	Reinforce positive feedback and advice provided by others, regarding the individual's approach to managing their dysphagia
		4.6	Assist others to support the individual's active participation in managing their dysphagia
		4.7	Assist others to support the individual to increase their understanding of dysphagia
5	Be able to report and record an individual's progress in managing their dysphagia	5.1	Provide regular feedback on the individual's progress to the care team, alerting them immediately with any specific issues or risks that need urgent attention
		5.2	Update records in line with local policy and protocol

Unit R/602/4011
Support carers to meet the care needs of individuals

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals in the community	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which influence practice related to supporting individuals in the community
2	Understand why some individuals may need to be supported	2.1	Identify the potential future pattern of disorders which may affect the lifestyle of individuals
		2.2	Describe the potential effects of dysfunction on the lifestyle of individuals
		2.3	Explain how increased dependence may affect individuals, carers and the provision of services
3	Understand how to ensure individuals receive the support they need from carers	3.1	Explain reasons for linking support with need
		3.2	Explain the importance of establishing partnerships with carers
		3.3	Describe reasons for assessing a carer's strengths and weaknesses with regard to supporting individuals
		3.4	Describe the demands placed on a carer
		3.5	Describe potential tensions between the demands placed on a carer and other commitments
		3.6	Identify signs which would indicate potential problems with service delivery
		3.7	Explain how to report concerns regarding the care of an individual
4	Be able to support carers to meet the care needs of individuals	4.1	Inform the carer of the individual's needs and care plan

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.2	Discuss and agree the type of support needed by the carer for them to meet the individual's care needs
	4.3	Make arrangements for the provision of resources necessary for the carer to support to individual
	4.4	Provide the carer with information on how to contact the care team
	4.5	Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team
	4.6	Update records related to service delivery agreements in line with local policy and protocol

Unit T/600/9386
Maintain pharmaceutical stock

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to maintain a safe storage environment	1.1	carry out checks of storage conditions, ensuring they are fit for purpose
		1.2	take the appropriate action in respect of problems with storage conditions
2	Be able to carry out stock checks	2.1	carry out stock checks, ensuring stock is fit for purpose
		2.2	rotate stock to reduce wastage
		2.3	check stock is available in sufficient formulations and quantity, including special orders
		2.4	reconcile details of stock checks as required
		2.5	describe the difference between branded and generic drugs
3	Be able to deal with stock related problems	3.1	take the appropriate action in respect of expired and damaged stock
		3.2	take the appropriate action in respect of over-stock
		3.3	promptly deal with any recalls or drug alerts, following agreed guidelines
		3.4	describe the importance of maintaining a safe storage environment
		3.5	describe own responsibilities in relation to current legislation and the maintenance of stock
4	Be able to comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	4.1	describe the importance of following SOPs related to maintaining stock
		4.2	comply with the health and safety requirements related to maintaining pharmaceutical stock and disposing of

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			outdated, damaged or decontaminated stock
		4.3	understand the importance of good stock management, including the quantity of stock, taking account of seasonal variations
5	Be able to operate within the limitations of the job role	5.1	act within the limits of own authority when dealing with stock problems
		5.2	refer to appropriate person
		5.3	understand own responsibilities and current legislation that applies to maintaining pharmaceutical stock

Unit T/601/3440
Anatomy and Physiology for Maternity Support Workers

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know the anatomy and physiology of the female reproductive system	1.1	Summarise the structure and function of the female reproductive system
		1.2	Outline the role of hormones in female reproduction
2	Know the anatomy and physiology of the breast	2.1	Label the structure of the breast
		2.2	Describe the process of lactation
3	Understand physical changes during pregnancy	3.1	Explain the physical changes in the body due to pregnancy
		3.2	Analyse physical changes which pose a risk to pregnancy

Unit T/601/3468
Receive prescriptions from individuals

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Ensure that the prescription declaration is complete	1.1	1. greet the individual politely, promptly, maintaining privacy and confidentiality throughout 2. demonstrate how to deal with individuals with special needs 3. check that the patient details are clear, correct and complete 4. check that the patient declaration of the prescription has been completed 5. examine evidence of exemption where appropriate 6. state the different types of prescribers including the types of prescriptions used 7. check that the prescription is legally valid 8. issue a prescription receipt following local SOPs
2	Complete financial transaction procedures	2.1	1. explain exemption and appropriate prescription charge requirements 2. complete a financial transaction procedure.
3	Provide the individual with relevant information	3.1	1. manage individual's expectations for waiting or collection times 2. discuss potential product availability problems 3. discuss alternative delivery services 4. complete any required dispensary records 5. forward prescription for validation and dispensing.
4	Comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	4.1	1. explain current ethical and legal requirements that affect prescriptions, including relating to clinical trials

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			2. operate in accordance with the standard operating procedures (SOPs) at all times 3. access relevant national and local guidelines and policies and procedures.
5	Operate within the limitations of the job role	5.1	1. work within the scope of responsibility and practice 2. understand the limitations of your scope of practice and when to refer to an appropriate person.

Unit T/601/5317
Understand how to support individuals with autistic spectrum conditions

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the main characteristics of autistic spectrum conditions	1.1	Explain why it is important to recognise that each person on the autistic spectrum has their own individual abilities, needs, strengths, gifts and interests
		1.2	Analyse the main diagnostic features of autistic spectrum conditions, commonly known as the "triad of impairments"
		1.3	Explain the meanings of the term 'spectrum' in relation to autism by reference to the notions of sub-conditions and individual variation within the autistic spectrum
		1.4	Describe the sensory and perceptual difficulties commonly experienced by individuals with an autistic spectrum condition
		1.5	Describe other conditions that may be associated with the autistic spectrum
		1.6	Describe how language and intellectual abilities vary between individuals and sub-groups across the spectrum
2	Understand how autistic spectrum conditions can impact on the lives of individuals and those around them	2.1	Describe ways in which autism can impact on the everyday lives of individuals, their parents/carers and siblings, and others close to them
		2.2	Explain how autistic spectrum conditions can impact on individuals differently according to factors such as their gender, ethnicity and social, cultural and religious environment
		2.3	Explain how stereotyped views, discrimination and a lack of understanding of autistic spectrum conditions can compound the difficulties already experienced by individuals and their families

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.4	Describe ways of helping an individual and/or their parent/carer/siblings/partner to understand their autistic spectrum condition
3	Understand different theories and concepts about autism	3.1	Explain theories about autism related to • brain function and genetics • psychology
		3.2	Explain why there are alternative choices of terminology used to describe the autism spectrum
		3.3	Describe the strengths and limitations of different types of terminology
		3.4	Explain the contributions of autism rights groups and the implications of their views for the support of individuals with an autistic spectrum condition
		3.5	Outline controversies concerning the search for cures and interventions for autistic spectrum conditions and for pre-natal diagnosis
		3.6	Explain why it is important to take into account individual differences in views of what is important in life, and how this might be especially important when supporting individuals on the autistic spectrum
4	Understand the legal and policy framework that underpins good practice in the support of individuals with autistic spectrum conditions	4.1	Identify what legislation and national and local policy and guidance exists
		4.2	Explain what individuals or situations the legislation, national and local policy and guidance applies to
		4.3	Explain how the ways in which legislation and national and local policy and guidance apply to individuals on the autistic spectrum may differ according to their particular needs
5	Understand how to achieve effective communication with	5.1	Give examples of how “challenging behaviour” can be a way of expressing emotions where there are communication differences

