

Level 2 NVQ in Health and Social Care (3172)

Optional and additional units



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3172 Level 2 Optional Units

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Unit HSC25

Carry out and provide feedback on specific plan of care activities (Level 2)

Elements of competence

HSC25a Carry out specific plan of care activities

HSC25b Provide feedback on specific plan of care activities

HSC25c Contribute to revisions of specific plan of care activities

About this unit

For this unit you need to be able to carry out, provide feedback on and contribute to revisions to the plan of care activities for which you are responsible.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using the individual's preferred spoken language; the use of signs, symbols, pictures, writing, objects of reference, communication passports; other non verbal forms of communication; human and technological aids to communication.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC25

Carry out and provide feedback on specific plan of care activities (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Plan of care

Will include all aspects of the individual's care needs which need to be adhered to within any setting in which the individual is placed. It addresses the holistic needs of the individual.

Unit HSC25

Carry out and provide feedback on specific plan of care activities (Level 2)

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Specific plan of care activities

The activities within the plan of care that you are responsible for carrying out.

Unit HSC25

Carry out and provide feedback on specific plan of care activities (Level 2)

HSC25a

Carry out specific plan of care activities

Performance criteria

You need to show that,

- 1 you access information, records, any risk assessments and advice about:
 - a the specific **plan of care** activities for which you are responsible
 - b the **individuals** for whom you are to carry out the **specific plan of care activities**
- 2 you confirm your understanding of the specific plan of care activities with relevant people
- 3 you support individuals to communicate their preferences about how you carry out specific plan of care activities
- 4 you use **active support** and follow the specific instructions within the plan of care when carrying out specific plan of care activities
- 5 you observe individuals when carrying out specific plan of care activities.

Unit HSC25

Carry out and provide feedback on specific plan of care activities (Level 2)

HSC25b

Provide feedback on specific plan of care activities

Performance criteria

You need to show that,

- 1 you support individuals and **key people** to identify any changes in the individual's needs and preferences that might affect your work
- 2 you observe any changes with individuals that may indicate changes to your work and the work of **others**
- 3 you support individuals to communicate and you evaluate yourself:
 - a how well the specific plan of care activities you carry out support the individual's needs and preferences
 - b anything that could be changed and/or improved
- 4 you record and report:
 - a any discomfort and change in individuals when carrying out specific plan of care activities
 - b any differences in the individual's preferences about the way you carry out your activities and the ways specified in the plan of care, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC25

Carry out and provide feedback on specific plan of care activities (Level 2)

HSC25c

Contribute to revisions of specific plan of care activities

Performance criteria

You need to show that,

- 1 you identify and discuss your role and responsibilities in making revisions to specific plan of care activities for which you are responsible
- 2 you report on and contribute to discussions about:
 - a how well the specific plan of care activities for which you are responsible meet the needs and preferences of individuals
 - b how the specific plan of care activities for which you are responsible could be changed and/or improved to better meet the needs and preferences of individuals
- 3 where your ideas and findings conflict with those of others, you:
 - a listen to the reasons for the conclusions of others
 - b explain the reasons for your conclusions
 - c seek additional support, where appropriate
 - d agree the best way forward
- 4 you contribute to identifying the best ways to implement your specific plan of care activities to meet the needs and preferences of individuals
- 5 you ensure that you understand, and that the individuals with whom you work are aware of, any changes in the specific plan of care activities for which you are responsible.

Unit HSC25

Carry out and provide feedback on specific plan of care activities (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when carrying out specific plan of care activities
- 2 how to provide **active support** and promote the individual's rights, choices and well-being when carrying out specific plan of care activities.

Legislation and organisational policy and procedures

- 3 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when carrying out plan of care activities
- 4 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information
 - b recording, reporting, confidentiality and sharing information, including data protection.

Theory and practice

- 5 key changes in the condition and circumstances of individuals with whom you work and actions to take in these circumstances
- 6 where to access information on the specific needs, preference and condition of individuals
- 7 where to go if you need more information about how to respond to the needs of individuals and key people
- 8 how to respond to the preferences of individuals if they are in conflict with the specific plan of care activities for which you are responsible
- 9 methods:
 - a of undertaking the specific plan of care activities for which you are responsible
 - b of observing, evaluating, recording and reporting individual's needs and condition in relation to the specific plan of care activities for which you are responsible
 - c of working with, and resolving conflicts that you are likely to meet in your work
 - d of contributing to team work activities in relation to the specific plan of care activities for which you are responsible.

Unit HSC25

Carry out and provide feedback on specific plan of care activities (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC25

Unit title: Carry out and provide feedback on specific plan of care activities

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC25b performance criteria 4

HSC25c performance criteria 3

Unit HSC25

Carry out and provide feedback on specific plan of care activities (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans of care activities, observation reports.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg providing active support and promoting rights, choices and well-being.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Care planning training certificate, Reporting skills training certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg procedures and practices for accessing records and information, the process involved in revisions to plans of care activities.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC26

Support individuals to access and use information (Level 2)

Elements of competence

HSC26a Support individuals to identify information to meet their needs

HSC26b Enable individuals to access, select and use information

HSC26c Enable individuals to evaluate the information

About this unit

For this unit you will need to work directly with individuals, helping them to access and use information, services and facilities.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using the individual's preferred spoken language; the use of signs, symbols, pictures, writing, objects of reference, communication passports; other non verbal forms of communication; human and technological aids to communication.

Information can be provided: orally; paper based; electronically.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC26

Support individuals to access and use information (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Facilities

Goods and environments that can be provided to an individual to promote their health and social well-being, they can be offered at a distance or taken to the place where the individual lives.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Unit HSC26

Support individuals to access and use information (Level 2)

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Services

Personal and other amenities provided in the individual's home or in other places that promote the individual's health and social well-being.

Unit HSC26

Support individuals to access and use information (Level 2)

HSC26a

Support individuals to identify information to meet their needs

Performance criteria

You need to show that,

- 1 you access, use and share accurate and up-to-date information on **services** and **facilities** that may benefit individuals and colleagues
- 2 you provide **active support** to enable individuals to communicate their needs, wishes, preferences and choices about the **information** they require on services and facilities
- 3 you check with individuals that they understand any information you have shared with them
- 4 you support individuals to:
 - a identify any impact that the information may have on them and **key people**
 - b deal with any distress the information may cause.

Unit HSC26

Support individuals to access and use information (Level 2)

HSC26b

Enable individuals to access, select and use information

Performance criteria

You need to show that,

- 1 you support individuals and key people to:
 - a access, select and use information about services and facilities
 - b identify any difficulties that arise when trying to access and use the information about services and facilities
 - c agree actions to overcome any difficulties in accessing information
 - d identify who will be responsible for taking action to overcome difficulties in accessing information
- 2 you support individuals to develop the confidence to access information on services and facilities themselves
- 3 you challenge, and support individuals and key people to challenge any information about services and facilities that is discriminatory
- 4 you support individuals and key people to manage and organise their time and lives to enable them to access and use information.

Unit HSC26

Support individuals to access and use information (Level 2)

HSC26c

Enable individuals to evaluate the information

Performance criteria

You need to show that,

- 1 you encourage individuals and key people to give feedback to the appropriate people on:
 - a the information they have identified and used
 - b where they have experienced discrimination or exclusion
- 2 you support individuals and key people to:
 - a identify any information that is misleading, inaccurate, inaccessible, difficult to understand and out-of-date
 - b evaluate whether, and in what ways, the information about the services and facilities has been beneficial
- 3 you support individuals to identify any changes that will improve the accessibility and usability of the information.

Unit HSC26

Support individuals to access and use information (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to access information
- 2 how to provide active support to enable individuals to select and use information to access facilities and services
- 3 how to support individuals to challenge information that is discriminatory or inaccessible.

Legislation and organisational policy and procedures

- 4 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals to select, access and use information about facilities and services
- 5 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c supporting individuals to access and use information to meet their needs.

Theory and practice

- 6 how to find out about whether the services and facilities are accessible to individuals
- 7 how and where to access information relevant to the individual's and key people's needs
- 8 how to ensure that the information accessed is relevant and up-to-date and who to inform when it is not
- 9 how to support individuals and key people to understand information
- 10 how to encourage individuals to raise questions and concerns about how to access or interpret information
- 11 who you go to and where to go when you cannot find information or answer questions
- 12 difficulties and risks which individuals may experience accessing, using and challenging information on facilities and services.

Unit HSC26

Support individuals to access and use information
(Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC26

Unit title: Support individuals to access and use information

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC26b performance criteria 3

HSC26c performance criteria 3

Unit HSC26

Support individuals to access and use information (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg directory of services and facilities developed by you.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans, reviews.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg evaluating information and action to take.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Understanding data protection certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg supporting individuals to deal with any distress information may cause.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC27

Support individuals in their daily living (Level 2)

Elements of competence

HSC27a Agree with individuals the support they require for their daily living

HSC27b Assist individuals in activities to promote their well-being

HSC27c Help individuals access other support to promote their well-being

About this unit

For this unit you need to support individuals in their daily living.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC27

Support individuals in their daily living (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC27

Support individuals in their daily living (Level 2)

HSC27a

Agree with individuals the support they require for their daily living

Performance criteria

You need to show that,

- 1 you work with **individuals, key people** and **others** to:
 - a identify your role in supporting individuals
 - b identify the boundaries of your involvement with individuals
 - c negotiate how any problems and areas of conflict can be resolved
- 2 you provide **active support** to enable individuals to:
 - a describe their daily lives and events
 - b identify what they are able to do themselves
 - c identify what other people and groups can help them
 - d identify aspects of their daily living that they would like your assistance with
 - e identify aspects of their daily living that they need you to carry out for them
- 3 you support individuals to express their wishes about the type of support they need from you and the time they need you to be available
- 4 you seek additional support where you are unable to carry out the activities identified by individuals.

Unit HSC27

Support individuals in their daily living (Level 2)

HSC27b

Assist individuals in activities to promote their well-being

Performance criteria

You need to show that,

- 1 you identify activities in individuals' daily lives that you will be assisting them with
- 2 you work with individuals to clarify and agree how they would like you to carry out aspects of their daily living where they need assistance
- 3 you work with individuals to agree and clarify how they would like you to carry out the aspects of their daily living for which you are responsible, taking account of any risk assessments and working within legal and organisational requirements, policies and procedures
- 4 you work in ways that protect individuals and yourself from the risk of infection
- 5 you assist individuals to carry out aspects of their daily living that have been agreed
- 6 you observe changes in individuals and work with them to identify and agree how any changes might effect the assistance they require
- 7 you report to relevant people any changes in the needs, circumstances and preferences of individuals, and the affect these will have on your work activities.

Unit HSC27

Support individuals in their daily living (Level 2)

HSC27c

Help individuals access other support to promote their well-being

Performance criteria

You need to show that,

- 1 you work with individuals, key people and others to:
 - a identify and access support that can promote the individual's health and social well-being
 - b identify and negotiate any activities for which you are responsible
 - c identify the activities that other people are responsible for
 - d help them co-ordinate the activities carried out by yourself and others
 - e agree how any problems and conflicts will be resolved
- 2 you negotiate and agree your role, responsibilities and the way you will work with the individuals and those who support them
- 3 you observe any changes in the support needs of individuals and how this may effect the assistance they require
- 4 you record and report any changes within confidentiality agreements and according to legal and organisational requirements.

Unit HSC27

Support individuals in their daily living (Level 2)

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals in their daily living
- 2 how to provide active support and promote the individual's rights, choices and well-being when supporting them in their daily living.

Legislation and organisational policy and procedures.

- 3 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals in their daily living
- 4 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with supporting individuals in their daily living
 - d supporting individuals in their daily living.

Theory and practice

- 5 the types of activities you may need to do to support the individuals with whom you work in their daily living
- 6 where to go to access information that can inform your practice when supporting individuals in their daily living
- 7 the responsibilities and limits of your relationships with individuals when supporting them in their daily living
- 8 methods that encourage individuals to use their strengths and potential to participate and to take as much control over their lives as possible
- 9 the risks, dangers and difficulties associated with different environments, equipment, materials and activities and in relation to specific individuals
- 10 factors that can affect the behaviour, skills, abilities, development and the willingness of individuals to be involved in their own care and decisions about the assistance you should give to them
- 11 health and social care conditions that affect the individuals with whom you are working
- 12 key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances.

Unit HSC27

Support individuals in their daily living (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC27

Unit title: Support individuals in their daily living

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC27a	performance criteria 4
HSC27b	performance criteria 6
HSC27c	performance criteria 3

Unit HSC27

Support individuals in their daily living (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg individual daily living plans/schedules, environmental risk assessments.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual daily living plans, observation/review records.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg parameters of your relationships with individuals when providing support in daily living.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg Infection control training certificate, Home management certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg factors that affect individuals and the assistance you give.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC28

Support individuals to make journeys (Level 2)

Elements of competence

HSC28a Support individuals to plan journeys

HSC28b Accompany individuals on journeys

About this unit

For this unit you need to support individuals to make journeys.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Journeys: visits to specific places; outings of any type. These can be accompanied or unaccompanied.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC28

Support individuals to make journeys (Level 2)

Key words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Journey

Any outing to support the individual's independence and enable them to take as much control over their life as possible.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC28

Support individuals to make journeys (Level 2)

HSC28a

Support individuals to plan journeys

Performance criteria

You need to show that,

- 1 you provide **active support** to enable **individuals** to:
 - a agree the purpose of the **journey**
 - b identify any support they need when making the journey, taking account of risks and benefits
- 2 you agree your contribution to planning the journey
- 3 you support individuals to highlight the potential risks and benefits of them planning the journey
- 4 you provide active support to enable individuals to:
 - a identify, access and use information needed to plan the journey
 - b plan all aspects of the journey, rehearsing it, where appropriate
- 5 you review with individuals how well the planning has worked
- 6 you identify with individuals any difficulties they have had when planning the journey.

Unit HSC28

Support individuals to make journeys (Level 2)

HSC28b

Accompany individuals on journeys

Performance criteria

You need to show that,

- 1 you agree with individuals why you are accompanying them on journeys
- 2 you ensure individuals have taken appropriate medication prior to the journey and that they take any medication they require with them
- 3 you accompany individuals as agreed in their care plan and according to organisational and legal requirements
- 4 you cease to accompany individuals according to their care plan and the individuals' expressed needs and preferences, taking account of any risks
- 5 you work with individuals to enable them to be as independent as possible when making journeys, taking account of any risks
- 6 you discuss and arrange with individuals where you will meet them and how you will fit in with any requirements for privacy
- 7 you respond appropriately to planned and unexpected changes during journeys
- 8 you carry out your part of the plan and support individuals in carrying out their part of the plan
- 9 you review, with individuals, **key people** and **others** whether the journey met the planned outcomes and any changes that should be made for future journeys.

Unit HSC28

Support individuals to make journeys (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to plan for and make journeys
- 2 how to provide **active support** and promote the individual's rights, choices and well-being when supporting them to plan and make journeys.

Legislation and organisational policy and procedures

- 3 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals to plan and make journeys
- 4 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with supporting individuals in their daily living
 - d supporting individuals to plan and make journeys.

Theory and practice

- 5 factors to take into account when supporting individuals to plan and make journeys
- 6 where to go to access information that can inform your practice when supporting individuals to plan and make journeys
- 7 the risks, dangers and difficulties associated with making journeys the individuals with whom you work
- 8 the responsibilities and limits of your responsibilities and relationships with individuals when supporting them to plan and make journeys
- 9 benefits and difficulties that may occur when supporting individuals to plan and make journeys
- 10 what to do if there are problems you are not able or are not authorised to cope with
- 11 the checks you need to make and the paperwork you need to complete when taking individuals on journeys and when they make unaccompanied journeys
- 12 the records or reports you need to make and when and to whom you should make them.

Unit HSC28

Support individuals to make journeys (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC28

Unit title: Support individuals to make journeys

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **preferred** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC28b performance criteria 7

Unit HSC28

Support individuals to make journeys (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg journey plans, notification of journey records, completion of insurance forms.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans, reviews.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg risks, dangers and difficulties.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Managing risks training certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg benefits and difficulties that may occur when planning and making journeys.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC29

Support individuals to meet their domestic and personal needs (Level 2)

Elements of competence

- HSC29a Support individuals to obtain, prepare and store food that meets their nutritional and dietary requirements
- HSC29b Support individuals to identify and obtain household and personal goods
- HSC29c Support individuals to keep their home healthy, safe and secure

About this unit

For this unit you need to be able to support individuals with their domestic and personal needs.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Risks could be from: incorrect preparation and storage of food, drink and domestic items; infection and contamination; dangerous use of food, drink and domestic items; security of property.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC29

Support individuals to meet their domestic and personal needs (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Risk

A risk is the likelihood of the hazard to occur. It can be to individuals in the form of infection, danger, harm and abuse and/or to the environment in the form of danger of damage and destruction.

Unit HSC29

Support individuals to meet their domestic and personal needs (Level 2)

HSC29a

Support individuals to obtain, prepare and store food that meets their nutritional and dietary requirements

Performance criteria

You need to show that,

- 1 you support **individuals** and **key people** to:
 - a identify food and drink that is nutritious and meets the individual's dietary needs
 - b understand the individual's dietary and nutritional needs and what this means in terms of food and drink
- 2 you contribute to identifying where and how the required food and drink can be obtained
- 3 you carry out your role and responsibilities for obtaining, preparing and storing food and drink to meet individual nutritional and dietary needs
- 4 you provide **active support** to enable individuals to prepare and store food and drink safely, hygienically and in ways that will reduce the **risk** of food associated illness or infection
- 5 you contribute to:
 - a reviewing the arrangements for meeting the individual's nutritional and dietary needs
 - b agreeing and implementing any changes required to enable the individual's to meet their nutritional and dietary needs
- 6 you follow organisational procedures and highlight any risks to individuals and key people when:
 - a you observe food and drink that might cause a risk to individuals
 - b individuals and key people wish you to obtain food which do not meet the individual's nutritional and dietary requirements
- 7 you report on and record how well the individuals' nutritional and dietary needs are met, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC29

Support individuals to meet their domestic and personal needs (Level 2)

HSC29b

Support individuals to identify and obtain household and personal goods

Performance criteria

You need to show that,

- 1 you support individuals to identify their household and personal needs and their preferences about the goods and where they should be obtained
- 2 you contribute to identifying where and how household and personal goods can be obtained and stored
- 3 you carry out your role and responsibilities in obtaining household and personal goods for individuals
- 4 you support individuals to store household and personal goods safely
- 5 you support individuals and key people to fill in any relevant paperwork to access resources and support to enable them to obtain household and personal goods
- 6 you follow organisational procedures and highlight any risks to individuals, key people and **others** when:
 - a you observe personal and household goods that might cause a risk to individuals, key people and others
 - b you observe personal and household goods being used dangerously
 - c individuals and key people wish you to obtain personal and household goods that might cause a risk of harm to themselves and others
- 7 you report and record on actions, processes and outcomes in relation to identifying, obtaining, storing and using household and personal goods, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC29

Support individuals to meet their domestic and personal needs (Level 2)

HSC29c

Support individuals to keep their home healthy, safe and secure

Performance criteria

You need to show that,

- 1 you support individuals and key people to understand and access the types of support that could help them keep their home healthy, clean, safe and secure
- 2 you agree with individuals and key people who will take responsibility for keeping their home healthy, safe and secure
- 3 where necessary, you support individuals and key people to assess how they could improve the cleanliness, safety and security of their home
- 4 you carry out your responsibilities in supporting individuals to keep their home healthy, safe and secure
- 5 you follow organisational procedures and highlight any risks to individuals, key people and others when you observe signs that:
 - a the individual's health and safety are at risk
 - b the individual's home is not being secured as it should
- 6 you work with individuals, key people and others to contribute to changes that will enable individuals and key people to maintain the health, safety and security of the individual's home
- 7 you report and record on actions, processes and outcomes in relation to the health, safety and security of individuals' homes, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC29

Support individuals to meet their domestic and personal needs (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to meet their domestic and personal needs
- 2 how your own values in relation to health and hygiene might differ from those of individuals and key people and how to deal with this
- 3 how to provide active support and promote the individual's rights, choices and well-being when supporting them to meet their domestic and personal needs.

Legislation and organisational policy and procedures

- 4 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals to meet their domestic and personal needs
- 5 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with supporting individuals to meet their domestic and personal needs in the home
 - d healthy living and eating
 - e consumer rights and responsibilities
 - f the management of risk from infection
 - g the storage and handling of food
 - h supporting individuals to meet their domestic and personal needs.

Unit HSC29

Support individuals to meet their domestic and personal needs (Level 2)

Theory and practice

- 6 key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances
- 7 how the individual's life and family circumstances and their environment can restrict their options
- 8 how to work with individuals to enable them to participate in meeting their own domestic and personal needs
- 9 how to prepare and store food and drink safely, hygienically and in ways that reduce the risk of food associated illness or infection
- 10 the nutritional and dietary needs that the individuals with whom you work are likely to have
- 11 factors and issues associated with keeping the home of individuals safe and secure
- 12 methods of working with individuals and key people:
 - a to agree the food, drink, personal and household goods they want and the methods they prefer to obtain and store them
 - b to identify, prepare and store food and drink hygienically and safely
 - c to enable them to identify any risks and how they and you will manage them.

Unit HSC29

Support individuals to meet their domestic and personal needs (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC29

Unit title: Support Individuals to meet their domestic and personal needs

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC29c performance criteria 3

Unit HSC29

Support individuals to meet their domestic and personal needs (Level 2)

Your assessor will identify other sources of performance and knowledge evidence where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg Diet Sheets, Risk Assessment Documentation.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg Food Hygiene Certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg an occasion when you have dealt with a client where Health and Safety has been a risk.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC210

Support individuals to access and participate in recreational activities (Level 2)

Elements of competence

- HSC210a Support individuals to identify their recreational interests and preferences
- HSC210b Encourage and support individuals to participate in recreational activities
- HSC210c Encourage and support individuals to review the value of the recreational activities

About this unit

For this unit you need to support individuals to access and participate in recreational activities.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using the individual's preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports; other non verbal forms of communication; human and technological aids to communication.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Unit HSC210

Support individuals to access and participate in recreational activities (Level 2)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Recreational activities

Recreational activities include any leisure or recreational pursuits that individuals wish to be involved in.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC210

Support individuals to access and participate in recreational activities (Level 2)

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC210

Support individuals to access and participate in recreational activities (Level 2)

HSC210a

Support individuals to identify their recreational interests and preferences

Performance criteria

You need to show that,

- 1 you support **individuals** and **key people** to:
 - a identify existing recreational needs, interests and preferences
 - b assess whether, and in what capacity individuals are able to continue recreational pursuits
 - c identify any support that will enable individuals to continue existing **recreational activities**
 - d examine and identify new recreational activities to meet individuals' needs
- 2 you examine with individuals, any risks involved in the recreational activities they prefer
- 3 you support individuals to identify:
 - a any risks involved in recreational activities that they are unwilling to give up
 - b suitable alterations or alternatives to the recreational activities that will reduce and/or minimise the risks.

Unit HSC210

Support individuals to access and participate in recreational activities (Level 2)

HSC210b

Encourage and support individuals to participate in recreational activities

Performance criteria

You need to show that,

- 1 you support individuals to:
 - a identify and select the recreational activities they prefer
 - b try new recreational activities
 - c identify the support they require to enable them to participate in the recreational activities they prefer
 - d manage any risks associated with the recreational activities
- 2 you seek and acquire further information and support that could enable individuals to participate in the recreational activities they prefer, taking account of any anticipated changes that may affect their ability to participate in the future
- 3 you carry out agreed activities to support the individual's participation in recreational activities
- 4 where individuals are having difficulties participating you encourage them to continue, seeking additional support, where appropriate.

Unit HSC210

Support individuals to access and participate in recreational activities (Level 2)

HSC210c

Encourage and support individuals to review the value of the recreational activities

Performance criteria

You need to show that,

- 1 you work with individuals, key people and **others** to identify:
 - a how the individual's participation in the recreational activities should be reviewed
 - b who will be involved in the review
 - c how the information about the review will be handled
- 2 you support and encourage individuals to identify and communicate:
 - a the benefits of the recreational activities
 - b any necessary and preferred changes
- 3 you carry out your responsibilities in the review
- 4 you implement any agreed changes for which you are responsible
- 5 you take appropriate action when changes are not being made that are outside your responsibility
- 6 you record, report on and review changes made, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC210

Support individuals to access and participate in recreational activities (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals in recreational activities
- 2 types of recreational activities that are inclusive, do not discriminate and take account of the individuals rights, preferences and ability to participate
- 3 how to provide **active support** and promote the individual's rights, choices and well-being when supporting individuals in recreational activities.

Legislation and organisational policy and procedures

- 4 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals in recreational activities
- 5 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with supporting individuals to participate in recreational activities, generally and with specific activities and individuals
 - d supporting individuals to access and participate in recreational activities.

Theory and practice

- 6 key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances
- 7 the types of recreational activities that are appropriate to the people with whom you work and the care environment in which you work
- 8 the best ways to:
 - a find out about the type of recreational activities the individuals with whom you work prefer
 - b encourage individuals to participate in recreational activities
- 9 the role which recreation plays in the health and social well-being of individuals
- 10 the risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals
- 11 methods that will encourage individuals to use their strengths and potential to participate in recreational activities.

Unit HSC210

Support individuals to access and participate in recreational activities (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC210

Unit title: Support individuals to access and participate in recreational activities

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC210a	performance criteria 2
HSC210b	performance criteria 4
HSC210c	performance criteria 5

Unit HSC210

Support individuals to access and participate in recreational activities (Level 2)

Your assessor will identify other sources of performance and knowledge evidence where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg Activity Log.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio. eg Individual's Risk Assessment, care/individual plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg Activity Organiser's Certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg an occasion when you have supported an individual having difficulties in participating in a recreational activity.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC211

Support individuals to take part in development activities (Level 2)

Elements of competence

- HSC211a Prepare individuals and the environment for development activities
- HSC211b Support individuals to take part in development activities
- HSC211c Contribute to the evaluation of agreed development activities

About this unit

For this unit you will need to support individuals to take part in development activities.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate people could include: your line manager; professionals; specialists.

Development activities: intellectual activities and pursuits, activities that enable individuals to retain and regain their skills; activities that enable individuals to keep fit and mobile; activities that enable individuals to participate and interact with others.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC211

Support individuals to take part in development activities (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Appropriate people

Those people to whom you need to report according to legal and organisational requirements.

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Development activities

Activities that enable individuals to develop, retain and regain their skills and abilities.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC211

Support individuals to take part in development activities (Level 2)

HSC211a

Prepare individuals and the environment for development activities

Performance criteria

You need to show that,

- 1 you examine plans and seek advice about how to prepare **individuals** and the environment for **development activities**
- 2 you check that you have correctly understood any instructions for the preparation of individuals and the environment
- 3 you involve individuals, **key people** and colleagues in consultations and decisions about the preferred and available options for individuals participating in development activities
- 4 you seek additional expertise when you, individuals, key people and **others** have any concerns
- 5 you prepare individuals and the environment for the development activities ensuring the safety of all involved
- 6 where you identify any risks that have not been recorded, you take appropriate action to minimise the risks
- 7 when preparing individuals for development activities you reassure them that they will be able to complete the activities and the benefits they may acquire from the activity
- 8 you prepare yourself for the development activities.

Unit HSC211

Support individuals to take part in development activities (Level 2)

HSC211b

Support individuals to take part in development activities

Performance criteria

You need to show that,

- 1 you work with individuals to overcome any fears or barriers to them taking part in the development activities
- 2 you carry out your role and responsibilities in supporting individuals to participate in the development activities
- 3 you support individuals throughout the development activities, giving:
 - a positive feedback on success
 - b encouragement when they are having difficulties
- 4 you stop the activity and report problems to the **appropriate people** immediately, when individuals are distressed, in pain or feel they are unable to continue
- 5 you provide feedback on successes, problems, risks or gaps whilst supporting individuals, to the appropriate people
- 6 you contribute to recording progress in the appropriate format
- 7 you identify with individuals and key people any changes that need to take place to make the development activity more effective
- 8 you record and report on development activities according to confidentiality agreements and legal and organisational requirements.

Unit HSC211

Support individuals to take part in development activities (Level 2)

HSC211c

Contribute to the evaluation of agreed development activities

Performance criteria

You need to show that,

- 1 you discuss with individuals and key people the benefits and limitations of the development activities
- 2 you identify and report on development activities and parts of them that individuals found difficult or refused to participate in
- 3 you agree how individuals and key people can and want to be involved in the evaluation
- 4 you support and encourage individuals and key people to provide evaluation information about the development activities in the most appropriate form
- 5 you collect and record information and observations
- 6 you involve individuals, key people and **others** in agreeing and making changes to the development activities
- 7 you record and report on the evaluation of development activities according to confidentiality agreements and legal and organisational requirements.

Unit HSC211

Support individuals to take part in development activities (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to participate in development activities
- 2 how to provide **active support** and promote the individual's rights, choices and well-being when supporting them to participate in, and review the value of development activities.

Legislation and organisational policy and procedures

- 3 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals to participate in development activities
- 4 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with supporting individuals to participate in development activities
 - d supporting individuals to take part in development activities.

Theory and practice

- 5 the types of development activities that are appropriate to the people with whom you work and the care environment in which you work
- 6 how developmental activities, generally and for particular individuals can promote the individual's well-being
- 7 methods of working with individuals:
 - a to encourage them to use their strengths and potential to participate
 - b to take responsibility for promoting their own health and care and the role developmental activities can take in achieving this
 - c to identify how their developmental and any support needs can be met
 - d to assess and manage how to undertake developmental activities
 - e to monitor and review the developmental activities
- 8 any changes in the conditions of individuals when supporting them to participate in development activities and the actions to take in these circumstances
- 9 the risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals.

Unit HSC211

Support individuals to take part in development activities
(Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC211

Unit title: Support individuals to take part in development activities

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC211a	performance criteria 4, 6
HSC211b	performance criteria 4
HSC211c	performance criteria 2

Unit HSC211

Support individuals to take part in development activities (Level 2)

Your assessor will identify other sources of performance and knowledge evidence where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans, individual's risk assessment.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg the purpose and priorities of the service provider and how these influence the support offered.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg an occasion when you have had to stop an activity when an individual has become distressed.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC212

Support individuals during therapy sessions (Level 2)

Elements of competence

- HSC212a Prepare and maintain environments, equipment and materials prior to, during and after therapy sessions
- HSC212b Support individuals prior to and within therapy sessions
- HSC212c Observe and provide feedback on therapy sessions

About this unit

For this unit you need to support individuals during therapy sessions.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Take appropriate action should be in accordance with legal and organisational requirements and may include: reporting to your line manager; contacting the therapist; stopping the therapy.

Therapy sessions include: occupational therapy; physiotherapy; behavioural therapy; other therapeutic programmes.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC212

Support individuals during therapy sessions (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC212

Support individuals during therapy sessions (Level 2)

HSC212a

Prepare and maintain environments, equipment and materials prior to, during and after therapy sessions

Performance criteria

You need to show that,

- 1 you identify, with the support of **others**, the preparation needed for therapy, and how the environment will be restored, following therapy sessions
- 2 you identify your role and responsibilities in the preparation and address any risk and safety requirements
- 3 you prepare yourself, the environment and materials as instructed
- 4 following the activities you restore the environment, and clean and store materials according to legal and organisational and safety procedures and agreements
- 5 you report any damage to materials, equipment or in the environment immediately, and according to organisational procedures and practices.

Unit HSC212

Support individuals during therapy sessions (Level 2)

HSC212b

Support individuals prior to and within therapy sessions

Performance criteria

You need to show that,

- 1 you work with **individuals** to identify their preferences, concerns and issues about participating in therapy sessions and agree any special requirements
- 2 you reassure individuals about the nature and content of the therapy sessions
- 3 you highlight concerns and issues you are unable to resolve to the therapist, seeking their support to allay the individuals' fears
- 4 you support specialist practitioners and therapists to run therapy sessions
- 5 you follow therapists directions precisely when carrying out activities that therapists have delegated to you
- 6 you provide **active support** for individuals within therapy sessions, taking account of their needs, preferences and abilities
- 7 you take appropriate action if the individual has any difficulties and/or you observe any significant changes
- 8 you review, agree and implement any adjustments that are needed to maximise the individual's participation and the effectiveness of the therapy sessions.

Unit HSC212

Support individuals during therapy sessions (Level 2)

HSC212c

Observe and provide feedback on therapy sessions

Performance criteria

You need to show that,

- 1 you agree with individuals and others the observations that need to be made and the scope of your responsibility
- 2 you work with individuals to identify the effectiveness of the therapy sessions on their health and social well-being
- 3 you follow agreed arrangements for the observation of individuals prior to, during and after therapy sessions
- 4 you check your observations with appropriate people and against agreed outcomes
- 5 you identify any issues or problems in relation to the therapy sessions
- 6 you work with individuals, **key people** and others to identify and agree changes to the therapy sessions
- 7 you record and report on therapy sessions within confidentiality agreements and according to legal and organisational requirements.

Unit HSC212

Support individuals during therapy sessions (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting during therapy sessions
- 2 how to provide active support and promote the individual's rights, choices and well-being when supporting them to take part in therapy sessions.

Legislation and organisational policy and procedures

- 3 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals to take part in therapy sessions
- 4 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with supporting individuals prior to, during and after therapy sessions
 - d supporting individuals prior to, during and after therapy sessions.

Unit HSC212

Support individuals during therapy sessions (Level 2)

Theory and practice

- 5 key changes that may occur to individuals with whom you work and actions to take in these circumstances
- 6 the impact of stress and fear on behaviour and the individual's ability to take part in and use therapy sessions effectively
- 7 the conditions and impairments that the therapy is addressing
- 8 the benefits and problems that might occur prior to, during and after therapy sessions
- 9 the outcomes that therapy sessions aim to achieve for individuals
- 10 the best ways of supporting the individuals through therapy sessions
- 11 how to form a supportive relationship with individuals to enable them to benefit as much as possible from the therapy
- 12 how to observe and record observations to support therapy sessions
- 13 the key signs of problems and difficulties that need to be reported to the therapist
- 14 how to involve the individual in collecting information about their experience of the therapy and its outcomes
- 15 how to deal with conflicts arising prior to, during and after therapy sessions
- 16 the risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals.