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	individuals with an autistic spectrum condition	5.2	Describe methods and systems used to develop and support an individual's communication
		5.3	Explain how to maximise the effectiveness of communication by making adaptations to own verbal and non-verbal communication style
6	Understand how to support individuals with an autistic spectrum condition	6.1	Explain why it is important to establish a person-centred plan catering to an individual's specific preferences and needs
		6.2	Explain why consultation with families/parents/carers is important in person-centred planning and support
		6.3	Describe different techniques and approaches to support individuals with an autistic spectrum condition to learn and develop new skills
		6.4	Explain how to reduce sensory overload, or increase sensory stimulation, by making adaptations to the physical and sensory environment
		6.5	Explain ways of helping an individual with an autistic spectrum condition to protect themselves from harm
		6.6	Explain how needs change for individuals and their families at different stages of their lives
		6.7	Describe the role that advocacy can play in the support of individuals with an autistic spectrum condition

Unit T/601/8282
Support Individuals with Specific Communication Needs

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand specific communication needs and factors affecting them	1.1	Explain the importance of meeting an individual's communication needs
		1.2	Explain how own role and practice can impact on communication with an individual who has specific communication needs
		1.3	Analyse features of the environment that may help or hinder communication
		1.4	Analyse reasons why an individual may use a form of communication that is not based on a formal language system
		1.5	Identify a range of communication methods and aids to support individuals to communicate
		1.6	Describe the potential effects on an individual of having unmet communication needs
2	Be able to contribute to establishing the nature of specific communication needs of individuals and ways to address them	2.1	Work in partnership with the individual and others to identify the individual's specific communication needs
		2.2	Contribute to identifying the communication methods or aids that will best suit the individual
		2.3	Explain how and when to access information and support about identifying and addressing specific communication needs
3	Be able to interact with individuals using their preferred communication	3.1	Prepare the environment to facilitate communication
		3.2	Use agreed methods of communication to interact with the individual

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	Monitor the individual's responses during and after the interaction to check the effectiveness of communication
		3.4	Adapt own practice to improve communication with the individual
4	Be able to promote communication between individuals and others	4.1	Support the individual to develop communication methods that will help them to understand others and be understood by them
		4.2	Provide opportunities for the individual to communicate with others
		4.3	Support others to understand and interpret the individual's communication
		4.4	Support others to be understood by the individual by use of agreed communication methods
5	Know how to support the use of communication technology and aids	5.1	Identify specialist services relating to communication technology and aids
		5.2	Describe types of support that an individual may need in order to use communication technology and aids
		5.3	Explain the importance of ensuring that communication equipment is correctly set up and working properly
6	Be able to review an individual's communication needs and the support provided to address them	6.1	Collate information about an individual's communication and the support provided
		6.2	Contribute to evaluating the effectiveness of agreed methods of communication and support provided
		6.3	Work with others to identify ways to support the continued development of communication

Unit T/601/8850
Obtain and test capillary blood samples

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples.	1.1	Describe current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples.
2	Understand the anatomy and physiology in relation to obtaining and testing capillary blood samples.	2.1	Describe the structure and purpose of capillary blood vessels.
		2.2	Explain blood clotting processes and the factors that influence blood clotting.
3	Be able to prepare to obtain capillary blood samples.	3.1	Confirm the individual's identity and obtain valid consent.
		3.2	Select and prepare an appropriate site for obtaining the sample taking into account the individual's preferences.
		3.3	Provide support and reassurance to address the individual's needs and concerns.
		3.4	Communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences.
4	Be able to obtain capillary blood samples.	4.1	Apply health and safety measures relevant to the procedure and environment.
		4.2	Apply standard precautions for infection prevention and control.
		4.3	Describe the different reasons for obtaining capillary blood samples.
		4.4	Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual.
		4.5	Use the selected materials, equipment and containers/slides in accordance with agreed procedures.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.6	Obtain blood samples in the correct sequence when obtaining multiple samples.
		4.7	Ensure stimulation of blood flow.
		4.8	Select alternative sites where necessary.
		4.9	Carry out the correct procedure for encouraging closure and blood clotting at the site.
		4.10	Respond to any indication of an adverse reaction, complication or problem during the procedure.
		4.11	Demonstrate correct labelling, packaging, transportation, storage and use of appropriate attached documentation in relation to blood samples, to include: • legibility of labelling and documentation • temperature control of storage • immediacy of transportation.
		4.12	Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications.
5	Be able to test and record the results of blood samples.	5.1	Test the sample using the approved method in line with organisational procedure.
		5.2	Describe normal or expected results for particular tests.
		5.3	Recognise and interpret normal, expected and abnormal results.
		5.4	Ensure that results are passed on to an appropriate staff member for interpretation as required.
		5.5	Record results fully and accurately and forward according to local requirements.

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
6	Be able to pass on the results of blood samples.	6.1	Communicate the results of the tests and any further action required to the individual.
		6.2	Respond to questions and concerns from individuals, providing accurate information.
		6.3	Refer issues outside own responsibility to an appropriate staff member.

Unit T/601/9495
Support individuals at the end of life

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the requirements of legislation and agreed ways of working to protect the rights of individuals at the end of life	1.1	Outline legal requirements and agreed ways of working designed to protect the rights of individuals in end of life care
		1.2	Explain how legislation designed to protect the rights of individuals in end of life care applies to own job role
2	Understand factors affecting end of life care	2.1	Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death
		2.2	Explain how the beliefs, religion and culture of individuals and key people influence end of life care
		2.3	Explain why key people may have a distinctive role in an individual's end of life care
		2.4	Explain why support for an individual's health and well-being may not always relate to their terminal condition
3	Understand advance care planning in relation to end of life care	3.1	Describe the benefits to an individual of having as much control as possible over their end of life care
		3.2	Explain the purpose of advance care planning in relation to end of life care
		3.3	Describe own role in supporting and recording decisions about advance care planning
		3.4	Outline ethical and legal issues that may arise in relation to advance care planning
4	Be able to provide support to individuals and key people during end of life care	4.1	Support the individual and key people to explore their thoughts and feelings about death and dying

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.2	Provide support for the individual and key people that respects their beliefs, religion and culture
		4.3	Demonstrate ways to help the individual feel respected and valued throughout the end of life period
		4.4	Provide information to the individual and/or key people about the individual's illness and the support available
		4.5	Give examples of how an individual's well-being can be enhanced by: • environmental factors • non-medical interventions • use of equipment and aids • alternative therapies
		4.6	Contribute to partnership working with key people to support the individual's well-being
5	Understand how to address sensitive issues in relation to end of life care	5.1	Explain the importance of recording significant conversations during end of life care
		5.2	Explain factors that influence who should give significant news to an individual or key people
		5.3	Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care
		5.4	Analyse ways to address such conflicts
6	Understand the role of organisations and support services available to individuals and key people in relation to end of life care	6.1	Describe the role of support organisations and specialist services that may contribute to end of life care
		6.2	Analyse the role and value of an advocate in relation to end of life care

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		6.3	Explain how to establish when an advocate may be beneficial
		6.4	Explain why support for spiritual needs may be especially important at the end of life
		6.5	Describe a range of sources of support to address spiritual needs
7	Be able to access support for the individual or key people from the wider team	7.1	Identify when support would best be offered by other members of the team
		7.2	Liaise with other members of the team to provide identified support for the individual or key people
8	Be able to support individuals through the process of dying	8.1	Carry out own role in an individual's care
		8.2	Contribute to addressing any distress experienced by the individual promptly and in agreed ways
		8.3	Adapt support to reflect the individual's changing needs or responses
		8.4	Assess when an individual and key people need to be alone
9	Be able to take action following the death of individuals	9.1	Explain why it is important to know about an individual's wishes for their after-death care
		9.2	Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working
		9.3	Describe ways to support key people immediately following an individual's death
10		10.1	Identify ways to manage own feelings in relation to an individual's dying or death