Unit HSC212

Support individuals during therapy sessions (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC212

Unit title: Support individuals during therapy sessions

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC212a	performance criteria 5
HSC212b	performance criteria 3, 7
HSC212c	performance criteria 5

Unit HSC212

Support individuals during therapy sessions (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg individual's risk assessment, care/individual plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg an occasion when you may have had to report damaged equipment.
- **Witness testimony:** Colleagues, allied professionals and service users/patients and carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC213

Provide food and drink for individuals (Level 2)

Elements of competence

- HSC213a Support individuals to communicate what they want to eat and drink
- HSC213b Prepare and serve food and drink
- HSC213c Clear away when individuals have finished eating and drinking

About this unit

For this unit you need to find out what individuals want to eat, prepare food and drink for them and clear away afterwards.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using the individual's preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports; other non verbal forms of communication; human and technological aids to communication.

Dietary requirements can be related to: particular illnesses and conditions of the individual (for example, diabetes); the health needs of the individual (ie sufficient amounts of food and drink effectively balanced to sustain the health of the individual); the religious, cultural and spiritual needs of the individuals.

Food and drink can include: snacks; meals; hot drinks; cold drinks.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Prepare food could include: cooking; heating foods; opening food packages; handling raw food; peeling; washing; placing pre-prepared food on plates.

Risks could be from: incorrect preparation and storage of food and drink; infection and contamination; individuals who eat and drink items that they should not; sudden and unexpected reactions to food and drink.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals with whom you are working.

Unit HSC213

Provide food and drink for individuals (Level 2)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Dietary requirements

Food and drink that will provide a balanced diet that meets the nutritional needs of individuals and supports their health and well-being.

Food and drink

Food and drink which is to be consumed by the individual.

Individuals

The actual people requiring health and care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC213

Provide food and drink for individuals (Level 2)

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger, harm and abuse
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Risk

A risk is the likelihood of the hazard to occur. It can be to individuals in the form of danger, harm and abuse and/or to the environment by danger of damage and destruction.

Wishes and preferences

The identified choice of the individual in terms of what they want to eat and drink.

Unit HSC213

Provide food and drink for individuals (Level 2)

HSC213a

Support individuals to communicate what they want to eat and drink

Performance criteria

You need to show that,

- 1 you find out from individuals and **key people** the type of food and drink they prefer
- 2 you support **individuals** to understand the **food and drink** that is available
- 3 you offer individuals options for food and drink that:
 - a adhere to their plan of care
 - b take account of their **dietary requirements**
 - c take account of their expressed **wishes and preferences**
 - d take account of any religious, cultural and personal beliefs
 - e are within the resources available
- 4 you offer individuals suitable alternatives when the original options do not meet their wishes and preferences
- 5 you encourage and support individuals to make choices that meet their dietary requirements
- 6 you work with individuals to resolve any problems about their choice of food and drink
- 7 where problems continue or concerns are raised about the individual's choice or diet they are reported to the appropriate person.

Unit HSC213

Provide food and drink for individuals (Level 2)

HSC213b

Prepare and serve food and drink

Performance criteria

You need to show that,

- 1 you wash your hands and ensure personal cleanliness and hygiene before, during and after handling food
- 2 you clean work surfaces, cooking utensils and equipment thoroughly before use
- 3 you prepare and store food in ways that:
 - a make the food look appetising
 - b meet food hygiene requirements
 - c minimise health and safety risks
 - d minimise the **risk** of food associated illness or infection
- 4 you prepare the immediate environment so that eating and drinking is enjoyable and individuals can interact with each other
- 5 you serve food and drink with the appropriate utensils and in a hygienic manner
- 6 you place food and drink within easy reach of the individual
- 7 you present food attractively and in ways that meets health and safety requirements and the individual's preferences about quantity, temperature, consistency and appearance
- 8 you prepare and provide any aids or specialist equipment individuals need to enable them to eat and drink themselves
- 9 you support individuals to consume their chosen food and drink in:
 - a manageable quantities
 - b at their own pace
 - c in a dignified and socially acceptable manner
- 10 you support individuals to clean themselves, if food or drink is dropped or spilt, during the meal.

Unit HSC213

Provide food and drink for individuals (Level 2)

HSC213c

Clear away when individuals have finished eating and drinking

Performance criteria

You need to show that,

- 1 you check that individuals have finished eating and drinking before removing utensils and crockery
- 2 you encourage individuals to wash their hands and clean themselves at the end of the meal
- 3 you remove or assist individuals to remove used utensils and crockery
- 4 you follow organisational policies and practice to dispose of stale and unusable left-over food
- 5 you clean work surfaces after use with appropriate cleaning materials
- 6 you clean and store cooking utensils and equipment correctly or return them for cleaning
- 7 you wash your hands and ensure your own cleanliness and hygiene after clearing away utensils, crockery and equipment
- 8 where necessary, you record the individuals intake and complete records according to individual requirements and organisational procedures and practices.

Unit HSC213

Provide food and drink for individuals (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by the values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when preparing, serving and clearing away food and drink for individuals
- 2 how your own values in relation to hygiene might differ from those of individuals and how to deal with this
- 3 the effects of personal beliefs and preferences (religious, cultural etc) on the way that food should be prepared, presented and eaten
- 4 how to provide **active support** and promote the individual's rights, choices and well-being when preparing, serving and clearing away food and drink for individuals.

Legislation and organisational policy and procedures

- 5 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when preparing, serving and clearing away food and drink for individuals
- 6 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with preparing, serving and clearing away food and drink for individuals
 - d healthy living and eating
 - e the management of risk from infection and contamination
 - f food hygiene and storage
 - g preparing and providing food and drink for individuals.

Unit HSC213

Provide food and drink for individuals (Level 2)

Theory and practice

- 7 the food and drink that constitutes a healthy diet and the relationship of this to particular individuals' needs
- 8 medical conditions of the individuals with whom you work and how these can affect their dietary requirements
- 9 what constitutes a healthy and balanced diet generally and specifically for the individuals with whom you work
- 10 risks that can arise from inappropriate preparation and storage of food and methods of minimising the risks
- 11 cooking methods and techniques and the ingredients and dishes to which they are appropriate
- 12 methods of presenting food attractively and why this is important
- 13 conflicts which might arise where individuals do not wish to eat and drink that which is specified in their plan of care and how to deal with this
- 14 the actions to take when individuals are having difficulties, are unwilling or are unable to eat and drink and the importance of passing on such information to the appropriate people
- 15 the impact of ill-health upon the amount of food taken and ways of presenting food and drink to make it more appealing to those with reduced appetites
- 16 signs and symptoms of adverse reactions that individuals may experience during and following eating and drinking
- 17 how to deal with sudden and unexpected reactions to food and drink, such as choking, vomiting, dysphagia, acute pain, allergic reactions.

Unit HSC213

Provide food and drink for individuals (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC213

Unit title: Provide food and drink for individuals

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

This unit is an excluded combination, therefore candidates who are being assessed for this unit, must not undertake unit HSC214.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC213a	performance criteria 4, 7
HSC213b	performance criteria 8, 10
HSC213c	performance criteria 8

Unit HSC213

Provide food and drink for individuals (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg menus, food charts.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio, eg care/individual plans, fluid balance.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg the purpose and priorities of the service provider and how these influence the support offered.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg Food Hygiene Certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg an occasion when you have dealt with an individual where concerns have been raised about their diet or choices.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC214

Help individuals to eat and drink (Level 2)

Elements of competence

- HSC214a Make preparations to support individuals to eat and drink
- HSC214b Support individuals to get ready to eat and drink
- HSC214c Help individuals consume food and drink

About this unit

For this unit you need to prepare for, support and help people to consume food and drink.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Food and drink can include: snacks; meals; hot drinks; cold drinks.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Preparations include: using protective clothing; obtaining specialist crockery; cutlery; mats; positioning the individual.

Risks could be from: incorrect storage of food and drink; infection and contamination; individuals eating and drinking items that they should not; sudden and unexpected reactions to food and drink.

Specialist equipment could be equipment: specialist crockery and utensils; equipment required by the individual to enable them to eat and drink.

Take appropriate action could include: reporting to your line manager; referring individuals to a dietician.

Type of nutrition could include: individualised diets; high fibre diets; low fat diets; soft food diets; clear fluid diets; dietary supplement drinks.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Unit HSC214

Help individuals to eat and drink (Level 2)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Food and drink

Food and drink which is to be consumed by the individual.

Individuals

The actual people requiring health and care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to the individual's health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC214

Help individuals to eat and drink (Level 2)

Plan of care

The plan of care will include all aspects of the individual's care needs which need to be adhered to within any setting in which the individual is placed. It addresses the holistic needs of the individual.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger, harm and abuse
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Risks

Risks are the likelihood of the hazards occurring. They can be to individuals in the form of infection, danger, harm and abuse and/or to the environment in the form of danger of damage and destruction.

Specialist equipment

Personal equipment and equipment used in addition or as a replacement for ordinary cutlery, crockery and equipment.

Unit HSC214

Help individuals to eat and drink (Level 2)

HSC214a

Make preparations to support individuals to eat and drink

Performance criteria

You need to show that,

- 1 you examine the **plan of care** to confirm the **individual's** nutritional requirements
- 2 you work with individuals, **key people** and **others** to identify the level of support and type of nutrition the individuals require
- 3 you identify any preferences and support individuals to choose **food and drink**, ensuring that you take into account religious, cultural, other dietary wishes and preferences and the plan of care
- 4 you identify and acquire any **specialist equipment** and protective coverings that are required to enable the individuals to eat and drink
- 5 you prepare the environment so that it makes eating and drinking enjoyable, safe and allows maximum interaction between individuals and other people
- 6 you put on protective garments, wash your hands and prepare yourself to provide food and drink for individuals.

Unit HSC214

Help individuals to eat and drink (Level 2)

HSC214b

Support individuals to get ready to eat and drink

Performance criteria

You need to show that,

- 1 you identify with individuals, **key people** and others the support individuals need to prepare them to eat and drink
- 2 you provide **active support** to enable individuals to prepare to eat and drink in comfort and with dignity
- 3 prior to and following eating and drinking, you support individuals to meet their hygiene needs, according to their personal beliefs and preferences
- 4 you respond appropriately to questions and issues raised about the food and drink individuals are about to consume, their diet and any dietary requirements
- 5 you take appropriate action when questions and issues are outside your competence.

Unit HSC214

Help individuals to eat and drink (Level 2)

HSC214c

Help individuals consume food and drink

Performance criteria

You need to show that,

- 1 you work with **individuals** and others to identify the level and type of support they require to enable them to consume food and drink
- 2 you provide **active support** for individuals when they are consuming their food and drink
- 3 you provide **active support** to enable individuals to use appropriate utensils and any specialist equipment to enable them to eat and drink with respect and dignity
- 4 you support individuals to consume their food and drink in manageable quantities and at their own pace
- 5 you support individuals to eat and drink in a socially acceptable and appropriate manner
- 6 you assist individuals to clean themselves, if food or drink is spilt or dropped, during and at the end of the meal
- 7 you observe and take action where individuals are not eating and drinking or if they are having unexpected difficulties in doing so
- 8 you observe, record and report the intake of food and drink according to the individual's plan of care and organisational procedures and practices.

Unit HSC214

Help individuals to eat and drink (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when helping individuals to eat and drink
- 2 how your own values in relation to hygiene might differ from those of individuals and how to deal with this
- 3 the effects of personal beliefs and preferences (religious, cultural etc) on the way that food should be prepared and eaten
- 4 how to provide active support and promote the individual's rights, choices and well-being when helping individuals to eat and drink.

Legislation and organisational policy and procedures

- 5 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when preparing, serving and clearing away food and drink for individuals
- 6 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing **risks** associated with helping individuals to eat and drink
 - d healthy living and eating
 - e the management of risk from infection
 - f food hygiene
 - g helping individuals to eat and drink.

Unit HSC214

Help individuals to eat and drink (Level 2)

Theory and practice

- 7 the medical conditions of the individuals with whom you work and how these can affect their dietary requirements and support needs when eating and drinking
- 8 what constitutes a healthy and balanced diet generally and specifically for the individuals with whom you work
- 9 risks that can arise when helping individuals to eat and drink and ways of minimising these
- 10 conflicts which might arise where individuals do not wish to eat and drink that which is specified in their plan of care and the how to deal with this situation
- 11 hygiene precautions and the potential consequences of not following these
- 12 different utensils that are available for individual with different needs and disabilities and how these can be adapted and used
- 13 how to encourage individuals to eat and drink
- 14 the actions to take when individuals are having difficulties, are unwilling or are unable to eat and drink and the importance of passing on such information to the appropriate people
- 15 why you should interact with individuals when helping them to eat and drink
- 16 signs and symptoms of adverse reactions which individuals may experience prior to, during and following eating and drinking
- 17 how to deal with sudden and unexpected reactions to food and drink, such as choking, vomiting, dysphagia, acute pain, allergic reactions.

Unit HSC214

Help individuals to eat and drink (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC214

Unit title: Help individuals to eat and drink

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

This unit is an excluded combination, therefore candidates who are being assessed for this unit, must not undertake unit HSC213.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC214a	performance criteria 4
HSC214b	performance criteria 5
HSC214c	performance criteria 6, 7

Unit HSC214

Help individuals to eat and drink (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg menus.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio, eg care/individual plans, fluid balance and food charts.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg the purpose and priorities of the service provider and how these influence the support offered.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg Food Hygiene Certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg an occasion when you have had to take action when an individual is not eating or drinking.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC215

Help individuals to maintain mobility (Level 2)

Elements of competence

HSC215a Support individuals to maintain mobility

HSC215b Observe any changes in the individual's mobility and provide feedback to the appropriate people

About this unit

For this unit you need to support individuals to keep mobile, observe any changes in their mobility and provide feedback on any changes.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using the individual's preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports; other non verbal forms of communication; human and technological aids to communication.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Mobility activities can include: exercises; physiotherapy that enables individuals to keep mobile; occupational therapy that enables individuals to keep mobile; carrying out household activities; being part of group activities that enable individuals to keep mobile.

Mobility appliances include: wheel chairs; sticks; walking frames.

Take appropriate action could include: reporting to your line manager; referring individuals to a specialist (eg mobility, shoe).

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals with whom you are working.

Unit HSC215

Help individuals to maintain mobility (Level 2)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used that you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to the individual's health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC215

Help individuals to maintain mobility (Level 2)

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC215

Help individuals to maintain mobility (Level 2)

HSC215a

Support individuals to maintain mobility

Performance criteria

You need to show that,

- 1 you support **individuals** to understand the usefulness and benefits of keeping mobile
- 2 you work with individuals, **key people** and **others** to identify and agree the best ways for individuals to keep mobile
- 3 you check that mobility appliances are clean, suitable for individuals and in good working order before and after use
- 4 you take appropriate action when any faults are found with mobility appliances before, during and after use
- 5 you remove and minimise potential hazards in the immediate environment
- 6 you ensure individuals are wearing suitable footwear and clothing to undertaking activities to keep mobile
- 7 you support individuals to communicate their preferences about keeping mobile
- 8 you use agreed methods for maintaining and improving the individual's mobility taking into account their needs and preferences
- 9 you support individuals to use any mobility appliances correctly
- 10 you provide safe, acceptable physical and **active support** when individuals are using any mobility appliances and undertaking mobility activities
- 11 you take appropriate action where there are conflicts and in areas that are outside your competence to deal with
- 12 you give constructive feedback and encouragement to individuals using mobility appliances and undertaking mobility activities.

Unit HSC215

Help individuals to maintain mobility (Level 2)

HSC215b

Observe any changes in the individual's mobility and provide feedback to the appropriate people

Performance criteria

You need to show that,

- 1 you observe individuals whilst taking part in mobility activities
- 2 you work with individuals to monitor changes in their mobility
- 3 you give constructive feedback and encouragement to individuals to promote their confidence, motivation and dignity
- 4 you record and report progress, problems and any adverse effects to the appropriate people
- 5 you monitor the effectiveness of mobility activities and mobility appliances used
- 6 you record and report on activities, taking account of confidentiality agreements and according to organisational procedures and practices.

Unit HSC215

Help individuals to maintain mobility (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to keep mobile
- 2 how to provide active support and promote the individual's rights, choices and well-being when supporting individuals to keep mobile.

Legislation and organisational policy and procedures

- 3 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals to keep mobile
- 4 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with supporting individuals to undertake mobility activities and use mobility appliances
 - d helping individuals to keep mobile.

Unit HSC215

Help individuals to maintain mobility (Level 2)

Theories and practice

- 5 actions to take if you observe any key changes in the condition and circumstances of individuals with whom you are working
- 6 how the body moves and the range and limitations of joints, body posture and gait
- 7 the implications that particular health conditions have on movement
- 8 the benefits and adverse reactions that individuals may experience when undertaking mobility activities and using mobility appliances
- 9 specific issues of mobility related to the individuals with whom you work
- 10 factors and issues to take account of when working with individuals with reduced mobility
- 11 the effects on individuals when they do not keep mobile
- 12 the potential dangers of exertion for different individuals
- 13 why and how to give constructive feedback and encouragement to individuals
- 14 why it is necessary to use the mobility appliance specified, the importance of reporting problems or any defects of mobility appliances immediately; how to do this and who to report any defects to
- 15 why your actions must be consistent with the plan of care and the potential effects if they are not
- 16 why it is necessary to keep records and report on adverse effects and progress
- 17 methods of providing safe physical support when helping people to keep mobile
- 18 why and how the environment and walking surfaces (ie slopes, stairs, type of floor covering) can be made safe for the use of particular mobility appliances.

Unit HSC215

Help individuals to maintain mobility (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC215

Unit title: Help individuals to maintain mobility

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC215a performance criteria 4, 11

HSC215b performance criteria 4

Unit HSC215

Help individuals to maintain mobility (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg maintenance request.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg Any training or certificate on mobility exercises.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg an occasion when you may have dealt with faulty equipment.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC216

Help address the physical comfort needs of individuals
(Level 2)

Elements of competence

HSC216a Assist in minimising individuals' pain or discomfort

HSC216b Assist in providing conditions to meet individuals' need for rest

About this unit

For this unit you need to help address individuals' need for physical comfort, in order to achieve this you need to assist in minimising discomfort and help individuals to be able to rest.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate people could include: reporting to your line manager; reporting to a specialist.

Communicate using the individual's preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports; other non verbal forms of communication; human and technological aids to communication.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Measures to alleviate the individual's pain and discomfort could include: repositioning; adjustments to bedding, heating, lighting or noise; requests for analgesia; use of specialised mattresses; pressure reducing aids.

Methods of minimising individual discomfort can include: massage; yoga; meditation; pharmaceutical.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Unit HSC216

Help address the physical comfort needs of individuals
(Level 2)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Appropriate people

Those people to whom you report any problems/causes for concern according to legal and organisational requirements.

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC216

Help address the physical comfort needs of individuals (Level 2)

Plan of care

The plan of care will include all aspects of the individual's care needs which need to be adhered to within any setting in which the individual is placed. It addresses the holistic needs of the individual.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC216

Help address the physical comfort needs of individuals
(Level 2)

HSC216a

Assist in minimising individuals' pain or discomfort

Performance criteria

You need to show that,

- 1 you encourage the **individuals** to express feelings of discomfort or pain and to use self-help methods of control in accordance with their plan of care
- 2 you observe and monitor individuals' behaviour and conditions in accordance with their **plan of care**
- 3 you report anything that causes concern to the **appropriate people**
- 4 you agree with the appropriate people, any information about relief from pain and discomfort that can and should be given to individuals and **key people**
- 5 you follow organisational procedures and agreements with appropriate people, when supporting individuals and key people to understand the ways pain and discomfort can be managed
- 6 you assist individuals to be positioned safely, comfortably and in accordance with their plan of care
- 7 you follow agreed procedures and use agreed measures to alleviate the individual's pain and discomfort
- 8 you follow organisational procedures and immediately report and accurately record any requests from individuals for further measures to minimise their pain and discomfort
- 9 you offer appropriate support to other people who may be disturbed by the individual's pain and discomfort.

Unit HSC216

Help address the physical comfort needs of individuals
(Level 2)

HSC216b

Assist in providing conditions to meet individuals' need for rest

Performance criteria

You need to show that,

- 1 you support individuals to communicate the level and type of support they need to enable them to rest and sleep
- 2 you assist individuals to prepare and find a position that is comfortable, assists rest and is consistent with their plan of care
- 3 you assist individuals to take any agreed measures as part of their preparation for rest
- 4 you monitor individuals, accurately reporting and recording causes for concern
- 5 your movements, behaviour and tone of voice promote conditions suitable for rest
- 6 you take appropriate action when the behaviour and movement of others within the environment does not promote rest
- 7 you monitor and adjust the aspects of care environment to promote rest
- 8 you accurately report aspects of the environment which interfere with the individual's rest.

Unit HSC216

Help address the physical comfort needs of individuals
(Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when helping individuals with pain, discomfort, sleep and rest
- 2 the effects that personal beliefs and preferences may have on the recognition of pain or discomfort and the tolerance of it
- 3 the way that people's culture, background, personal beliefs and preferences can affect their view of measures to alleviate pain and discomfort and the actions to take when these conflict
- 4 how to provide **active support** and promote the individual's rights, choices and well-being when supporting them through pain, discomfort, sleep and rest.

Legislation and organisational policy and procedures

- 5 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals with their personal care needs
- 6 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with supporting individuals with pain, discomfort, sleep and rest
 - d the management of pain and discomfort
 - e addressing the physical comfort needs of individuals
- 7 your role in providing restful conditions and the boundaries and limits of the actions which you may take.

Unit HSC216

Help address the physical comfort needs of individuals (Level 2)

Theory and practice

- 8 actions to take when you observe any key changes in the condition and circumstances of individuals with whom you work
- 9 normal rest patterns and why rest is important for general health and well-being
- 10 the different body positions that are conducive to rest
- 11 why the individual should be encouraged to express feelings of discomfort and pain
- 12 why it may be necessary to offer support to others who are affected by the individual's pain and discomfort
- 13 why information and requests from individuals for additional pain relief should be passed on immediately and the possible consequences of not doing this
- 14 why it is necessary for some individuals to maintain certain positions even though this may, in the short term, interfere with their rest
- 15 how to assist individuals to maintain a comfortable position and what this may be for individuals with different needs
- 16 the range of different methods of minimising individual discomfort and pain.

Unit HSC216

Help address the physical comfort needs of individuals
(Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC216

Unit title: Help address the physical comfort needs of individuals

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that of **all** your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC216a performance criteria 9

Unit HSC216

Help address the physical comfort needs of individuals (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans, medication records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg Effective methods of achieving physical comfort for individuals.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg an occasion when you have liaised with key people and individuals on pain relief.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC217

Undertake agreed pressure area care (Level 2)

Elements of competence

HSC217a Prepare to carry out pressure area care

HSC217b Carry out pressure area care

About this unit

For this unit you need to be able to undertake pressure area care for individuals, following the individual's care plan and risk assessment, and relevant protocols and **procedures** within your work area.

It is aimed at prevention, that is maintaining healthy skin and preventing breakdown.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Adverse conditions include: incontinence; lack of nutritional intake; unconsciousness; confusion; surgery.

Care plan (usually kept in the care setting) includes: paper document; electronic tool.

Changes include: redness; dryness; bruising; skin breakdown; scratches; swelling; oedema; incontinence; changes to conscious state – regaining consciousness or becoming unconscious.

Comfortable position and situation includes: in bed; on one side – left or right, on their back, sitting upright, on their front, using 30% tilt; in a chair; by their bed; in their room; in day room/sitting room.

Consent can be: informed; verbal.

Equipment and materials include: for maintaining hygiene – personal washing equipment; for moving and handling – hoists, slings, slides; for positioning – pillows, chairs, mattresses, back rests.

Information and documentation: care plans; pressure area risk assessment form.

Members of staff may include: the person in charge; nurse; midwife; community staff; supervisor.

Others include: other carers such as family members.

Unit HSC217

Undertake agreed pressure area care (Level 2)

Pressure relieving aids include: special mattresses for beds; special cushions for chairs; pillows.

Standard precautions and health and safety measures including hand washing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Support includes: physical and emotional involving reassurance; explanations about what is happening; physically holding.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to: your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings); the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standards CHS5.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Additional protective equipment

Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment.

Contaminated

Includes items contaminated with body fluids, chemicals or radionucleotides. Any pack/item opened and not used should be treated as contaminated.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC217

Undertake agreed pressure area care (Level 2)

Individual

The individual who is receiving pressure area care, and in the context of this unit could be adult or child.

Personal protective clothing

Items such as plastic aprons, gloves – both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing.

Pressure sore risk assessment tool

A tool devised through research and evidence based practice by which individuals can be assessed in relation to their risk of developing problems related to pressure, common examples are the Norton Scale and the Waterlow scale.

Standard precautions and health and safety measures

A series of interventions which will minimise or prevent infection and cross infection including hand washing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate.

Unit HSC217

Undertake agreed pressure area care (Level 2)

HSC217a

Prepare to carry out pressure area care

Performance criteria

You need to show that,

- 1 you apply **standard precautions** for infection control and take other appropriate health and safety measures
- 2 work with others in a methodical and organised manner
- 3 you explain to the individual what you are going to do in a manner that they will understand and obtain their consent
- 4 you follow the plan of care accurately, maintaining the privacy and dignity of the individual at all times
- 5 you ensure that you can carry out the procedure without obstruction from clothing or bedding.

Unit HSC217

Undertake agreed pressure area care (Level 2)

HSC217b

Carry out pressure area care

Performance criteria

You need to show that,

- 1 you encourage the individual to be involved in their own pressure area care
- 2 you notice any changes to the individuals skin condition and report them to the appropriate member of staff
- 3 you utilise pressure relieving aids appropriately, according to the care plan and manufacturer's instructions
- 4 you leave the individual in a comfortable position and situation according to the plan of care
- 5 you complete all records and documentation or pass the information onto others if this is not within your role.

Unit HSC217

Undertake agreed pressure area care (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 a working understanding of why you should tell the individuals what you are doing
- 2 a working understanding of what is meant by consent.

Legislation and organisational policy and procedures

- 3 a basic awareness of the current European and National legislation, national guidelines and local policies and protocols which affect your work practice in relation undertaking agreed pressure area care:
 - a health and safety
 - b moving, handling, and positioning individuals
 - c pressure area risk assessment
- 4 a working understanding of your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols.

Theory and practice

- 5 a basic awareness of the importance of working within your own sphere of competence and seeking clinical advice when faced with situations outside your sphere of competence
- 6 a working understanding of the importance of applying standard precautions and the potential consequences of poor practice
- 7 a working understanding of a variety of **pressure sore risk assessment tools**
- 8 a working understanding of the uses of pressure sore risk assessment tools, including those used in your area of work.

Anatomy and physiology

- 9 a working knowledge of the normal anatomy and physiology of the skin
- 10 a working knowledge of the pressure sites of the body
- 11 a working knowledge of the changes in appearance of the skin when skin integrity is at risk.

Unit HSC217

Undertake agreed pressure area care (Level 2)

Care and support

- 12 a working understanding of the factors which:
 - a put individuals at risk of skin break down and pressure sores
 - b can help prevent skin break down and pressure sores
- 13 a working understanding of the importance of moving individuals correctly, and the consequences of poor handling and moving techniques
- 14 a working understanding of why it is important to follow the care plan and risk assessment tool
- 15 a working understanding of the importance of team working in relation to pressure area care.

Materials and equipment

- 16 a working understanding of the pressure relieving aids available within your care setting, and their uses
- 17 a working understanding of where to get further information for in respect of up-to-date information about pressure area care
- 18 a working understanding of where to get up-to-date information about pressure relieving aids
- 19 a working understanding of other individuals who you might involve in pressure area care.

Records and documentation

- 20 a working understanding of why you must report and document the care you have given and any changes, including improvement and deterioration, you have noticed
- 21 a working understanding of the importance of keeping accurate and up to date records
- 22 a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff.

Unit HSC217

Undertake agreed pressure area care (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC217

Unit title: Undertake agreed pressure area care

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **most** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. **Usually** your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Unit HSC217

Undertake agreed pressure area care (Level 2)

Other sources of performance and knowledge evidence:

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg daily reports and logs.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio, for example, care/individual plans, Kardex, individual records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg
 - why it is necessary to seek help if individual or advocate does not give consent to the activity
 - how to check that the individual has complied with prescribed pre-procedural instructions
 - how to dispose of damaged or out of date items in an appropriate and safe manner.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg
 - Certificate in pressure area care.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC218

Support individuals with their personal care needs (Level 2)

Elements of competence

- HSC218a Support individuals to go to the toilet
- HSC218b Enable individuals to maintain their personal hygiene
- HSC218c Support individuals in personal grooming and dressing

About this unit

This unit applies to people who work directly with individuals to support washing, dressing and going to the toilet.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate people could include: your line manager; professionals; specialists.

Communicate using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Problems could be: changes in the individual's health; difficulties in going to the toilet; concerns about bodily waste; changes in the individual's skin condition; changes in motivation for personal hygiene and grooming.

Toilet facilities might include: toilet; commode; bedpan; urinal.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Unit HSC218

Support individuals with their personal care needs (Level 2)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Appropriate people

Those people to whom you need to report according to legal and organisational requirements.

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers the individual and their advocate or interpreter.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Personal clothing and grooming

The individuals own clothing and toiletries.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC218

Support individuals with their personal care needs (Level 2)

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC218

Support individuals with their personal care needs (Level 2)

HSC218a

Support individuals to go to the toilet

Performance criteria

You need to show that,

- 1 you encourage **individuals** to communicate when they need to use toilet facilities
- 2 you support individuals to:
 - a understand which toilet facilities are available to them
 - b select the toilet facilities they prefer
 - c go to, and return from the toilet safely
- 3 you ensure that individuals can call for help and that it will be heard
- 4 you respond to calls for help immediately
- 5 you encourage individuals to find the most appropriate and acceptable method of cleaning themselves
- 6 you encourage individuals to wash their hands after using the toilet
- 7 you ensure the toilet facilities are clean before they are used again
- 8 you move and dispose of body waste discreetly, immediately and in ways that:
 - a minimise the risk of cross infection
 - b are respectful of the individual's personal beliefs and preferences
- 9 you follow organisational requirements and wear appropriate protective clothing when you move and dispose of body waste
- 10 you wash your hands and ensure your own cleanliness and hygiene after moving and disposing of body waste
- 11 you measure and record output and/or bodily waste where this is required by the individuals' care plans
- 12 you report any problems and significant changes to the appropriate people, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC218

Support individuals with their personal care needs (Level 2)

HSC218b

Enable individuals to maintain their personal hygiene

Performance criteria

You need to show that,

- 1 you support individuals to communicate their preferences about their personal hygiene care and to resolve any differences between their wishes, the plan of care and the facilities available
- 2 you work with the individual to identify the degree of support they need with their personal hygiene, encouraging and enabling them to carry out activities for themselves, wherever possible
- 3 you wear appropriate protective clothing and support individuals to understand the reasons for this
- 4 you ensure that the room and water temperatures meet the individual's needs and preferences
- 5 you place toiletries, materials and equipment safely and within the individual's reach
- 6 you provide individuals with equipment to enable them to call for help
- 7 you support individuals in ways which cause as little discomfort as possible
- 8 your own personal hygiene follows good hygiene practice and minimises the risk of cross infection
- 9 you report any problems and significant changes in the individual's personal hygiene to the appropriate people.

Unit HSC218

Support individuals with their personal care needs (Level 2)

HSC218c

Support individuals in personal grooming and dressing

Performance criteria

You need to show that,

- 1 you support individuals to communicate their wishes and preferences about personal grooming and dressing, and identify the amount and type of support they need
- 2 you provide **active support** and encouragement to enable individuals to dress and groom themselves
- 3 you provide active support to enable individuals to dress and groom in ways which:
 - a maximise their independence
 - b maintain their privacy
 - c are consistent with their personal beliefs and preferences
 - d meet safety requirements
- 4 you encourage and support individuals to:
 - a use dressing and other equipment and materials that best meet their needs and are safe to use
 - b keep their **personal clothing and grooming** items clean, safe and secure
- 5 you support individuals to understand and overcome their concerns about the use of sensory equipment and/or prostheses, orthoses and creams, seeking additional support, where necessary
- 6 you ensure materials, equipment and facilities are left clean, tidy and ready for future use
- 7 you wash your hands and ensure your own cleanliness and hygiene after supporting individuals with their personal grooming and dressing
- 8 you report any problems and significant changes in the individual's personal grooming and dressing to the appropriate people.

Unit HSC218

Support individuals with their personal care needs (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals with their personal care
- 2 how your own values in relation to health and hygiene might differ from those of individuals and how to deal with this
- 3 conflicts which might arise between individual choice, good hygiene practices and the individual's plan for their care and how to deal with these
- 4 the effect which personal beliefs and preferences may have on cleansing and toileting for an individual
- 5 methods of providing the individual with toilet facilities which are consistent with their personal beliefs and preferences
- 6 how to provide active support and promote the individual's rights, choices and well-being when supporting them with their personal care.

Legislation and organisational policy and procedures

- 7 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals with their personal care needs
- 8 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with supporting individuals with their personal care needs
 - d the management of risk from infection
 - e working intimately with individuals
 - f supporting individuals with their personal care needs.