Learning Outcome - The learner will:		Assessment Criterion - The learner can:
Be able to manage own feelings in relation to the dying or death of individuals	10.2	Utilise support systems to deal with own feelings in relation to an individual's dying or death

Unit T/602/0968
Contribute to effective multidisciplinary team working

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the workings of the multidisciplinary team	1.1	Describe roles and responsibilities within the multidisciplinary team
		1.2	Explain the contribution that different professions can make to the evaluation and planning of patient care
		1.3	Summarise the communication structures in own organisation
2	Be able to participate in multidisciplinary team working	2.1	Identify examples of good and poor practice and make suggestions for improvements to team practice
		2.2	Clarify any team issues and the views of colleagues
		2.3	Provide examples of ways to address issues within the group positively and constructively
		2.4	Record any issues in the team that cannot be resolved, passing this information on to someone who has the authority and capability to reach a solution
		2.5	Identify development needs against the demands of the work role and requirements of the team
3	Be able to communicate effectively when working in a multidisciplinary team	3.1	Provide information on work in progress to enable the team to effectively carry out their work
		3.2	Provide colleagues with help and advice when requested and when this is consistent with other responsibilities
		3.3	Explain how to adapt communication styles in ways which are appropriate to different people
		3.4	Maintain confidentiality of information relating to other members of the team

Unit T/602/2686
Analyse and present health related data and information

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to the analysis and presentation of health related data and information	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the analysis and presentation of health related data and information
		1.2	Describe the health and business context for data and information requirements
		1.3	Explain the importance of the quality of data and information in a health context
2	Prepare to analyse data and information and present outputs in a health context	2.1	Describe tools and techniques data and information
		2.2	Assess the available tools and techniques for their relevance and applicability to the work being carried out
		2.3	Select tools and techniques paying attention to the quality of the data and information available
		2.4	Determine the resources required to apply the selected tools and techniques
		2.5	Record the rationale for the selection of tools and techniques
3	Carry out analysis of data and information	3.1	Check conformity with information governance in line with local policy and protocol
		3.2	Analyse the data and information using the selected tools and techniques
		3.3	Identify and highlight any anomalies and limitations in the data analysis or information
		3.4	Summarise and draw justifiable conclusions from the analysis

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Review and present outputs of the analysis	4.1	Inform the appropriate person(s) where there are any implications that require decision-making
		4.2	Clarify any assumptions made and degrees of uncertainty in the data and information
		4.3	Record changes to the source data and information in line with local policy and protocol
		4.4	Select a presentation method that is appropriate to the data and information and audience
		4.5	Present the outputs of the analysis in line with local policy and protocol

Unit T/602/3093
Remove wound drains

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, policy and good practice related to removing wound drains	1.1	Summarise the current legislation, national guidelines and local policies and protocols which affect own role
		1.2	Identify the procedures relating to removing wound drains
		1.3	Explain when good practice suggests it may be necessary to seek assistance
2	Understand factors related to the removal of wound drains	2.1	Describe the anatomy and physiology of the skin and underlying structures
		2.2	Identify the types, purpose and function of materials and equipment required in relation to removing wound drains
		2.3	Summarise the methods and techniques for preparing and applying dressings and wound supports
		2.4	Explain how to measure the individual's wound drainage prior to removal as directed by an appropriate person
		2.5	Explain the hazards associated with measuring wound drainage and removing wound drains
3	Be able to prepare to remove wound drains	3.1	Select relevant equipment and check that it is fit for purpose
		3.2	Prepare the drainage system in accordance with local policies and procedures and manufacturer's guidance
4	Be able to remove wound drains	4.1	Apply health and safety measures relevant to removing wound drains
		4.2	Apply standard precautions for infection control

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.3	Confirm the individual's identity and obtain valid consent
		4.4	Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual
		4.5	Carry out wound drain removal in accordance with local policy and protocol
		4.6	Dispose of used wound drainage systems and equipment according to local policy and protocol
5	Be able to care for and support the individual during and after the procedure	5.1	Reassure the individual throughout the activity
		5.2	Identify potential adverse reactions and discomfort and describe the action to be taken
		5.3	Observe the drainage site for signs of leakage and apply the relevant dressing
		5.4	Record and report outcomes of the activity in line with local policy and protocol

Unit T/602/3126
Develop activities and materials to enable individuals to reach specific communication goals

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Know the normal patterns of learning and communication development of individuals	1.1	Describe normal developmental patterns of visual and auditory perception
		1.2	Describe normal patterns of processing with regard to stimuli, at different stages of development and functioning
2	Understand how speech and language disorders can affect an individual's learning, communication development and lifestyle	2.1	Describe the factors which can affect developmental patterns
		2.2	Describe common causes of speech and language disorders
		2.3	Explain how the potential future patterns of disorders can affect the lifestyle of individuals
		2.4	Explain how various factors can affect an individual's ability to learn, sustain concentration, access and use materials and equipment and process information
3	Understand how therapy programmes can enable individuals to achieve communication goals	3.1	Explain the purpose of different types of speech and language therapy
		3.2	Explain how therapy programmes can be adapted, within set boundaries, to increase their effectiveness
		3.3	Explain how to break the therapy programme down into manageable goals for the individual
		3.4	Identify the factors which must be considered when designing activities and materials for different individuals
4	Be able to develop activities and materials for therapy programmes based on the identified communication goals of individuals	4.1	Work with others to identify and agree the communication goals of an individual, seeking advice from the speech and language therapist when necessary

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.2	Establish a hierarchy of necessary tasks and skills needed by the individual in order to meet communication goals
	4.3	Use information sources to identify the individual's needs, abilities and interests
	4.4	Select therapeutic techniques which can be applied to the needs of the individual
	4.5	Develop activities and materials for therapy programmes for the individual based on their needs, abilities, interests and communication goals
	4.6	Develop activities and materials that enable active participation in group therapy

Unit T/602/3949
Operate equipment for intraoperative cell salvage blood processing and complete intraoperative cell salvage blood process

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to operating equipment for intraoperative cell salvage blood processing and completing the intraoperative cell salvage blood process	1.1	1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in the operation of equipment for processing and completing the intraoperative cell salvage blood process
2	Understand blood physiology in relation to processing intraoperative cell salvaged blood	2.1	Outline the components of whole blood
		2.2	Describe the functions of red blood cells in oxygen delivery
		2.3	Outline the effects of citrate or heparin anticoagulant on salvaged blood
		2.4	Explain the differences between salvaged red cells and whole blood
		2.5	Outline the basis of centrifugal separation
3	Understand the rationale for using intraoperative cell salvage	3.1	Outline the indications and contraindications for the use of intraoperative cell salvage
		3.2	Explain the rationale for using autologous blood transfusion
		3.3	Explain the applications of intraoperative cell salvage with regard to those who refuse allogeneic blood on religious or other grounds
4	Understand the process and rationale for swab washing in relation to intraoperative cell salvage	4.1	Outline the benefits and risks of swab washing during intraoperative cell salvage
		4.2	Explain the rationale for weighing all swabs during intraoperative cell salvage

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.3	Outline how blood is salvaged from swabs
5	Understand the role and function of equipment used in intraoperative cell salvage	5.1	Outline the types and functions of intraoperative cell salvage machines used in own work practice
		5.2	Explain the rationale informing the choice of machine programmes for intraoperative cell salvage machines used in own work practice
		5.3	Explain the purpose of the collection and processing set equipment
		5.4	Describe the potential hazards and malfunctions of equipment and how to deal with them
		5.5	Outline the dangers of reusing single use equipment
		5.6	Explain the limits of their own role in operating and monitoring equipment for processing salvaged blood
6	Understand the reinfusion process	6.1	Describe how reinfusion bags should be labelled
		6.2	Outline the potential contents of the reinfusion bag
		6.3	Outline the types of filters used to reinfuse intraoperative cell salvage blood and their limitations
7	Be able to prepare to operate equipment intraoperative cell salvage blood processing	7.1	Implement health and safety measures relevant to preparing to operate equipment intraoperative cell salvage blood processing
		7.2	Apply standard precautions for infection control
		7.3	Outline the factors which inform the decision to process the reservoir contents

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		7.4	Confirm the decision to process intraoperative cell salvage blood with the appropriate person
		7.5	Use normal intravenous saline 0.9% wash fluid and explain the factors which inform the choice of wash fluid
		7.6	Explain the importance of using the required wash volume
8	Be able to operate equipment for processing intraoperative cell salvage blood and complete intraoperative cell salvage blood process	8.1	Monitor the progress of intraoperative cell salvage blood processing, reporting any problems to the appropriate person in line with local policy and protocol
		8.2	Record the volume of processed intraoperative cell salvage blood for reinfusion
		8.3	Report completion of the process to the appropriate person
		8.4	Outline how to estimate blood loss during intraoperative cell salvage
		8.5	Outline the reasons for an expiry time for intraoperative cell salvaged blood and define how this is calculated
		8.6	Label salvaged blood reinfusion bags in line with national/local policy
		8.7	Keep the intraoperative cell salvaged blood reinfusion bags with the patient at all times
		8.8	Dispose of waste in line with national/local policy and protocol
		8.9	Explain the principles of waste disposal in relation to equipment

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	8.10	Explain the importance of documenting the amount of anticoagulant used
	8.11	Complete required documentation in line with national/local policy and protocol

Unit T/602/4017
Support parents/carers and those in a parental role to care for babies during their first year

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies	1.1	Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies
		1.2	Describe local policies for child safety and protection
		1.3	Explain how to work in partnership with parents/carers and significant others
		1.4	Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
		1.5	Explain how to obtain advice and information to support own practice
		1.6	Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
		1.7	Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
		1.8	Explain the importance of confidentiality when accessing records and information
2	Understand how to support the physical, social, emotional and cognitive development of babies during their first year	2.1	Outline the expected indicators of: • Physical development • Pre-speech development and verbal/non-verbal behaviour and cues • Language and communication development • Social and emotional development for babies during their first year

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.2	Explain what parents/carers can do to encourage development
		2.3	Explain the importance of play to overall development and the role of adults and other children in encouraging this
		2.4	Describe the impact of factors that can affect the health, wellbeing, behaviour, skills, abilities and development of parents/carers and their children
		2.5	Explain how the personal beliefs, previous experiences and preferences of parents/carers may impact on the ways in which they care for their child
3	Be able to provide active support to parents/carers in relation to keeping their babies safe	3.1	Involve parents/carers in identifying their requirements in meeting the rights and protection needs of their baby
		3.2	Explain to parents/carers the importance of only leaving the baby with people who are capable of caring for children
		3.3	Support parents/carers to follow safety measures when handling their baby
		3.4	Provide encouragement, guidance and support to parents/carers in relation to keeping their baby safe, secure and free from danger as the baby becomes mobile
		3.5	Explain how active parenting can benefit the baby
4	Be able to provide active support to parents/carers to look after the health needs of their babies	4.1	Support parents/carers to prepare themselves, the environment and the baby for bathing
		4.2	Support parents/carers to maintain their baby's comfort, health and wellbeing during handling, washing, nappy changing and dressing

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.3	Support parents/carers to monitor their baby's condition for signs of discomfort and distress
		4.4	Explain to parents/carers how to take action in response to signs of discomfort and distress from their baby, including the need to seek immediate attention in case of an emergency
		4.5	Reinforce advice given to parents/carers about sleeping positions, room and body temperature, coverings and clothing
		4.6	Encourage parents/carers to seek advice and support about any aspects of their baby's care
		4.7	Support parents/carers to make informed choices when their baby persistently cries
5	Be able to provide active support to parents/carers in meeting the developmental needs of their babies	5.1	Discuss with parents/carers the physical, social, emotional and developmental needs of their baby during the first year, including the importance of language development
		5.2	Support parents/carers to interact and play with their baby using play materials that promote each aspect of their developmental capabilities
		5.3	Update records on the parents/carers progress in line with local policy and protocol, referring any concerns to an appropriate person

Unit T/602/4325
Obtain a client history

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to obtaining a client history	1.1	1 Identify own roles and responsibilities with regard to the current legislation, national guidelines, policies, protocols and good practice guidelines when obtaining an individual's history 2 Explain the guidelines to be followed if the individual is unable to provide a relevant history 3 Explain how to check a third party's authority and ability to provide information about an individual 4 Outline the steps to be taken to clarify and confirm any missing or ambiguous information in an individual's history
2	Be able to prepare to obtain a client history	2.1	1 Confirm the individual's identity 2 Explain own role and responsibilities 3 Check the individual's or third party's understanding of the purpose of the activity
3	Be able to obtain a client history	3.1	1 Gain valid consent to share information in line with national/local policy and protocol 2 Maintain confidentiality and the individual's dignity, privacy, beliefs and rights in line with local policy and protocol 3 Obtain information on the individual's prior health and circumstances 4 Clarify any ambiguous or incomplete statements 5 Respond to any questions from the individual or third party 6 Record the outcomes of the activity in line with national/local policy and protocol

Unit T/602/4521
Manage the availability of physical resources to meet service delivery needs in a health setting

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to manage the availability and use of physical resources in a health setting	1.1	Describe legal and organisational requirements for selecting suppliers
		1.2	Explain the need for confidentiality in the use of physical resources
		1.3	Identify links between work activities and the supplies needed
		1.4	Describe methods of monitoring supplies to ensure quality and quantity
		1.5	Explain why team members should be empowered to take responsibility for their own use of physical resources
		1.6	Discuss the corrective action to take when experiencing problems with obtaining supplies
		1.7	Describe ways of agreeing amendments to orders when resource needs cannot be fully met
2	Know factors which may have an effect on use of resources in a health setting	2.1	Describe the potential impact of resource usage on the environment
		2.2	Describe legal and organisational requirements for minimising the impact resources usage has on the environment
		2.3	Describe organisational requirements for controlling resource usage
3	Be able to manage the availability and use of physical resources to meet service delivery needs	3.1	Identify specific physical resources to meet service delivery needs
		3.2	Select a supplier/s in line with local policy and protocol
		3.3	Negotiate with a supplier/s in a way that maintains good relations with them

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	3.4	Order physical resources to meet service delivery needs, agreeing amendments to the order if resources cannot be obtained in full
	3.5	Monitor the use of resources at appropriate intervals in line with local policy and protocol