Unit HSC218

Support individuals with their personal care needs (Level 2)

Theories and practice

- 9 key changes in the conditions and circumstances of individuals with whom you work
- 10 methods of preventing infection and why infection control is important
- 11 reasons for:
 - a maintaining personal hygiene of the individual
 - b toiletries and other personal materials not being shared
 - c wearing protective clothing and why the use of this and other precautions should be fully explained to the individual
- 12 factors which affect:
 - a the individual's ability to go to the toilet
 - b the individual's personal beliefs and preferences on cleansing and toileting
 - c the degree of assistance required
 - d the individual's ability to maintain their personal cleanliness
- 13 why individuals should be encouraged (but not pressurised) to carry out activities themselves, wherever possible
- 14 why individuals need to be able to call for and get help immediately
- 15 why individuals should be offered the opportunity to:
 - a select toilet facilities
 - b dispose of her/his own body waste
- 16 actions to take if there are any problems or you have any concerns about the individual
- 17 why it is important to maintain you own cleanliness and hygiene prior to, during and following any activities involved in the personal care of individuals
- 18 when and why measuring and recording output and/or bodily waste is likely to be included in an individual's care plans.

Unit HSC218

Support individuals with their personal care needs (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC218

Unit title: Support individuals with their personal care needs

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **most** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

This unit is an excluded combination, therefore candidates who are being assessed for this unit must not undertake unit HSC219.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. **Usually** your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC218a	performance criteria 12
HSC218b	performance criteria 9
HSC218c	performance criteria 5, 8

Unit HSC218

Support individuals with their personal care needs (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg daily records or logs, input and output charts.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio eg care/individual plans.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg questions about dressing aids, reporting of changes to individual's condition.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg induction and foundation training, health and safety training, risk assessment.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC219

Support individuals to manage continence (Level 2)

Elements of competence

HSC219a Support individuals to maintain continence

HSC219b Support individuals to use equipment to manage continence

About this unit

For this unit you need to support individuals to maintain continence and to use equipment to enable them to manage continence.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using the individual's preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports; other non verbal forms of communication; human and technological aids to communication.

Continence equipment/management techniques: pads; toilet facilities; commodes; bedpan; urinal; pelvic exercises.

Take appropriate action when continence equipment/management techniques being used appear to be inappropriate or unsuitable. This could include: reporting this to your line manager; referring individuals to an appropriate person for a re-assessment of their needs.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC219

Support individuals to manage continence (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers the individual and their advocate or interpreter.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC219

Support individuals to manage continence (Level 2)

HSC219a

Support individuals to maintain continence

Performance criteria

You need to show that,

- 1 you encourage **individuals** to communicate any concerns about their continence needs and functioning and, where possible, highlight any changes
- 2 you encourage individuals to make regular use of the toilet facilities to help them achieve a pattern of elimination in accordance with the plan of care
- 3 you monitor and report on the individual's pattern of body waste and any changes that may have occurred
- 4 you encourage and assist individuals to select and consume food and drink and take prescribed medication to facilitate bowel and bladder action
- 5 you provide **active support** for individuals that promotes self respect, maximises privacy and is consistent with the plan of care.

Unit HSC219

Support individuals to manage continence (Level 2)

HSC219b

Support individuals to use equipment to manage continence

Performance criteria

You need to show that,

- 1 you encourage individuals to use recommended continence equipment, management techniques and clothing
- 2 you support individuals to manage continence using continence equipment and management techniques correctly
- 3 you provide continence equipment at a time and place convenient to the individual's needs and circumstances
- 4 you take appropriate action when the continence equipment and management techniques being used appear to be inappropriate or unsuitable
- 5 you give individuals the opportunity to dispose of their own used equipment or soiled linen
- 6 you ensure that equipment and soiled linen is disposed of safely, hygienically and in ways which minimise the risk of cross infection
- 7 you ensure the environment is clean, fresh and ready for future use
- 8 you wash your hands and ensure your own cleanliness and hygiene after supporting individuals to use continence equipment and management techniques
- 9 you encourage and support individuals to promote their personal hygiene whilst managing their continence.

Unit HSC219

Support individuals to manage continence (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to manage continence
- 2 the effect which personal beliefs and preferences may have on washing and managing continence
- 3 how your own values in relation to hygiene and continence might differ from those of individuals and how to deal with this
- 4 conflicts which might arise between individual choice, good hygiene practices and the individual's plan for their care and how to deal with these situations
- 5 how to provide active support and promote the individual's rights, choices and well-being when supporting them to manage continence.

Legislation and organisational policy and procedures

- 6 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals to manage continence
- 7 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with supporting individuals to manage continence
 - d the management of risk from infection
 - e working intimately with individuals
 - f supporting individuals to manage continence.

Unit HSC219

Support individuals to manage continence (Level 2)

Theory and practice

- 8 key changes in the condition and circumstances of individuals which may occur when supporting individuals to manage continence
- 9 the factors that may contribute to difficulties with continence
- 10 the effects of diet and mobility on continence
- 11 the range of options available for the promotion of continence (continence equipment, exercises, life style, environmental factors)
- 12 why you must exercise sensitivity to the individual's perception of the situation
- 13 why the individual should be provided with a means of calling for help when using toilet facilities or continence aids
- 14 the factors that will affect the level of assistance required (eg age, medical condition, personal beliefs and preferences etc)
- 15 actions to take if there are any problems or you have any concerns about the individual
- 16 the role of others such as continence specialists and how to access specialist advice and support
- 17 why it is important to maintain your own cleanliness and hygiene prior to, during and following any activities involved in managing continence of individuals.

Unit HSC219

Support individuals to manage continence (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC219

Unit title: Support individuals to manage continence

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **most** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

This unit is an excluded combination, therefore candidates who are being assessed for this unit must not undertake unit HSC218.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. **Usually** your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Unit HSC219

Support individuals to manage continence (Level 2)

Other sources of performance and knowledge evidence:

Your assessor will identify other sources of performance and knowledge evidence where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg daily records and logs.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio. eg care/individual plans, Kardex, medical records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg how you have involved individual in their own continence needs.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg health and safety continence promotion training.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC220

Maintain the feet of individuals who have been assessed as requiring help with general foot care (Level 2)

Elements of competence

HSC220a Contribute to the care and maintenance of individuals' feet

HSC220b Apply dressing and medicaments to individual's feet

About this unit

For this unit you need to be able to contribute to the care and maintenance of the feet of individuals assessed by a Podiatrist as unable to maintain their own footcare. You need to undertake those foot care activities which individuals would normally be able to do for themselves such as nail cutting, both normal and pathological and apply dressings and medicaments. The worker will follow a prescribed care plan and will ensure that a record of the care given is made.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Dressings can include: sterile dressings; tube-gauze; tube foam; fleecy web; insoles, preps; silicones; hypoallergenic tape.

Equipment can include: nippers; rasps; black files; scissors; forceps; tube; gauze applicators; drills; probes.

Medicaments and dressings can be: sterile and non-sterile.

Nail type including: normal; pathological.

Safety including: working to maintain the integrity of the foot; avoiding compressing by nail cutting.

Standard precautions including handwashing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Waste can be: hazardous; non-hazardous.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job, your work activities, the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Unit HSC220

Maintain the feet of individuals who have been assessed as requiring help with general foot care (Level 2)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standard AHP15.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Additional protective equipment

Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment.

Application of dressings and medicaments

This refers to cases where the Podiatrist has prescribed these as part of the treatment plan, or they are used as a first aid measure.

Contaminated

Includes: items 'contaminated' with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated.

Individuals who have been assessed as requiring help with general foot care

Those who have been assessed by a Podiatrist as being unable to maintain their own feet. The podiatrist will have prescribed a care plan for you to follow, covering those foot-care activities which an individual would otherwise do for her/him self. The care plan will have a review date, but if there are problems with the individual, the Podiatrist may be called upon before that date.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC220

Maintain the feet of individuals who have been assessed as requiring help with general foot care (Level 2)

Personal protective clothing

Includes items such as plastic aprons, gloves – both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing.

Standard precautions and health and safety measures

A series of interventions which will minimise or prevent infection and cross infection; including handwashing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate.

Unit HSC220

Maintain the feet of individuals who have been assessed as requiring help with general foot care (Level 2)

HSC220a

Contribute to the care and maintenance of individuals' feet

Performance criteria

You need to show that,

- 1 you apply **standard precautions** for infection control and other necessary **health and safety measures** which are appropriate to the care given, the environment and the individual
- 2 you encourage the individual to ask questions on how to improve their foot care and health and to provide full information on the general condition of their feet and any factors which have influenced their condition
- 3 you prepare the individual's feet in a manner consistent with the care to be provided and any signs of deterioration, infection or abnormality are identified
- 4 you use equipment appropriate for the individual, their condition, the treatment plan and the care being given
- 5 you handle and operate instruments and equipment in a manner which reduces the likelihood of risk, discomfort and injury to individual and worker, and in accordance with health and safety guidelines
- 6 you maintain nails in a manner which is consistent with individual's plan of care, condition and safety
- 7 you advise the individual on how to maintain their feet and what to do should they develop pain or discomfort
- 8 you dispose of waste in the appropriate manner and place in accordance with health and safety guidelines.

Unit HSC220

Maintain the feet of individuals who have been assessed as requiring help with general foot care (Level 2)

HSC220b

Apply dressing and medicaments to individual's feet

Performance criteria

You need to show that,

- 1 you inform the individual of the activities to be undertaken in a manner sensitive to their needs and at the appropriate level and pace
- 2 you **apply medicaments and dressings** according to the prescription of care appropriate to the individual's condition from those available to you
- 3 you report adverse reaction and unexpected changes in the individual's condition to the professional without delay
- 4 you dispose of waste materials in an appropriate manner and place in accordance with health and safety guidelines
- 5 you make an accurate, complete and legible record of the care given.

Unit HSC220

Maintain the feet of individuals who have been assessed as requiring help with general foot care (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures

- 1 a factual awareness of the current European and national legislation, National guidelines and local policies and protocols which affect your work practice in relation to maintaining the feet of individuals
- 2 a working understanding of your responsibilities under the current European, and National legislation, national guidelines and local policies and protocols within the care environment
- 3 a working understanding of the importance of taking particular safety precautions
- 4 a working understanding of legislation and procedures for dealing with contamination by body fluids
- 5 a working knowledge of the importance of following universal standard precautions relevant to your role and any relevant protective clothing which may be worn for the individual's and your protection
- 6 a working understanding of the importance of maintaining foot health
- 7 a working understanding of the importance of noting and acting upon changes on foot conditions
- 8 a working understanding of the importance of passing questions and situations beyond your scope practice on to the podiatrist
- 9 a working understanding of the policies and guidance which clarify your scope of practice and the relationship between yourself and the practitioner in terms of delegation and supervision
- 10 a working understanding of the importance of monitoring the individual's condition throughout the treatment.

Theory and practice

Care and support of the individual

- 11 a working understanding of the importance of informing individuals about the nature of the procedure and dressings used in their treatment
- 12 a working understanding of possible adverse reactions to medicaments and dressings and the treatment of such
- 13 a working understanding of changes in foot condition caused by dressings that require referring on to the podiatrist

Unit HSC220

Maintain the feet of individuals who have been assessed as requiring help with general foot care (Level 2)

- 14 a working understanding of changes in foot conditions that indicate treatment is no longer required
- 15 a working understanding of the importance of monitoring and reporting both social and health concerns, eg unsanitary living conditions
- 16 a working understanding of the purpose of the treatment plan and how to follow it
- 17 a working understanding of the structure of healthy skin and nail in order to recognise which is normal and abnormal
- 18 a working understanding of signs of infection
- 19 a factual awareness of common medical and surgical conditions and how drug therapy can affect feet and foot care requirements **(such as diabetes, arthritis, peripheral vascular disease, eczema, hallux abductovalgus operations).**

Materials and equipment

- 20 a working understanding of the equipment and materials used to maintain the feet of individuals
- 21 a working understanding of different types of dressings and medicaments.

Procedures and techniques

- 22 a working understanding of how to recognise the signs and symptoms of foot and nail abnormalities and the consequences of inaction in reporting these
- 23 a working understanding of methods of maintaining and improving foot health
- 24 a working understanding of the use of autoclaves and alternative methods of instrument sterilization
- 25 a working understanding of methods of foot health promotion **(such as the use of leaflets, demonstrations, posters)**
- 26 a working understanding of what is meant by hazardous and non-hazardous waste and the appropriate methods of disposal for both
- 27 a working understanding of aseptic techniques and clean procedures for use with sterile dressings.

Records and documentations

- 28 a working understanding of the information that should be recorded and the importance of doing this as contemporaneously as possible
- 29 a working understanding of the legalities of record keeping.

Unit HSC220

Maintain the feet of individuals who have been assessed as requiring help with general foot care (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC220

Unit title: Maintaining the feet of individuals who have been assessed as requiring help with general foot care

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **most** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. **Usually** your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC220b performance criteria 3

Unit HSC220

Maintain the feet of individuals who have been assessed as requiring help with general foot care (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg daily records and logs.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans, podiatrists plans and records.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg how to recognise signs of deterioration, infection or abnormality and any adverse reaction to treatment.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg specialist training by a podiatrist.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC221

Assist in the administration of medication (Level 2)

Elements of competence

HSC221a Prepare for the administration of medication to individuals

HSC221b Assist in and record the administration of medications

About this unit

For this unit you need to assist in the administration of medication either to an individual, or as part of a larger process where a 'drug round' may be undertaken. You will always work with other staff within this context whose role is to lead the process and need to work within your own role and area of responsibility.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate manner covers: slowly, from a spoon or medication pot for oral medication, without handling the drug yourself.

Equipment may include: drugs trolley; medication pots; spoons; syringes; water jugs; drinking glasses; prescription charts; disposal bags; medication bottles and packets.

Methods may include: verbally, by using other appropriate communication eg Makaton, by using identity bracelets.

Person leading the administration may include: a more senior member of staff such as a registered nurse in all contexts, registered midwife, social worker.

Relevant staff may include: person in charge; nurse; midwife; social worker; midwife; doctor; pharmacist.

Standard precautions and health and safety measures including handwashing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Unit HSC221

Assist in the administration of medication (Level 2)

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); the individuals, key people¹ and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement², the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standard CHS2.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Additional protective equipment

Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment.

Contaminated

Includes: items 'contaminated' with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated.

Individuals

The person for whom the medication has been ordered/prescribed. This could be adults and/or children depending upon the care setting in which you work.

1 If you are working with children and young people the term 'individuals' covers children and young people and key people' covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

2 The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC221

Assist in the administration of medication (Level 2)

Medication administration record and/or drug protocols

Denotes the term used for the documentation on which the medication has been ordered/prescribed – this will vary across care settings and environments, such as hospital and community settings, including medications prescribed by GPs and dispensed by community pharmacists where the instructions will be found on the medication packaging.

Personal protective clothing

Includes items such as plastic aprons, gloves – both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing.

Standard precautions and health and safety measures

A series of interventions which will minimise or prevent infection and cross infection; including handwashing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate.

Unit HSC221

Assist in the administration of medication (Level 2)

HSC221a

Prepare for the administration of medication to individuals

Performance criteria

You need to show that,

- 1 you check that all medication administration records or protocols are available, up to date and legible with the member of staff leading the process
- 2 you report any discrepancies or omissions you might find to the person in control of the administration and to relevant staff as appropriate
- 3 you check the stock level of medications and assist in the re-ordering if necessary and applicable
- 4 you read the **medication administration record** with the person leading the administration, checking and confirming the medication required, the dose and the route of administration against the record/protocol, and confirming the expiry date of the medication
- 5 you refer confusing or incomplete instructions back to the relevant member of staff or the pharmacist
- 6 you 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, using a variety of methods, before the medication is administered.

Unit HSC221

Assist in the administration of medication (Level 2)

HSC221b

Assist in and record the administration of medications

Performance criteria

You need to show that,

- 1 you apply **standard precautions** for infection control any other relevant **health and safety measures**
- 2 you contribute to administering the medication to the individual in the appropriate manner, using the correct technique and at the prescribed time according to the care plan
- 3 you assist the individual to be as self-managing as possible and refer any problems or queries to the relevant staff or pharmacist
- 4 you seek help and advice from a relevant member of staff if the individual will not or cannot take the medication
- 5 you check and confirm that the individual actually takes the medication and does not pass medication to others
- 6 you contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely
- 7 you return **medication administration records** to the agreed place for storage and maintain the confidentiality of information relating to the individual at all times
- 8 you ensure the security of medications throughout the process and ensure all medication is stored in the correct safe place when administration is complete.

Unit HSC221

Assist in the administration of medication (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures

- 1 a factual awareness of the current European and National legislation, national guidelines and local policies and protocols which affect your work practice in relation to assisting in the administration of medication
- 2 a working understanding of your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols.

Theory and practice

- 3 a factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- 4 a working understanding of the importance of applying standard precautions and the potential consequences of poor practice
- 5 a working understanding of why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice
- 6 a working understanding of who is responsible within your work setting for checking and confirming that the details and instructions on the medication label are correct for the client and with the medication administration record sheet/protocol
- 7 a working understanding of the actions you should take if you disagree with the person leading the administration of medication
- 8 a working understanding of the instructions for the use of medication on patient information leaflets and manufacturers' instructions.

Procedures and techniques

- 9 a working understanding of the different routes for the administration of medication
- 10 a working understanding of the information which needs to be on the label of a medication and its significance.

Unit HSC221

Assist in the administration of medication (Level 2)

Care and support

- 11 a working understanding of the various aids, which can be used to help **individuals** take their medication
- 12 a working understanding of the importance of communication and different ways in which you can communicate
- 13 a working understanding of the importance of identifying the individual for whom the medications are prescribed
- 14 a working understanding of why it is vital that you confirm the medication against the prescription/protocol with the person leading the administration before administering it.

Reporting, recording and documentation

- 15 a working understanding of the importance of correctly recording your activities, as required
- 16 a working understanding of the importance of keeping accurate and up to date records
- 17 a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff.

Unit HSC221

Assist in the administration of medication (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC221

Unit title: Assist in the administration of medication

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **most** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. **Usually** your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC221a performance criteria 5

Unit HSC221

Assist in the administration of medication (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg daily record and logs.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg why it is necessary to seek help if individual or advocate does not give consent to treatment, how to check that the individual has complied with prescribed pre-procedural instructions.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC222

Support individuals prior to, during and after clinical procedures (Level 2)

Elements of competence

HSC222a Prepare individuals for clinical activities

HSC222b Support individuals during and following clinical activities

About this unit

For this unit you need to be able to prepare individuals for clinical activities in accordance with the requirements of the activity to be performed, the practitioner and the assessed needs of the individual. You also need to support individuals during and after some form of clinical activity, other than within an operating department.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate action may involve: notifying the practitioner; seeking help; stopping the preparation; stopping the activity; commencing first aid in line with relevant local policies and procedures; using the emergency alarm system.

Individual can be: adults; children and young people; older people; people with communication differences.

Information in relation to: the frequency; type and duration of follow-up procedures/post procedural recovery; other advice relevant to the clinical activity and/or the individual.

Prepare includes: clinical preparation (eg of specific sites on the body); physical preparation (eg position, bladder evacuation except where contra-indicated); emotional preparation (eg informing, advising, supporting).

Standard precautions and health and safety measures including: hand washing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Support includes: physical (eg holding); emotional (eg reassurance, (explanations about what is happening)).

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Unit HSC222

Support individuals prior to, during and after clinical procedures (Level 2)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹ the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standards GEN4 and GEN5.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Additional protective equipment

Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment.

Advocate

Carer, appropriate staff member, representative from an external agency.

Appropriate member of staff

This is dependant upon the setting in which the preparation for the clinical activity takes place, but may include: Registered nurse, social worker, GP, home manager, health visitor, midwife, qualified therapist.

Contaminated

Includes items contaminated with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated.

Informed consent

Informed consent given by individual to being touched and having their programme/treatment carried out by the candidate. Consent may be given in writing or verbally.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC222

Support individuals prior to, during and after clinical procedures (Level 2)

Information and documentation

Any records and information relevant to the individual's preparation for the clinical activity including written notes, charts and graphs.

Personal protective clothing

Clothing that offers protection for the worker and the individual. It includes items such as plastic aprons, gloves – both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing.

Problems

May include: an unexpected change in the individual's condition, conditions or behaviour indicating an adverse reaction or contra-indication in relation to the clinical activity to be undertaken, identification of a hazard within the immediate or general environment, where the individual is unwilling or unable to comply with post procedural requirements relating to their health and well-being.

Standard precautions and health and safety measures

A series of interventions which will minimise or prevent infection and cross infection including handwashing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate.

Unit HSC222

Support individuals prior to, during and after clinical procedures (Level 2)

HSC222a

Prepare individuals for clinical activities

Performance criteria

You need to show that,

- 1 you refer to and respond appropriately to all relevant **information and documentation** prior to starting the preparation
- 2 you confirm the individual's identity is consistent with the records
- 3 you ensure that any information relevant to the treatment obtained from the individual is complete, accurate and legibly recorded
- 4 you identify the nature of support that the individual needs and respect their privacy, dignity, wishes and beliefs when working with them
- 5 you check that the individual has given the necessary **informed consent** to the activity before any action is taken and understands the activity about to take place
- 6 you inform the individual that training is taking place, where this is relevant, and obtain the necessary informed consent to proceed or offer an appropriate option
- 7 you seek help and advice from an **appropriate member of staff** without delay if the individual or **advocate** does not give informed consent to the activity
- 8 you answer correctly any questions which are within your area of responsibility, at a level and pace appropriate to the individual and any companions, and refer any questions that you cannot answer to the appropriate person
- 9 you apply **standard precautions** for infection control and other necessary **health and safety measures** during the preparation of individuals
- 10 you inform the individual why it is necessary for you to wear any particular forms of dress and protection
- 11 you prepare the individual correctly according to the requirements of the activity to be carried out
- 12 you check that the individual has complied with any prescribed pre-procedural instructions and accurately report the outcome to the practitioner leading the activity
- 13 you help individuals who need assistance to prepare for the activity in a manner which retains their dignity and is in accordance with their personal beliefs and preferences
- 14 you store personal articles which need to be removed by individuals for the activity safely and securely in the appropriate place
- 15 you take prompt appropriate action in response to any **problems** which occur during the preparation of the individual in accordance with local policies and procedures
- 16 you record and report all relevant information fully and accurately and in the appropriate manner and place.

Unit HSC222

Support individuals prior to, during and after clinical procedures (Level 2)

HSC222b

Support individuals during and following clinical activities

Performance criteria

You need to show that,

- 1 you identify the nature of support that the individual needs and respect their privacy, dignity, wishes and beliefs when working with them
- 2 you assist the individual to reach and maintain the required position for the procedure and to be as comfortable as possible given the constraints of the procedure
- 3 you support and monitor the individual during and following the clinical activity and encourage them to promote their own comfort and well-being
- 4 you ensure individuals who are to undertake parts of the activity themselves are given appropriate assistance in a manner which encourages them to be as self-managing as possible
- 5 you apply standard precautions for infection control and other necessary health and safety measures during and following the clinical activity
- 6 you offer the individual the opportunity to freshen up and dress, and provide the appropriate support to enable them to do so
- 7 you ensure the individual is provided with the appropriate facilities and support for the period of recovery from the clinical activity
- 8 you offer the individual clear, concise and accurate information where this is within your scope of practice
- 9 you answer correctly any questions which are within your area of responsibility, at a level and pace appropriate to the individual, and refer any questions that you cannot answer to the appropriate person
- 10 you make the appropriate arrangements for transport and escorts when these services are required by the individual
- 11 you keep accurate, complete and legible records of your actions and the individual's condition in accordance with local policies and procedures
- 12 you take prompt appropriate action in response to any problems which occur during or following the clinical activity in accordance with local policies and procedures.

Unit HSC222

Support individuals prior to, during and after clinical procedures (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 a working understanding of what consent is and why it must be obtained and confirmed prior to actions being taken
- 2 a basic awareness of why your personal beliefs may cause you difficulties with certain activities and how you manage this conflict in practice
- 3 a working understanding of the different types of needs, concerns, beliefs and preferences the individual may have and how these may affect the preparation for clinical activities and the individual's attitude in relation to clinical care and settings and the type of support you offer in relation to clinical activities
- 4 a working understanding of the ways in which the individual's right and choices may have to be restricted because of the nature of the preparations required for certain clinical activities
- 5 a working understanding of the importance of considering the individual's level of understanding in answering questions about the clinical activity.

Legislation and organisational policy and procedures

- 6 a factual awareness of the current European and National legislation, national guidelines and local policies which affect your work practice in relation to:
 - a preparing individuals for clinical activities
 - b supporting individuals during and following clinical activities
- 7 a working understanding of your responsibilities under the current European and national legislation, national guidelines and local policies and protocols on your actions within the care environment
- 8 a working understanding of local protocols for discharging an individual from an episode of care.

Theory and practice

- 9 a working understanding of why it is important to get positive confirmation of the individual's identity before starting the preparation and effective methods of obtaining positive identification
- 10 a working understanding of the importance of following standard precautions relevant to the clinical activity to be undertaken and the protective clothing which may be worn for the individual's and your protection

Unit HSC222

Support individuals prior to, during and after clinical procedures (Level 2)

- 11 a working understanding of the potential consequences of poor practice in relation to the application of standard precautions
- 12 a working understanding of what is and is not a sterile field and how the correct level of cleanliness may be maintained for the clinical activity, the individual and the setting
- 13 a working understanding of specific protection/precautionary measures appropriate to the procedure being carried out and how they should be applied
- 14 a working understanding of your role and the importance of working within your own sphere of competence
- 15 a working understanding of the roles and responsibilities of other team members
- 16 a factual awareness of why questions that are beyond your role or knowledge need to be passed onto the appropriate member of the care team
- 17 a working understanding of the importance of checking all relevant information and documentation before commencing the preparation of the individual, and the types of information contained within relevant documents eg plan of care.

Specific healthcare knowledge

- 18 a factual awareness of the anatomy and physiology of the areas of the body affected by the clinical activity being undertaken.

Materials and equipment

- 19 a working understanding of the essential resources used in relation to:
 - a preparing the individual for the clinical activity
 - b supporting the individual during and following the clinical activity
- 20 a working understanding of safe handling techniques for any equipment and materials used to:
 - a prepare the individual for the clinical activity
 - b support the individual during and following the clinical activity
- 21 a working understanding of the importance of preparing resources before you start the activity.

Care and support

- 22 a working understanding of the types of support and assistance individuals may require:
 - a in preparation for the clinical activity to be undertaken
 - b during and following the clinical activity
- 23 a working understanding of the concerns and worries which individuals or client groups may have in relation to some clinical activities and appropriate ways of responding to these concerns (eg Concerns about potential diagnosis)
- 24 a working understanding of why it is important to adjust and/or remove clothing in preparation for certain clinical activities
- 25 a working understanding of the importance of offering verbal and non-verbal support and reassurance to the individual and the methods of doing so
- 26 a working understanding of the importance of keeping the individual informed about what you are doing, the nature of the activity which is being prepared for and the clinical activity itself

Unit HSC222

Support individuals prior to, during and after clinical procedures (Level 2)

- 27 a working understanding of the different methods of communication you may have to use in relation to individuals with communication difficulties or differences
- 28 a working understanding of the importance of checking that the individual has complied with any prescribed pre-treatment instructions and possible implications if instructions are not followed
- 29 the types of anxiety, pain, or discomfort which individuals may experience following different procedures and reasons for this
- 30 a working understanding of the importance of monitoring the individual's well-being during and following the clinical activity
- 31 a working understanding of the importance of and reasons for post procedural instructions and the implications of the individual not understanding these or these not being delivered
- 32 a working understanding of the impact on the individual's physiological system of the condition requiring the clinical treatment
- 33 a working understanding of the clinical signs which require the attention of other team members
- 34 a working understanding of signs and symptoms of adverse reactions or contra-indications to the clinical activity being performed.

Procedures and techniques

- 35 a working understanding of the correct procedure for preparing the individual for the clinical activity to be undertaken
- 36 a working understanding of correct positioning of the individual for the prior to and for clinical activity being undertaken and the importance of ensuring this is achieved and maintained
- 37 a working understanding of the degree of assistance individuals may need to reach and maintain required positions and the ways in which this may be done (eg positioning aids)
- 38 a working understanding of the problems which may occur during preparation and the appropriate action to take in response including the contra-indications relating to the clinical activity
- 39 a working understanding of the problems which may occur during and following the clinical activity and the appropriate action to take in response, including the methods of identifying and responding to common types of adverse reactions to the clinical activity
- 40 a working understanding of safe moving and handling techniques as appropriate to the clinical activity
- 41 a working understanding of the circumstances (procedures and particular individual needs) in which a period of post-procedural recovery is necessary and the factors which should be monitored during this period
- 42 a factual awareness of the circumstances in which there is a clinical need for refreshment and why this is important
- 43 a working understanding of how to arrange transport and escort services for the individual.

Unit HSC222

Support individuals prior to, during and after clinical procedures (Level 2)

Records and documentation

- 44 a working understanding of the importance of recording information clearly, accurately and in a systematic manner
- 45 a factual awareness of the types of information which must be recorded in relation to preparation for and supporting individuals within the clinical activity being undertaken
- 46 a factual awareness of the importance of recording information as soon after the event as possible
- 47 a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff.

Unit HSC222

Support individuals prior to, during and after clinical procedures (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC222

Unit title: Support individuals prior to, during and after clinical procedures

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **most** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. **Usually** your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC222a performance criteria 6, 7

HSC222b performance criteria 10

Unit HSC222

Support individuals prior to, during and after clinical procedures (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg daily records and logs.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans or medical records.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg why it is necessary to seek help if individual or advocate does not give consent to the activity, how to check that the individual has complied with prescribed pre-procedural instructions.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg health and safety, infection control.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC223

Contribute to moving and handling individuals (Level 2)

Elements of competence

- HSC223a Prepare individuals, environments and equipment for moving and handling
- HSC223b Enable individuals to move from one position to another

About this unit

For this unit you will need to be able to move, handle and re-position individuals. You have a responsibility when you move and handle individuals that you do so safely and correctly to ensure your own safety and that of others.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Moving and handling equipment can include: hoists; slides; slide sheets; slings; pillows.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC223

Contribute to moving and handling individuals (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Hazards

Hazards are items with the potential to cause harm.

Individuals

The actual people requiring health and care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers the individual and their advocate or interpreter.

Moving and handling

This refers to techniques which enable the worker to assist individuals to move from one position to another. Moving and handling must be consistent with current legislation.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Risk

A risk is the likelihood of the hazards potential being realised, it can be to individuals in the form of infection, danger, harm and abuse and/or to the environment in the form of danger of damage and destruction.

Unit HSC223

Contribute to moving and handling individuals (Level 2)

HSC223a

Prepare individuals, environments and equipment for moving and handling

Performance criteria

You need to show that,

- 1 you wash your hands and ensure you are wearing clothing and footwear that is safe for the **moving and handling of individuals**
- 2 prior to moving and handling individuals you check the care plan and the moving and handling **risk** assessments
- 3 you assess any immediate risks to individuals
- 4 where you think there is a risk that you cannot deal with, you seek advice from the appropriate people before moving or handling individuals
- 5 you support individuals to communicate the level of support they require
- 6 where the individuals preferences conflict with safe practice, you access support from the appropriate people
- 7 before you move and handle individuals, you ensure that they understand why they are being moved and handled in particular ways and how they can usefully co-operate in the procedure
- 8 you remove potential **hazards** and prepare the immediate environment for the proposed move in agreement with all concerned
- 9 you select agreed moving and handling equipment, and before use you ensure it is safe and clean
- 10 you seek appropriate assistance to enable you to move and handle the individual safely.

Unit HSC223

Contribute to moving and handling individuals (Level 2)

HSC223b

Enable individuals to move from one position to another

Performance criteria

You need to show that,

- 1 you provide **active support** and encouragement for individuals to contribute to the moving process
- 2 you carry out moves and changes of position taking account of the individuals needs, preferences and their advice on the most appropriate methods and equipment
- 3 you use moving and handling methods appropriate to the individual's condition, your personal handling limits and the equipment available
- 4 you move and change individuals' positions in ways which minimise pain, discomfort and friction and maximise the individual's independence, self respect and dignity
- 5 where you are moving and changing the individuals' positions with someone else's help, you co-ordinate your own actions with theirs
- 6 following changes of position, you return furniture and fittings to their correct location
- 7 you return moving and handling equipment to its designated location ensuring it is clean, safe and ready for future use
- 8 you wash your hands and ensure your own cleanliness and hygiene after moving and positioning individuals
- 9 you observe, record and immediately report any significant changes in the individual's condition when you are moving them
- 10 you record details of methods of moving and handling which the individual finds acceptable according to legal and organisational requirements.

Unit HSC223

Contribute to moving and handling individuals (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when moving and handling individuals
- 2 the effect which personal beliefs and preferences may have the individual's preferences for moving and handling
- 3 why the individual's preferences on how they are moved and handled should be taken into account
- 4 conflicts which might arise between individual choice, good health, safety and hygiene practices, risk assessments and management and the individual's plan of care and how to deal with these
- 5 how to provide active support and promote the individual's rights, choices and well-being when moving and handling individuals.

Legislation and organisational policy and procedures

- 6 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when moving and handling individuals
- 7 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with moving and handling individuals
 - d the management of risk from infection
 - e working intimately with individuals
 - f moving and handling individuals
- 8 how to access up-to-date copies of organisational risk assessments for moving and handling specific individuals.

Unit HSC223

Contribute to moving and handling individuals (Level 2)

Theory and practice

- 9 key changes in the conditions and circumstances of individuals that you are moving and handling and actions to take in these circumstances
- 10 different types of equipment/machinery which are available for moving and handling
- 11 factors that need to be taken account of when using moving and handling equipment/machinery
- 12 why it is important to prepare the environment for moving and handling prior to attempting to move and handle individuals
- 13 why it is important to use safe moving techniques, adhere to risk assessments and other information about moving and handling specific individuals and the possible consequences for the individual, yourself and others if you do not
- 14 potential risks to individuals, those assisting in the moving and handling; others within the environment and the environment itself if moving and handling is not carried out correctly (including procedures prior to, during and after you move and handle individuals)
- 15 sources of further help for moving and handling of individuals in different health and care settings
- 16 why individuals are moved to different positions
- 17 how to co-ordinate action when moving and handling as part of a team
- 18 why individuals should not be dragged and the relationship of this to the prevention of pressure sores
- 19 why the environment should be restored after the change of position
- 20 why it is important to maintain your own cleanliness and hygiene prior to, during and following moving and handling individuals.