Unit Y/501/0598
Administer medication to individuals, and monitor the effects

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand legislation, policy and procedures relevant to administration of medication	1.1	Identify current legislation, guidelines policies and protocols relevant to the administration of medication
2	Know about common types of medication and their use	2.1	Describe common types of medication including their effects and potential side effects
		2.2	Identify medication which demands the measurement of specific physiological measurements
		2.3	Describe the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required
		2.4	Explain the different routes of medicine administration
3	Understand procedures and techniques for the administration of medication	3.1	Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes
		3.2	Identify the required information from prescriptions / medication administration charts
4	Prepare for the administration of medication	4.1	Apply standard precautions for infection control
		4.2	Explain the appropriate timing of medication e.g. check that the individual has not taken any medication recently
		4.3	Obtain the individuals consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns
		4.4	Select, check and prepare correctly the medication according to the medication administration record or medication information leaflet

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
5	Administer and monitor individuals' medication	5.1	Select the route for the administration of medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary
		5.2	Safely administer the medication (a) in line with legislation and local policies (b) in a way which minimises pain, discomfort and trauma to the individual
		5.3	Describe how to report any immediate problems with the administration
		5.4	Monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay
		5.5	Explain why it may be necessary to confirm that the individual actually takes the medication and does not pass the medication to others
		5.6	Maintain the security of medication and related records throughout the process and return them to the correct place for storage
		5.7	Describe how to dispose of out of date and part-used medications in accordance with legal and organisational requirements

Unit Y/600/9378
Assist in the Issuing of Pharmaceutical Stock

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	be able to assemble stock for issue	1.1	select the requisition of the orders
		1.2	select the correct products for issue against a request
		1.3	confirm that the product selected is a) the correct drug, appliance or device b) the correct quantity c) the correct pack size d) within the expiry date e) of intact packaging
		1.4	identify any stock that is not fit for purpose
2	be able to issue stock	2.1	issue stock including special orders and urgent requests informing the appropriate person in line with stock rotation
		2.2	issue stock fit for purpose
		2.3	take appropriate action if stock is not available
3	be able to complete the issuing process	3.1	place stock safely and securely within the appropriate packaging
		3.2	label packaging correctly
		3.3	issue stock to the correct destination
		3.4	complete all paper and electronic documentation correctly
4	be able to comply with current legislation, policy, good practice, organisational and	4.1	comply with current legislation that applies to issuing pharmaceutical stock

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	professional codes of practice and ethical standards	4.2	describe own responsibilities under current legislation when issuing pharmaceutical stock
		4.3	describe the importance of following SOPs related to issuing pharmaceutical stock
		4.4	comply with health and safety requirements related to issuing pharmaceutical stock
		4.5	describe the difference between branded and generic drugs
		4.6	describe the importance of checking stock for issue against current drug alerts or recalls
5	be able to operate within the limitations of the job role	5.1	work within the limits of own authority
		5.2	refer to an appropriate person

Unit Y/600/9395
Undertake an in-process accuracy check of assembled prescribed items prior to the final accuracy check

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Be able to confirm the prescription is suitable for dispensing	1.1	ensure that the prescription has been clinically screened and confirmed as suitable to dispense
		1.2	check with the appropriate person to confirm that the prescription is valid
2	Be able to check dispensed items	2.1	check the correct item has been selected and is fit for purpose
		2.2	check the correct strength, form and quantity of medicines have been dispensed
		2.3	check the label against the prescription and ensure the contents and directions match the prescribed items
		2.4	check that the assembled items are fit for purpose and appropriately packaged
		2.5	check that appropriate devices and sundry items are included
		2.6	check future supply arrangements are made when sufficient stock is not available
		2.7	annotate and endorse the prescription or documentation
3	Be able to resolve dispensing errors and near misses	3.1	identify any dispensing errors
		3.2	rectify dispensing errors
		3.3	record dispensing errors
		3.4	understand the causes and consequences of near misses and dispensing errors

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to confirm an in-process accuracy check	4.1	pass the dispensed prescription on for a final accuracy check once the in-process accuracy check has been confirmed
5	Be able to comply with current legislation, policy, good practice, organisational and professional codes of practice and ethical standards	5.1	demonstrate working in accordance with the Standard Operating Procedures at all times
		5.2	demonstrate compliance with legal, professional and organisational requirements, guidelines and confidentiality at all times
		5.3	apply knowledge of the types of medicines and supply
		5.4	apply knowledge of common proprietary and generic names
		5.5	apply knowledge of how medicines are administered
		5.6	explain when and why Patient Medication Records (PMRs) are used
		5.7	explain the importance of maintaining dispensary records
6	Be able to operate within the limitations of the job role	6.1	explain the limits of own authority
		6.2	report any problems to the appropriate person

Unit Y/601/1437
Promote 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 diversity, equality and inclusion	1.1	Explain what is meant by • Diversity • Equality • Inclusion
		1.2	Describe the potential effects of discrimination
		1.3	Explain how inclusive practice promotes equality and supports diversity
2	Be able to work in an inclusive way	2.1	Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role
		2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences
3	Be able to promote diversity, equality and inclusion	3.1	Demonstrate actions that model inclusive practice
		3.2	Demonstrate how to support others to promote equality and rights
		3.3	Describe how to challenge discrimination in a way that promotes change

Unit Y/601/6167
Understand the impact of Acquired Brain Injury on individuals

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand Acquired Brain Injury	1.1	Define Acquired Brain Injury
		1.2	Describe possible causes of Acquired Brain Injury
		1.3	Explain the difference between a Traumatic Brain Injury and other forms of Acquired Brain Injury
		1.4	Describe brain injuries that are • mild • moderate • severe
2	Understand the impact on individuals of Acquired Brain Injury	2.1	Discuss initial effects of Acquired Brain Injury on the individual
		2.2	Explain the long term effects of Acquired Brain Injury to include • physical • functional • cognitive • behavioural effects
		2.3	Explain the concepts of loss in relation to Acquired Brain Injury for individuals and carers
3	Understand the specialist communication needs of an individual with Acquired Brain Injury	3.1	Define dysphasia and dysarthria
		3.2	Explain the effects of dysphasia and dysarthria on communication
		3.3	Compare the different techniques required to support an individual with dysphasia and dysarthria
		3.4	Evaluate different intervention strategies and assistive tools that support communication

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Understand the impact that personality changes can have on an individual and those providing support	4.1	Explain the impact of personality changes on the individual
		4.2	Explain the impact of personality changes on those caring for the individual
		4.3	Explain how lack of self-awareness/insight may affect the individual
		4.4	Explain the skills needed to support the individual and family/carers to come to terms with personality changes
5	Understand the impact of challenging behaviour	5.1	Explain behaviours which are considered challenging
		5.2	Analyse the importance of own attitudes, values and skills when supporting an individual to manage their behaviour
		5.3	Explain measures that should be taken to manage the risk from challenging behaviour
		5.4	Explain the process for reporting and referring challenging behaviour

Unit Y/601/7903
Support individuals to live at home

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles of supporting individuals to live at home	1.1	Describe how being supported to live at home can benefit an individual
		1.2	Compare the roles of people and agencies who may be needed to support an individual to live at home
		1.3	Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home
		1.4	Explain how risk management contributes to supporting individuals to live at home
2	Be able to contribute to planning support for living at home	2.1	Identify with an individual the strengths, skills and existing networks they have that could support them to live at home
		2.2	Identify with an individual their needs that may require additional support and their preferences for how the needs may be met
		2.3	Agree with the individual and others the risks that need to be managed in living at home and ways to address them
3	Be able to work with individuals to secure additional services and facilities to enable them to live at home	3.1	Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home
		3.2	Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks
		3.3	Contribute to completing paperwork to apply for required resources, facilities and services, in a way that promotes active participation