Unit HSC223

Contribute to moving and handling individuals (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC223

Unit title: Contribute to moving and handling individuals

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **most** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. **Usually** your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Unit HSC223

Contribute to moving and handling individuals (Level 2)

Other sources of performance and knowledge evidence:

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg daily records and logs.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans, risk assessments.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg procedures and practices for accessing training, evaluating own values, skills and knowledge eg when to seek the help of appropriate others when individuals' preferences conflict with safe practice.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg moving and handling health and safety, risk assessment.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC224

Observe, monitor and record the condition of individuals (Level 2)

Elements of competence

- HSC224a Observe and monitor individuals' conditions
- HSC224b Record and report changes to the appropriate people
- HSC224c Carry out instructions to meet individuals' changing conditions

About this unit

For this unit you need to follow instructions about observing, monitoring, reviewing and reporting on individuals' conditions.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Observation procedures include: written instructions; oral instructions.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC224

Observe, monitor and record the condition of individuals (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Observation procedures

Observation procedures that can and should be an integral part of an individual's plan of care. They cover the timing and type of observations that need to be carried out for individuals.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Plan of care

The plan of care will include all aspects of the individual's care needs which need to be adhered to within any setting in which the individual is placed. It addresses the holistic needs of the individual.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC224

Observe, monitor and record the condition of individuals (Level 2)

HSC224a

Observe and monitor individuals' conditions

Performance criteria

You need to show that,

- 1 you examine relevant organisational records about **individuals'** conditions to ensure that you understand how this may affect their behaviour and their physical and emotional state
- 2 you check with appropriate people, records and documents any observations that you are required to make on individuals
- 3 you follow monitoring and **observation procedures** as required by the organisation and within the **plan of care** for the individual you are observing
- 4 you ensure that you observe and monitor individuals in a way that avoids causing them concern
- 5 you observe and monitor the individual's condition to identify:
 - a whether their condition is as identified within the plan of care
 - b signs and symptoms of change that is not expected
 - c serious and immediate changes to the individual's condition
- 6 you take immediate and appropriate action for changes that raise concerns about the individual's health and social well-being.

Unit HSC224

Observe, monitor and record the condition of individuals (Level 2)

HSC224b

Record and report changes to the appropriate people

Performance criteria

You need to show that,

- 1 you identify recording and reporting requirements for individuals
- 2 you record any changes in an individual's condition according to organisational requirements and those within the individual's plan of care
- 3 you follow any precise instructions for recording of individuals' conditions that deviates from the normal procedures
- 4 you clarify with the appropriate people any changes in recording that you are not sure about
- 5 you record changes, ensuring that all details that are required are completed accurately and according to the organisation's and the individual's recording requirements
- 6 you report any changes that raise concerns immediately and to the appropriate people.

Unit HSC224

Observe, monitor and record the condition of individuals (Level 2)

HSC224c

Carry out instructions to meet individuals' changing conditions

Performance criteria

You need to show that,

- 1 you discuss the outcomes from observations, monitoring and recording with appropriate people
- 2 you work with appropriate people to identify any changes in the care and support for individuals that might be required in light of the observations
- 3 you listen to and take note of any instructions that have been given to address the individual's changing needs and condition
- 4 you clarify and check your understanding of the instructions you have been given
- 5 you follow the instructions you have been given precisely
- 6 You report and record the processes and outcomes from changes made within confidentiality agreements, according to legal and organisational requirements and as required by any specific instructions given.

Unit HSC224

Observe, monitor and record the condition of individuals (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when observing, monitoring and recording the conditions of individuals
- 2 how to provide **active support** and promote the individual's rights, choices and well-being when observing, monitoring and recording their conditions.

Legislation and organisational policy and procedures

- 3 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when carrying out care plan activities
- 4 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information on the specific needs and conditions of individuals
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c observing, monitoring and recording individuals' conditions according to their plan of care and needs
- 5 the responsibilities of your manager and others in ensuring that you understand and are correctly observing, monitoring and reporting on individuals' conditions.

Theory and practice

- 6 the reasons for observing, monitoring and recording the conditions of individuals and the possible consequences for the individual, yourself and others if you do not carry out these activities according to instructions
- 7 different methods of observing and monitoring individuals and recording the results
- 8 why individuals with particular conditions need to be observed and their observations recorded at specific time and in particular ways
- 9 actions to take and who to contact if there are key changes in the conditions of individuals
- 10 the type of changes in individuals that would give rise for concern
- 11 how to respond to the preferences of individuals if they are in conflict with the activities for which you are responsible
- 12 how to contribute effectively to team work activities when observing, monitoring and recording on an individual's condition.

Unit HSC224

Observe, monitor and record the condition of individuals (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC224

Unit title: Observe, monitor and record the condition of individuals

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **most** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. **Usually** your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Unit HSC224

Observe, monitor and record the condition of individuals (Level 2)

Other sources of performance and knowledge evidence:

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg daily records and logs.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans, observation record sheets.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg procedures and practices for accessing training, evaluating own values, skills and knowledge eg why does the individual need to be observed, why it is important to report any changes to the individual's condition.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC225

Support individuals to undertake and monitor their own health care (Level 2)

Elements of competence

- HSC225a Support individuals when undertaking procedures, treatments and dressings
- HSC225b Support individuals when obtaining specimens and taking physical measurements

About this unit

For this unit you need to support individuals to undertake and monitor their own health care.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Dressings: bandages; sterile dressings; other applications and covers to dress wounds and abrasions.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Physical measurements can include: blood pressure; blood sugar levels; temperature; peak flow.

Specimens can be: blood; urine; other bodily fluids that need testing.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC225

Support individuals to undertake and monitor their own health care (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Dressings

Different types of coverings to protect wounds and other types of condition.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Physical measurements

These are measurements taken of the physical attributes of the individual.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC225

Support individuals to undertake and monitor their own health care (Level 2)

Specimens

These are samples of bodily fluids that need to and can be monitored by individuals.

Treatments

Actions and activities that have to, and can be undertaken by individuals to promote their health.

Unit HSC225

Support individuals to undertake and monitor their own health care (Level 2)

HSC225a

Support individuals when undertaking procedures, treatments and dressings

Performance criteria

You need to show that,

- 1 you encourage **individuals** to use their own abilities and skills when identifying the assistance they require to carry out **treatments** and apply **dressings**
- 2 you advise the individuals and **key people** how to obtain sufficient supplies for the treatments and dressings
- 3 you encourage the individuals and key people to store materials and equipment appropriately and safely
- 4 prior to undertaking any treatments and dressings, you assist individuals and key people to prepare the equipment and environment
- 5 you give and reinforce information, to illustrate and encourage individuals and key people to carry out the activities:
 - a at the appropriate times
 - b using the correct techniques and equipment
- 6 you observe individuals, seek advice and take appropriate action where observed changes may indicate that:
 - a the activity is no longer needed
 - b the activity is causing adverse reactions
 - c the activity needs changing
- 7 you support individuals and key people, to understand the reasons for, and to dispose of waste hazardous and non-hazardous materials safely and hygienically
- 8 you record on activities and outcomes, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC225

Support individuals to undertake and monitor their own health care (Level 2)

HSC225b

Support individuals when obtaining specimens and taking physical measurements

Performance criteria

You need to show that,

- 1 you encourage individuals to use their own abilities and skills when identifying the assistance they require to obtain **specimens** and take **physical measurements**
- 2 prior to obtaining specimens and taking physical measurements, you assist individuals and key people to prepare equipment and the environment
- 3 after obtaining specimens and taking physical measurements, you encourage individuals and key people to wash their hands and dispose of waste safely
- 4 you encourage individuals and key people to obtain specimens and take measurements, accurately, at the appropriate times and using the correct techniques and equipment
- 5 you check the timing and interpretation of the measurements made by individuals
- 6 where measurements are incorrect you take appropriate remedial action explaining and illustrating to individuals how to interpret the measurement correctly
- 7 you observe any changes in the individual's condition, seeking advice and taking appropriate action to deal with any changes without delay
- 8 you assist individuals and key people to monitor their own condition, encouraging them to seek advice and support when changes occur
- 9 you support individuals to record the measurements correctly and to store the records safely
- 10 you record activities and outcomes, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC225

Support individuals to undertake and monitor their own health care (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to undertake and monitor their own health care
- 2 how your own values in relation to the individual's health and hygiene needs might differ from those of individuals and how to deal with this situation
- 3 conflicts that might arise between individual choice, good hygiene practices and the individual's plan for their care and how to deal with these
- 4 how to provide active support and promote the individual's rights, choices and well-being when supporting them to undertake and monitor their own health care.

Legislation and organisational policy and procedures

- 5 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals with their personal care needs
- 6 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with supporting individuals to undertake and monitor their own health care
 - d the management of risk from infection
 - e working intimately with individuals
 - f hazardous and non-hazardous waste, how it can be disposed of safely
 - g safe disposal routines
 - h relating to medications and their administration
 - i individuals undertaking and monitoring their own health care.

Unit HSC225

Support individuals to undertake and monitor their own health care (Level 2)

Theory and practice

- 7 ways of ensuring the individual has sufficient supplies and the effects which may arise if this is not done
- 8 why and how to explore changes in the individual's condition and in their measurements, possible reasons for such changes and the appropriate actions to take when changes occur
- 9 actions to take for any key changes in the health and medical condition of the individuals with whom you work
- 10 the reasons for taking hygienic precautions and how to do this
- 11 the variety of conditions for which the measurements may be undertaken and the equipment, measurement and materials related to these
- 12 the different ways in which specimens and physical measurements are taken
- 13 how treatments are carried out and how to apply dressings safely
- 14 how to dispose of hazardous and non hazardous waste safely and ways of encouraging individuals to dispose of hazardous and non hazardous waste safely
- 15 ways to support and help individuals:
 - a take, test and interpret the results of specimens correctly
 - b take and interpret the results of physical measurement correctly
- 16 why it is necessary to keep full, accurate and complete records and how the individual should be encouraged to do so.

Unit HSC225

Support individuals to undertake and monitor their own health care (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC225

Unit title: Support individuals to undertake and monitor their own health care

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for each element in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC225a performance criteria 6

HSC225b performance criteria 6, 7

Unit HSC225

Support individuals to undertake and monitor their own health care (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans, input/output charts.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Hygiene certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC226

Support individuals who are distressed (Level 2)

Elements of competence

- HSC226a Identify aspects of individuals lives that may cause distress
- HSC226b Work with individuals and others to deal with their distress
- HSC226c Support individuals through periods of stress and distress

About this unit

For this unit you will need to support individuals who are distressed.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Stress and distress could be caused by: loss of all types; bereavement; coping with changing conditions; personal crises; having to re-learn existing skills; having to develop new skills and coping strategies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC226

Support individuals who are distressed (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC226

Support individuals who are distressed (Level 2)

HSC226a

Identify aspects of individuals lives that may cause distress

Performance criteria

You need to show that,

- 1 you seek and acquire information, advice and support to prepare you to work with **individuals** who are distressed
- 2 you support individuals to:
 - a identify and communicate their thoughts and feelings about the aspects of their lives that cause distress and frustration
 - b communicate the aspects of their lives where the distress is temporary and those that are continuous
 - c identify how they usually deal with aspects of their lives that cause distress, and whether these are effective
- 3 you work with individuals in ways that are sensitive to their needs and the subject matter and that acknowledge their experiences, values, abilities, culture and beliefs
- 4 you support individuals who become distressed and frustrated when communicating about aspects of their lives that cause distress
- 5 you seek additional support and take appropriate action when you are unable to support individuals
- 6 you treat any information within confidentiality agreements and according to legal and organisational requirements.

Unit HSC226

Support individuals who are distressed (Level 2)

HSC226b

Work with individuals and others to deal with their distress

Performance criteria

You need to show that,

- 1 you work with individuals and **others** to:
 - a examine areas of the individual's life where they and **key people** could make changes to minimise and prevent distress
 - b alleviate and remove likely causes of distress
- 2 in areas where distress is expected, you support individuals to deal with the distress, and try to minimise the distress to others
- 3 where the individuals, and your knowledge of their needs and circumstances, indicate that they may harm themselves, you work with them, key people and others to prevent this
- 4 you seek assistance from others when you are unable to deal with the individual's distress
- 5 you work with others to support individuals when additional support is required
- 6 you complete records and reports on the individual's distress and the actions taken within confidentiality agreements and legal and organisational requirements.

Unit HSC226

Support individuals who are distressed (Level 2)

HSC226c

Support individuals through periods of stress and distress

Performance criteria

You need to show that,

- 1 you seek advice to help individuals and key people through troubled, stressful and distressed times
- 2 you seek support and advice to deal with your own thoughts and feelings about the situation and the interactions involved
- 3 you support individuals to:
 - a understand that being distressed about aspects of their lives is not unusual
 - b communicate their thoughts and feelings about their troubles, stress and distress
 - c access information and other resources that may help them through the troubled, stressful and distressed times
 - d access and use other support systems where you are unable to provide appropriate support
- 4 you work with individuals who are troubled, stressed and distressed in ways that acknowledge their dignity, culture and beliefs
- 5 where the individual's behaviour causes concern, you take immediate and appropriate action to deal with this
- 6 you offer appropriate support where other people who are disturbed by the individual's expression of stress and distress
- 7 you record and report on events, procedures and outcomes within confidentiality agreements and according to legal and organisational requirements.

Unit HSC226

Support individuals who are distressed (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals who are distressed
- 2 how your own values in relation to dealing and coping with stress and distress might differ from those of individuals and key people and how to deal with this
- 3 conflicts which might arise between when individuals and when key people are distressed and how to deal with this
- 4 how to provide **active support** and promote the individual's rights, choices and well-being when supporting them when distressed.

Legislation and organisational policy and procedures

- 5 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals who are distressed
- 6 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c supporting individuals who are distressed
- 7 health, safety, assessing and managing risks associated with supporting individuals who are stressed, distressed and frustrated
- 8 the purpose of, and arrangements for your supervision when working with individuals and key people who are stressed, distressed and frustrated.

Unit HSC226

Support individuals who are distressed (Level 2)

Theory and practice

- 9 actions to take key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances
- 10 what are the common causes of stress and distress
- 11 how stress and distress can affect individuals when undertaking new activities and developing new ways of coping with changes in their lives, needs, conditions and circumstances
- 12 signs and symptoms associated with levels of stress, distress and frustration that indicate specialist intervention generally and specifically for the individuals with whom you are working
- 13 how stress and distress can affect how individuals communicate
- 14 the impact of stress and distress on key people and others within the care environment in which you work
- 15 methods of supporting individuals to:
 - a share with you the aspects of their lives that are troubling them and causing them stress and distress
 - b use their strengths, their own potential and that in their network to manage stress and distress
 - c cope with stress and distress in a constructive way.

Unit HSC226

Support individuals who are distressed (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC226

Unit title: Support individuals who are distressed

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. **Usually** your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for each element in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC226a	performance criteria 5, 6
HSC226b	performance criteria 3, 4, 5
HSC226c	performance criteria 5, 6

Unit HSC226

Support individuals who are distressed (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans, records.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg confidentiality, stress management.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Counselling certificates.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg where self harm is a possibility.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC227

Contribute to working in collaboration with carers in the caring role (Level 2)

Elements of competence

- HSC227a Contribute to working in collaboration with carers to identify their needs and preferences
- HSC227b Contribute to working with carers to access and use resources, services, facilities and support groups
- HSC227c Contribute to the review of services and facilities for carers

About this unit

For this unit you need to contribute to supporting the needs of carers.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate people could be: your line manager; other people within and outside your organisation that can provide information to help you to work in collaboration with carers.

Facilities could include: materials and equipment; support and adaptations to the environment; respite care.

Information can be provided: orally; paper based; electronically.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Preferred language and communication methods include: the carer's preferred spoken language and the use of signs; symbols, pictures, writing, objects of reference, communication passports, other non verbal forms of communication, and human and technological aids to communication.

Resources could include: financial support; physical support; material support eg helping with repairs and changes to the material environment.

Services could include: provision of food; provision of additional support; respite care.

Support groups could be: general; specially related to the needs of the carer or the individual for whom they are caring.

Unit HSC227

Contribute to working in collaboration with carers in the caring role (Level 2)

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Carers

Look after family, partners or friends in need of help because they have a disability. The care they provide is unpaid.