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.4	Obtain permission to provide additional information about the individual in order to secure resources, services and facilities
4	Be able to work in partnership to introduce additional services for individuals living at home	4.1	Agree roles and responsibilities for introducing additional support for an individual to live at home
		4.2	Introduce the individual to new resources, services, facilities or support groups
		4.3	Record and report on the outcomes of additional support measures in required ways
5	Be able to contribute to reviewing support for living at home	5.1	Work with the individual and others to agree methods and timescales for on-going review
		5.2	Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support
		5.3	Work with the individual and others to agree revisions to the support provided

Unit Y/601/8145
Promote person centred approaches in health and social care

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the application of person centred approaches in health and social care	1.1	Explain how and why person-centred values must influence all aspects of health and social care work
		1.2	Evaluate the use of care plans in applying person centred values
2	Be able to work in a person-centred way	2.1	Work with an individual and others to find out the individual's history, preferences, wishes and needs
		2.2	Demonstrate ways to put person centred values into practice in a complex or sensitive situation
		2.3	Adapt actions and approaches in response to an individual's changing needs or preferences
3	Be able to establish consent when providing care or support	3.1	Analyse factors that influence the capacity of an individual to express consent
		3.2	Establish consent for an activity or action
		3.3	Explain what steps to take if consent cannot be readily established
4	Be able to implement and promote active participation	4.1	Describe different ways of applying active participation to meet individual needs
		4.2	Work with an individual and others to agree how active participation will be implemented
		4.3	Demonstrate how active participation can address the holistic needs of an individual
		4.4	Demonstrate ways to promote understanding and use of active participation
5	Be able to support the individual's right to make choices	5.1	Support an individual to make informed choices

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		5.2	Use own role and authority to support the individual's right to make choices
		5.3	Manage risk in a way that maintains the individual's right to make choices
		5.4	Describe how to support an individual to question or challenge decisions concerning them that are made by others
6	Be able to promote individuals well-being	6.1	Explain the links between identity, self image and self esteem
		6.2	Analyse factors that contribute to the well-being of individuals
		6.3	Support an individual in a way that promotes their sense of identity, self image and self esteem
		6.4	Demonstrate ways to contribute to an environment that promotes well-being
7	Understand the role of risk assessment in enabling a person centred approach	7.1	Compare different uses of risk assessment in health and social care
		7.2	Explain how risk-taking and risk assessment relate to rights and responsibilities
		7.3	Explain why risk assessments need to be regularly revised

Unit Y/601/8825
Interact with and support individuals using telecommunications

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the legal and local requirements relating to the use of telecommunications when supporting individuals	1.1	Describe the legal and local requirements and policies relevant to the functions being carried out
		1.2	Explain the rights of the individual being supported using telecommunications
2	Be able to use telecommunication technology	2.1	Use different types of telecommunication technology
		2.2	Explain how interactions may differ depending on the type of telecommunication technology used
		2.3	Respond to individuals according to organisational policies
		2.4	Record details of interactions in the appropriate system
3	Be able to engage with individuals using telecommunications	3.1	Engage with the individual without face to face interaction including: • providing opportunities to sustain the interaction • providing reassurance of continued interest • encouraging individuals to share their concerns • responding to the individual's immediate requirements at each stage during the interaction • recognising where anonymity may encourage them to respond
		3.2	Provide information about the service and confirm its appropriateness to the individual

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		3.3	Identify the significance of the circumstances the individual is in
		3.4	Encourage callers to provide additional information about their situation or requirements
		3.5	Maintain the confidentiality of the individual, self, and colleagues according to the procedures of the service
		3.6	Comply with legal and organisational requirements and policies relevant to the functions being carried out
4	Be able to identify and evaluate any risks or dangers for individuals during the interaction	4.1	Identify the types of risks or dangers different individuals might face
		4.2	Evaluate the implications of any risk or dangers facing an individual, including: • the circumstances in which the interaction is being made • the types of problems which could occur • the significance of any signs of increased stress during interactions • whether there are any constraints on individuals • the appropriate action to deal with any risks, dangers or problems
5	Be able to terminate the interaction	5.1	Demonstrate how to end interactions including: • identifying when to close the interaction • providing clear information to the individual on the reasons for ending the interaction • operating to the guidelines and procedures of the organisation

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
		• explaining what further action may be taken
	5.2	Identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction
	5.3	Record and check the individual's demographic details
	5.4	Identify why recording and checking details might be required before ending/transferring the call

Unit Y/601/9022
Undertake tissue viability risk assessments

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the need for tissue viability risk assessment	1.1	Describe the anatomy and physiology of healthy skin
		1.2	Describe the changes that occur when damage caused by pressure develops
		1.3	Explain when an initial tissue viability risk assessment may be required
		1.4	Describe what to look for when assessing the skin
		1.5	Describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown
		1.6	Describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown
2	Be able to undertake tissue viability risk assessment	2.1	Identify individuals who may be at risk of impaired tissue viability and skin breakdown
		2.2	Apply standard precautions for infection prevention and control
		2.3	Inspect the general condition of an individual's skin
		2.4	Identify the sites where pressure damage might occur using appropriate assessment tools
		2.5	Complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy
		2.6	Use safe handling techniques when assisting the individual to move during the assessment
		2.7	Encourage the active participation of the individual and others where possible and appropriate
3		3.1	Complete tissue viability risk assessment documentation

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	Be able to record and report on tissue viability risk assessment	3.2	Share findings with appropriate staff and the individual
		3.3	Notify appropriate staff of any immediate concerns
4	Understand when the risk assessment should be reviewed	4.1	Explain why the tissue viability risk assessment should be regularly reviewed and repeated
		4.2	Explain when the tissue viability assessment tool, or the current review cycle may no longer be appropriate due to changes in the individual's condition or environment

Unit Y/602/0963
Manufacture equipment or medical devices for individuals within healthcare

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to manufacture of medical devices	1.1	Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the manufacture of equipment or medical devices
		1.2	Explain how the prescription requirement is integrated in the manufacture of equipment or medical devices
		1.3	Describe how to assess and manage risks within the manufacturing environment and for the item under construction
2	Prepare to carry out the manufacturing of equipment or medical devices	2.1	Identify and assess existing manufacturing components for suitability
		2.2	Select the materials, tools and techniques for producing the equipment or device
		2.3	Interpret the specification for the manufacture of the equipment or device
		2.4	Determine those aspects of specification which relate to an adaptation of existing equipment and/or device to meet the prescribed customised solution
3	Carry out the manufacturing of equipment or medical devices	3.1	Work with stakeholders and others involved in the manufacture process
		3.2	Implement health and safety measures relevant to the manufacturing of equipment or medical devices
		3.3	Manufacture and assemble the component parts to the agreed specification
4	Monitor operations and conditions	4.1	Maintain environmental conditions as required by the manufacturing procedure

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.2	Carry out the testing, monitoring, inspection and risk assessment for the operation of equipment and materials
		4.3	Respond to any faults or breakdowns to equipment in line with local policy and protocol
5	Test and adjust the finished equipment or medical device	5.1	Confirm that the product meets agreed specification, prescription and performance parameters
		5.2	Apply standard precautions for infection control
		5.3	Test the product with the individual
		5.4	Adapt the product to meet the customised solution
		5.5	Compile and maintain records and user information for the equipment or medical device in line with local policy and protocol
		5.6	Store records in line with local policy and protocol

Unit Y/602/3099
Provide support for individuals with communication and interaction difficulties

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with communication and interaction difficulties	1.1	1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role
2	Understand roles and responsibilities of those supporting individuals with communication and interaction difficulties	2.1	1 Describe the roles and responsibilities of others within own work environment 2 Describe the roles and responsibilities of others external to own work environment
3	Understand normal and impaired communication	3.1	1 Explain the differences between normal communication and that of individuals with communication disorders 2 Identify the role of communication in developing self-esteem and expression 3 Describe how emotional and physical factors can affect communication and how these may be minimised or overcome 4 Explain the relationship between: • sensory deficit • delayed language acquisition • cognitive development 5 Describe the communication impairments and disorders encountered in own role and the effects these have on social interaction and learning
4	Understand methods of interacting with individuals with communication difficulties	4.1	1 Explain how to adapt vocabulary to meet the needs of individuals with communication difficulties 2 Describe visual and auditory teaching approaches 3 Explain the importance of recognising how different cultures, upbringing and home circumstances can affect communication

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			4 Explain the use of educational/behaviour Support plans
5	Be able to support individuals with communication and interaction difficulties to carry out learning tasks and activities	5.1	1 Describe the language and communication needs of an individual encountered in own work role 2 Obtain information about the individual's competence in communication and the therapist's planned learning tasks and activities 3 Organise the environment and equipment to facilitate participation in planned learning tasks and activities 4 Use modes of communication to encourage and assist the individual to participate in learning tasks and activities 5 Assist the individual to use augmented and alternative means of communication
6	Be able to support individuals with communication and interaction difficulties to communicate with others	6.1	1 Encourage the individual to converse with relevant others 2 Provide opportunities for the individual to initiate, respond and maintain communication and relationships with relevant others 3 Encourage and support relevant others to respond to the individual with communication and interaction difficulties 4 Promote the individual's autonomy with regard to expressive and receptive language 5 Provide constructive feedback to the individual on their participation and progress 6 Provide feedback to the therapist on significant aspects of the individual's participation levels and progress

Unit Y/602/4009
Examine the feet of individuals with diabetes

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand good practice in diabetic foot care	1.1	Summarise national and local guidelines on diabetes healthcare
		1.2	Describe local referral pathways for foot health
		1.3	Explain how to gather necessary information from the individual prior to conducting an examination
		1.4	Explain how to inform the individual/carer about the relationship between diabetes and foot health
		1.5	Explain how to work in partnership with individuals/carers
2	Understand the factors affecting foot health in individuals with diabetes	2.1	Explain the causes of diabetes
		2.2	Describe the signs and symptoms of diabetes
		2.3	Identify the risks of diabetes to foot health
		2.4	Explain the importance of footwear to foot health for individuals with diabetes
		2.5	Explain the impact of nutrition, health and physical exercise on an individual with diabetes
3	Be able to prepare to conduct an examination on the feet of individuals who have diabetes	3.1	Confirm the individual's identity and gain valid consent prior to beginning the examination
		3.2	Gather information about the individual's general health, including any relevant symptoms
		3.3	Explain the procedures used for examining foot health and identifying risks to foot health linked to diabetes
4		4.1	Apply health and safety measures relevant to the procedure and environment

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		4.2	Apply standard precautions for infection control
		4.3	Explain the foot examination process to the individual
		4.4	Select the equipment used to examine foot health
		4.5	Use tools to assess for peripheral sensory neuropathy
		4.6	Palpate pedal pulses to assess for peripheral vascular disease
		4.7	Check feet for gross deformities, trauma, current infection and ulcerations
		4.8	Examine the individual's footwear to assess suitability and risk status
		4.9	Advise the individual/carer about how diabetes can affect foot health
	Be able to conduct an examination on the feet of an individual with diabetes	4.10	Assess factors which may limit an individual's ability to self-care
5	Be able to report the outcome of foot examinations	5.1	Record outcomes of activities in line with local policy and protocol, seeking advice for any concerns identified
		5.2	Obtain and pass on relevant information on individual's care requirements to other team members in line with local policy and protocol

Unit Y/602/3121
Monitor individuals' progress in relation to managing their body weight and nutrition

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand how to monitor individuals' progress in relation to managing their weight and nutrition in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1	Explain how to develop weight and nutritional management plans in line with current legislation, national guidelines, policies, protocols and good practice guidelines
		1.2	Outline the types of information to gather from an individual in order to assess their progress
		1.3	Explain how to provide constructive feedback and encouragement to an individual regarding their progress in line with policy and protocol
		1.4	Explain how to interpret body measurements to inform the type of support provided in line with policy and protocol
		1.5	Explain when to refer the individual to other practitioners for modifications of plans
2	Be able to monitor individuals' progress in managing their body weight	2.1	Prepare an environment which is suitable for open and confidential discussions and for taking body measurements
		2.2	Confirm the individual's identity and gain valid consent prior to taking body measurements
		2.3	Take the individuals' body measurements in line with local policy and protocol
		2.4	Interpret body measurements to inform the type of advice to give

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
		2.5	Discuss, with the individual/carer, the progress they have made and any difficulties they have experienced
		2.6	Support the individual to identify factors which have adversely affected their plan
		2.7	Evaluate the effectiveness of current interventions in achieving agreed goals
3	Be able to support individuals in re-establishing goals for further progress	3.1	Agree new goals with the individual/carer
		3.2	Agree review dates with the individual/carer
		3.3	Provide encouragement to the individual by reinforcing the benefits of adhering to a weight management plan
		3.4	Update records in line with local policy and protocol

Unit Y/602/3197
Assist in implementing treatment programmes for individuals with severely reduced movement/mobility

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice which inform own role in assisting in treatment programmes for individuals with severely reduced movement/mobility	1.1	1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role
2	Understand anatomical and physiological issues related to providing treatment programmes for individuals with severely reduced movement/mobility	2.1	1 Describe the aspects of the anatomy and physiology of the skin and lungs which inform treatment programmes for individuals with severely reduced movement/mobility 2 Explain the principles of 24-hour posture management and pressure area care 3 Describe the physiological benefits of movement 4 Describe the basic reaction to pain within the body
3	Understand treatment programmes for individuals with severely reduced movement/mobility	3.1	1 Describe the types and purpose of treatment programmes used for different conditions. 2 Identify potential adverse reactions to different treatment programmes, 3 Explain the actions to be taken when adverse reactions occur and the potential consequences of not taking action 4 Explain the rationale for and importance of monitoring an individual's condition 5 Identify the functions of equipment and materials used in different treatment programmes 6 Identify the potential dangers associated with • treatment programmes for individuals with severely reduced movement/mobility • the equipment and the materials used

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
4	Be able to implement treatment programmes for individuals with severely reduced movement/mobility	4.1	1 Position the individual appropriately for the treatment programme 2 Obtain valid consent 3 Carry out activities specified in the individual's treatment plan 4 Monitor the individual's condition during and after treatment 5 Provide verbal and physical support and encouragement during and after treatment 6 Give feedback to the practitioner on the progress of the treatment programme in line with local policy or protocol 7 Explain the importance of seeking advice and assistance on problems beyond own scope of competence 8 Make records of the treatment in line with national/local policy and protocol

Unit Y/602/3930
Assist in the delivery of perioperative care and support to individuals

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the potential effects of the perioperative environment and procedures on individuals undergoing perioperative care	1.1	Explain the effects of pre-medication and sedation on the individual and how these affect support and monitoring requirements
		1.2	Explain the importance of ensuring the environment is suitable for the conscious /unconscious individual
		1.3	Identify factors in the perioperative environment and procedures which could cause stress and distress to the individual
		1.4	Describe the signs of distress which may be exhibited by the individual in the perioperative environment and how these affect support requirements
2	Be able to support individuals in a perioperative environment according to their care plan	2.1	Use verbal and non-verbal communication to support the individual's comfort, privacy, dignity, emotional and physical care needs according to their care plan
		2.2	Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
		2.3	Respond to the individual's questions, referring on those outside own sphere of competence in accordance with local policy and protocol
		2.4	Provide support and care to the patient to promote their comfort in the perioperative environment
3	Be able to monitor individuals in a perioperative environment according to the requirements of their care plans	3.1	Explain the importance of closely monitoring the individual in the perioperative environment
		3.2	Identify any changes in and concerns about the individual's condition

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	3.3	Seek advice about changes in and concerns about the individual's condition in line with local policy and protocol
	3.4	Record outcomes of monitoring activities in line with local policy and protocol
	3.5	Obtain and pass on relevant information on the individual's care requirements to other team members in line with local policy and protocol

Unit T/601/0134
Support disabled children and young people and those with specific requirements

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand the principles of working inclusively with disabled children and young people and those with specific requirements	1.1	Outline the legal entitlements of disabled children and young people for equality of treatment and the principles of working inclusively placing the child/young person in the centre.
		1.2	Compare service led and child and young person led models of provision for disabled children and young people
		1.3	Critically analyse the difference between the social model and medical model of disability and how each model affects provision.
		1.4	Explain the importance of • advocacy • facilitated advocacy for children and young people who require it • the personal assistant role
		1.5	Explain the importance of encouraging the participation of disabled children and young people
2	Be able to work in partnership with families with disabled children or young people and those with specific requirements	2.1	Explain the concepts and principles of partnerships with carers of disabled children and young people and those with specific requirements
		2.2	Explain the types of support and information carers may require
		2.3	Demonstrate in own practice partnership working with families
3	Be able to support age and developmentally appropriate	3.1	Demonstrate in own practice engagement with disabled children or young people

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
	learning, play or leisure opportunities for disabled children or young people and those with specific requirements	3.2	Encourage children or young people to express their preferences and aspirations in their chosen way of communication
		3.3	Demonstrate in own practice how to work with children or young people and their families to assess a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion
		3.4	Develop a plan with an individual child or young person to support learning, play or leisure needs.
		3.5	Implement the learning, play or leisure plan according to own role and responsibility explaining and evaluating its effectiveness and suggesting changes for the future.
4	Be able to evaluate, support and develop existing practice with disabled children and young people and those with specific requirements	4.1	Demonstrate in own practice how barriers which restrict children and young people's access are overcome
		4.2	Explain the importance of evaluating and challenging existing practice and becoming an agent of change
		4.3	Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour
		4.4	Describe the impact of disability within different cultures and the importance of culturally sensitive practice
		4.5	Explain the importance of systems of monitoring, reviewing and evaluating services for disabled children and young people
5	Understand how to work in partnership with other agencies and professionals to support provision for	5.1	Explain the roles and responsibilities of partners that are typically involved with disabled children and young people and those with specific requirements

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
disabled children and young people and those with specific requirements	5.2	Analyse examples of multi-agency and partnership working from own practice

Unit T/602/3515
Enable children and young people to understand their health and well-being

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year	1.1	. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year
		1.2	Describe local policies for child safety and protection
		1.3	Explain how to work in partnership with parents/carers and significant others in order to support them to care for babies during their first year
		1.4	Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
		1.5	Explain how to obtain advice and information to support own practice
		1.6	Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
		1.7	Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
		1.8	Explain the importance of confidentiality when accessing records and information
2	Understand factors which impact upon enabling children and young people to understand their health and well-being	2.1	Explain how self-directed play and recreation help children and young people to • understand themselves • understand the world around them • promote their health and well-being

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
			• realise their potential
		2.2	Explain the impact of transitions on child development
		2.3	Explain how to recognise signs of possible developmental delay, disability, or undiagnosed health conditions
		2.4	Explain the referral process for possible developmental delay, disability or undiagnosed health conditions
		2.5	Describe the contributing factors that increase the risk of harm to children and young people
		2.6	Describe the triggers for reporting incidents or unexpected behaviour from children and young people
3	Be able to establish positive relationships with children, young people and relevant others to enable children and young people to understand their health and well-being	3.1	Communicate information about health and well-being in a way that is sensitive to the age, understanding and preferences of the child or young person
		3.2	Observe the child or young person's behaviour and note any unexpected changes or concerns
		3.3	Support the child, young person and relevant others to communicate with each other through a partnership based approach
		3.4	Describe how children and young people see and experience the world and the implications for the way in which support is provided to help them understand their health and well-being
4	Be able to provide information and advice to children and young people in relation to their health and well-being	4.1	Develop a care plan in partnership with the child or young person to help them to achieve an understanding of the nature of their needs and preferences

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.2	Explain the options available to the child or young person and how to access support
	4.3	Provide any evidence based information about the effectiveness, benefits and risks of the different options
	4.4	Support the child or young person to take an active part in any decisions that affect them
	4.5	Provide any information about the people, organisations and written resources that can assist the child or young person in understanding and promoting their health and well-being
	4.6	Make records in line with local policy and protocol

Unit Y/602/3510
Develop and agree individualised care plans for babies and families

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
1	Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year	1.1	. Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year
		1.2	Describe local policies for child safety and protection
		1.3	Explain how to work in partnership with parents/carers and significant others in order to support them to care for babies during their first year
		1.4	Explain the rights and responsibilities of parents/carers for their child and own role in relation to this
		1.5	Explain how to obtain advice and information to support own practice
		1.6	Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol
		1.7	Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol
		1.8	Explain the importance of confidentiality when accessing records and information
2	Understand how to gather relevant information for care planning	2.1	Explain the importance of gathering relevant information to inform care planning
		2.2	Describe ways to access information, including information held by other practitioners and agencies

Learning Outcome - The learner will:		Assessment Criterion - The learner can:	
3	Understand the factors which impact on care planning needs	3.1	Describe how babies communicate by behaviour
		3.2	Describe how different behaviours can be interpreted
		3.3	Evaluate the main issues and debates relating to the health and well-being of babies
		3.4	Describe a range of conditions affecting babies in own area of practice
		3.5	Describe the risk factors for premature birth, including foetal, maternal and social influencing factors relative to birth history
		3.6	Explain aspects of neonatal development
		3.7	Explain the impact of parenting, family and environment on the health and well-being of a baby
		3.8	Describe the interdependent relationship of the health and well-being of a mother and that of her baby/babies
4	Be able to develop and agree individualised care plans for babies and families	4.1	Confirm the identity of the person legally responsible for the baby and gain valid consent
		4.2	Explain the preliminary and preparatory actions to take when carrying out care planning for babies and families
		4.3	Communicate and interact with the baby and those involved in the baby's care
		4.4	Provide information for those involved in the care of the baby
		4.5	Support those involved in the care of the baby to take an active part in decisions affecting them

Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	4.6	Explain the options for addressing the health and well-being needs of the baby, including any benefits and risks
	4.7	Agree an individualised care plan with those involved in the care of the baby
	4.8	Maintain records in line with local policy and protocol

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