Individuals

The actual people requiring health and care services. Where individuals use advocates or interpreters to enable them to express their views, wishes or feelings and to speak on their behalf. The term individual within this standard covers the individual and their advocate or interpreter.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC227

Contribute to working in collaboration with carers in the caring role (Level 2)

Rights

The rights that carers have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC227

Contribute to working in collaboration with carers in the caring role (Level 2)

HSC227a

Contribute to working in collaboration with carers to identify their needs and preferences

Performance criteria

You need to show that,

- 1 you develop relationships with **carers** that recognises their role and expertise
- 2 you work with appropriate people to identify relevant and useful information for carers
- 3 you ensure that you understand, and can use and explore any information with carers, using their preferred language and communication methods
- 4 you work with appropriate people to gather information about resources, services, facilities and support groups that are available to meet the needs and preferences of carers
- 5 you work with the carers to identify what support is needed by the **individuals** that they care for, to enable the carer to select and use the options they prefer and identify any associated risks
- 6 you follow organisational procedures when you find information that is discriminatory
- 7 you seek additional help where the needs are outside your scope of responsibility and expertise.

Unit HSC227

Contribute to working in collaboration with carers in the caring role (Level 2)

HSC227b

Contribute to working with carers to access and use resources, services, facilities and support groups

Performance criteria

You need to show that,

- 1 you contribute to planning with carers and **others** how carers will access and use resources, services, facilities and support groups
- 2 you work with carers to support them to access the resources, services, facilities and support groups they have identified
- 3 you work with carers and others to support individuals to access and use agreed resources, services, facilities and support groups
- 4 in agreement with carers, you provide feedback on:
 - a any difficulties carers are having in accessing and using agreed resources, services, facilities and support groups
 - b any changes in their lives and well-being
 - c any risks that have emerged and have to be managed
- 5 you follow organisational procedures when you and carers find any aspect of the agreed resources, services, facilities and support groups discriminatory.

Unit HSC227

Contribute to working in collaboration with carers in the caring role (Level 2)

HSC227c

Contribute to the review of services and facilities for carers

Performance criteria

You need to show that,

- 1 you agree with carers and appropriate people your role and responsibilities in the review and the criteria to be used
- 2 you explore with carers which resources, services, facilities and support groups have been helpful and less than helpful
- 3 you identify with carers any changes that are necessary to the resources, services, facilities and support groups and how these may be facilitated
- 4 you provide feedback on the resources, services, facilities and support groups used by carers and the effect these have had on their lives and on the lives of individuals for whom they care
- 5 you work with those involved in the review to identify any changes that have been agreed
- 6 you work with carers and others to implement agreed changes
- 7 you seek additional help where the changes are outside your scope of responsibility and expertise.

Unit HSC227

Contribute to working in collaboration with carers in the caring role (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting carers to care for individuals
- 2 how to deal with this differences in your own values and those of carers
- 3 how to promote the carer's rights, choices and well-being
- 4 how to deal with conflicts which might arise between individual's and carer's choices and needs.

Legislation and organisational policy and procedures

- 5 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting carers in their caring role
- 6 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with supporting carers
 - d supporting carers in the caring role.

Unit HSC227

Contribute to working in collaboration with carers in the caring role (Level 2)

Theory and practice

- 7 actions to take when there are any key changes in the conditions and circumstances of carers and the individuals they are caring for
- 8 types of possible abuse by carers of individuals and carers by individuals
- 9 the role and contribution of carers in promoting the health, social, emotional, educational, leisure and recreational needs of individuals
- 10 how to access information about resources, services, facilities and support groups to support the health and well-being of carers and how to work with carers to access selected resources, services, facilities and support groups
- 11 how the support available to carers and the length of time they have been providing care can impact on their health and well-being
- 12 methods of:
 - a working that are effective in forming, maintaining, changing and ending relationships with carers
 - b working with carers to support them to cope with the conditions that they are likely to face
 - c working with carers to understand the importance of meeting their own health, social and emotional needs.

Unit HSC227

Contribute to working in collaboration with carers in the caring role (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC227

Unit title: Contribute to working in collaboration with carers in the caring role

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for each element in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC227a	performance criteria 6, 7
HSC227b	performance criteria 5
HSC227c	performance criteria 7

Unit HSC227

Contribute to working in collaboration with carers in the caring role (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans/review records.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Counselling certificates.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg gathering resource information, following procedures where information is discriminatory.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC228

Contribute to effective group care (Level 2)

Elements of competence

- HSC228a Contribute to group care that supports the physical, social and emotional needs of the group and its members
- HSC228b Contribute to the implementation of group care programmes and activities
- HSC228c Contribute to the assessment of group care

About this unit

For this unit you need to contribute to practice that promotes effective group care as a positive experience where individuals feel valued and safe.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Group care activities could include: recreational and leisure activities; outings and visits; social activities.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC228

Contribute to effective group care (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC228

Contribute to effective group care (Level 2)

HSC228a

Contribute to group care that supports the physical, social and emotional needs of the group and its members

Performance criteria

You need to show that,

- 1 you support the **individuals** and the group to develop a culture that supports the physical, social and emotional needs of the group
- 2 you work with group members to help them identify and use opportunities for the group to support members' physical, social and emotional needs
- 3 you work with the group to help them to recognise and praise individual contributions that have been helpful to the group
- 4 you support the group and its members to recognise the worth of working together as a group to achieve a purpose
- 5 you enable the group to resolve conflicts themselves without casting out members and harming them emotionally or physically
- 6 you support the group to identify how they will co-operate and work with other groups and how they can enable new members to join and feel part of the group
- 7 you ensure the safety of group members and take action to moderate any adverse effects on individuals within the group.

Unit HSC228

Contribute to effective group care (Level 2)

HSC228b

Contribute to the implementation of group care programmes and activities

Performance criteria

You need to show that,

- 1 you work with **others** and the individuals to identify how you can contribute to group processes and dynamics
- 2 you identify, with support from others, how group processes and dynamics can help to promote individual growth, development and independence and foster interpersonal skills
- 3 you identify and work with others to identify, techniques and methods for group programmes to promote individual growth, development and independence
- 4 you support individuals to identify:
 - a their own needs, wishes and preferences from group programmes
 - b how they would like to see group programmes being run
 - c activities they would like the group to undertake
- 5 you work with individuals to help them to understand the benefits of group programmes for their personal growth, development and independence
- 6 you support individuals to participate in group programmes
- 7 you identify and help the group to identify, and take action to address any adverse effects on individuals where group participation may give rise to discrimination and exclusion
- 8 you discuss and review with individuals and other relevant people the effects of group programmes on the group as a whole and the individuals within it.

Unit HSC228

Contribute to effective group care (Level 2)

HSC228c

Contribute to the assessment of group care

Performance criteria

You need to show that,

- 1 you work with others to identify your own and the roles and responsibilities of others within the assessment of group care practice
- 2 you work with others to identify how individuals and **key people** will be involved in the assessment of group care practice
- 3 you support individuals and key people to actively participate in the assessment of group care practices, ensuring that if the individual wishes to remain anonymous, they are able to do so
- 4 you evaluate the processes, effects and outcomes of group care experiences
- 5 you identify and report on aspects of group care practice that are beneficial to the individuals within it and those that could be improved
- 6 you work with others to agree changes required to group care practice and how these should be implemented for the benefit of all within the group care setting.

Unit HSC228

Contribute to effective group care (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals within groups and group care settings
- 2 conflicts which might arise between individual choice within groups and group care settings and how to deal with these situations
- 3 how to provide **active support** and promote the individual's rights, choices and well-being in groups and group care settings.

Legislation and organisational policy and procedures

- 4 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals with their personal care needs
- 5 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a recording, reporting, confidentiality and sharing information, including data protection
 - b health, safety, assessing and managing risks associated with working with groups and in group care
 - c inclusion of all group members
 - d group care practice.

Unit HSC228

Contribute to effective group care (Level 2)

Theory and practice

- 6 action to take when you observe any key changes in the conditions and circumstances of individuals with whom you work when participating in group care activities
- 7 principles that underpin group care activities, methods and dynamics
- 8 how to support groups and the individuals within the groups
- 9 how to encourage individuals to participate in group activities
- 10 types of group care activities that are appropriate to the groups with whom you work and group members
- 11 how to develop group care activities that are inclusive and support individuals within group care settings
- 12 factors to consider when evaluating group care practice
- 13 the impact that both positive and negative group living/care experiences have on individuals, group behaviour and cohesiveness
- 14 how to deal with and enable group members to deal with conflicts within groups
- 15 the importance of establishing and maintaining links with the local community and the benefits likely to result from this.

Unit HSC228

Contribute to effective group care (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC228

Unit title: Contribute to effective group care

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for each element in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC228a	performance criteria 5, 6, 7
HSC228b	performance criteria 7
HSC228c	performance criteria 4

Unit HSC228

Contribute to effective group care (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg group plans – time, place/venue, event, equipment.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg risk assessments, care/individual plans.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg inclusion, group dynamics.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Group work certificates.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg dealing with adverse effects, how to contribute to group processes.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC229

Gain access to, and ensure individuals' homes are secure (Level 2)

Elements of competence

- HSC229a Follow procedures to access and secure individuals' homes
- HSC229b Take appropriate action when you cannot access individuals' homes
- HSC229c Review procedures for accessing and securing individuals' homes

About this unit

For this unit you will follow and review procedures to access and keep individuals' homes secure, taking appropriate action when you cannot access individuals' homes.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC229

Gain access to, and ensure individuals' homes are secure (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Emergency

Immediate and threatening danger to individuals and others.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Risks

A risk is the likelihood of the hazard to occur. It can be to individuals in the form of danger, harm and abuse and/or to the environment by danger of damage and destruction.

Unit HSC229

Gain access to, and ensure individuals' homes are secure (Level 2)

HSC229a

Follow procedures to access and secure individuals' homes

Performance criteria

You need to show that,

- 1 you find out about and follow:
 - a the procedures for accessing **individuals'** homes
 - b individuals' preferences about how you access their homes
 - c any special arrangements or features you need to be aware of when accessing individuals' homes
 - d any special needs individuals have that you need to be aware of when accessing their homes
 - e how to identify yourself when you arrive
- 2 you inform individuals and **key people** about your visit
- 3 you ensure your identification badge is up-to-date and visible
- 4 you follow legal and organisational procedures when:
 - a keys are lost or stolen
 - b you identify any **risks** to yourself, individuals, key people and others
 - c you identify any security risks to the individuals' homes
 - d you are faced with an **emergency** on entering individuals' homes
- 5 you ensure individuals' home are secure when you leave the premises.

Unit HSC229

Gain access to, and ensure individuals' homes are secure (Level 2)

HSC229b

Take appropriate action when you cannot access individuals' homes

Performance criteria

You need to show that,

- 1 when you cannot access individuals' homes you follow organisational procedures to find out if individuals:
 - a are not aware of your visit
 - b are likely to be out
- 2 you examine other possible reasons for not being able to access individuals' homes
- 3 you make further efforts to access the individual's home
- 4 you follow organisational procedures and arrangements agreed with individuals and key people when you cannot access individuals' homes
- 5 you contact your manager promptly when you cannot access individuals' homes
- 6 you explain the actions you have taken to gain access to individuals' homes and find out the reasons why this has not been possible
- 7 you agree with your manager further actions to be taken and anyone you should contact
- 8 you record and report on incidents and actions taken when you cannot access individuals' homes, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC229

Gain access to, and ensure individuals' homes are secure (Level 2)

HSC229c

Review procedures for accessing and securing individuals' homes

Performance criteria

You need to show that,

- 1 you support individuals and key people to understand any difficulties you are having in accessing and ensuring the security of individuals' homes
- 2 you provide feedback on access and security difficulties to the appropriate people
- 3 you work with individuals, key people and **others** to identify:
 - a any risks associated with being unable to access and secure individuals' homes
 - b how access and security difficulties could be overcome
- 4 you report to your manager any actions you and others have taken to resolve access and security difficulties
- 5 you review with your manager, individuals, key people and others changes needed to enable you to access and secure individuals' homes
- 6 you carry out and report on any agreed changes for accessing and securing individuals' homes, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC229

Gain access to, and ensure individuals' homes are secure (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when gaining access to individuals' homes.

Legislation and organisational policy and procedures

- 2 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when accessing and securing individuals' homes
- 3 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information about accessing and securing individuals' homes
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with accessing and securing individuals' homes
 - d health, safety and security in the home
 - e accessing and ensuring individuals' homes are secure
- 4 how to access up-to-date copies of the organisation's workplace policies, procedures and systems about accessing and using keys to individuals' homes.

Unit HSC229

Gain access to, and ensure individuals' homes are secure (Level 2)

Theory and practice

- 5 actions to take when, on accessing an individual's home you find any key changes in the condition and circumstances of individuals
- 6 where to go to access information and procedures for accessing and securing the homes of the individuals with whom you work
- 7 the differing access procedures for specific individuals and the reasons for these
- 8 why it is important to:
 - a follow procedures for accessing and securing individuals homes and the possible consequences of not doing this
 - b wear an up-to-date identification badge that is visible
 - c inform individuals and key people when you will be visiting
- 9 actions to take:
 - a when you are unable to access and secure individuals' homes
 - b when keys are lost or stolen
- 10 reasons why you might not be able to access individuals' homes
- 11 emergencies that may face you when accessing individuals' homes
- 12 how to contribute to reviewing access and security procedures and arrangements with individuals, key people and others.

Unit HSC229

Gain access to, and ensure individuals' homes are secure (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC229

Unit title: Gain access to, and ensure individuals' homes are secure

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. **Usually** your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for each element in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC229a performance criteria 4

HSC229b performance criteria 1, 2, 4, 5, 8

Unit HSC229

Gain access to, and ensure individuals' homes are secure (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg file records.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plan entries, risk assessments, incident reports.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg reasons why you cannot access a property, emergencies that could have happened, risk assessment.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Risk assessment certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg dealing with different types of emergencies.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC230

Manage environments and resources during clinical activities (Level 2)

Elements of competence

- HSC230a Prepare environments and resources for use during clinical activities
- HSC230b Monitor and manage the environment and resources during and after clinical activities

About this unit

For this unit you need to be able to prepare environments and resources so that they are ready for designated clinical activities and manage the immediate environment and resources used during clinical activities that either you perform yourself or that are led by a registered practitioner. You will be responsible for managing the environment and resources so that they are kept in an effective state while the procedure is taking place, and for reinstating the resources after the event.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Environmental conditions include: temperature; humidity; ventilation; general and directional light levels.

Procedure can be: routine; specialist.

Resources could be: fixed items of equipment; portable items of equipment; consumables; disposable items (eg gowns); sterile packs; individual positioning aids; notes.

Waste includes: general waste; clinical waste; sharps.

Standard precautions and health and safety measures including handwashing/cleansing before, during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Unit HSC230

Manage environments and resources during clinical activities (Level 2)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standards GEN6 and GEN7.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Additional protective equipment

Types of personal protective equipment such as visors, protective eyewear and radiation protective equipment.

Contaminated

Includes items contaminated with body fluids, chemicals or radionucleotides. Any pack/item opened and not used should be treated as contaminated.

Monitor

Monitoring refers to the routine maintenance of effective functioning, but does not include carrying out repairs to equipment.

Needs of the individuals

Relating to individual characteristics that influence choice and set up of equipment and other resources (eg mobility, protection from radiation etc).

Personal clothing and fashion items

Outer clothes worn from home to work, jewellery, acrylic nails, nail varnish and false eyelashes.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC230

Manage environments and resources during clinical activities (Level 2)

Personal protective clothing

Items such as plastic aprons, gloves – both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing.

Standard precautions and health and safety measures

A series of interventions which will minimise or prevent infection and cross infection; including handwashing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate.

Unit HSC230

Manage environments and resources during clinical activities (Level 2)

HSC230a

Prepare environments and resources for use during clinical activities

Performance criteria

You need to show that,

- 1 you gather together all essential resources in advance of the procedure
- 2 you check and confirm that all resources are in a suitable, safe condition for the procedure to be carried out
- 3 you dispose of any damaged or out of date items in an appropriate safe place in accordance with local procedures
- 4 you handle resources safely, correctly and hygienically
- 5 you set up and prepare resources in the appropriate manner and time for the activity to be carried out and the needs of the individual
- 6 you confirm that sufficient and necessary forms for record taking are available for immediate use
- 7 you correctly apply standard precautions and other relevant health and safety measures appropriate to the setting and the procedure
- 8 you make sure that environmental conditions within the immediate environment are set to appropriate levels to maintain individual comfort throughout the procedure
- 9 you position the equipment:
 - a correctly for the requirements of the procedure
 - b to reduce risks
- 10 you promptly investigate any problems with the environment and resources and report any which you cannot solve to the relevant person to deal with them.

Unit HSC230

Manage environments and resources during clinical activities (Level 2)

HSC230b

Monitor and manage the environment and resources during and after clinical activities

Performance criteria

You need to show that,

- 1 you apply **standard precautions** for infection control and take other appropriate **health and safety measures**
- 2 you operate equipment:
 - a correctly for the procedure concerned
 - b safely and in a manner that is consistent with manufacturers' instructions and local procedures
- 3 you handle all resources in a safe manner, consistent with infection control techniques and other statutory requirements appropriate to the procedure and setting
- 4 you regularly **monitor** environmental conditions and maintain them at the correct levels to ensure individual comfort and as required by the procedure
- 5 you monitor the operation of equipment regularly and confirm it is in good working order
- 6 where faults or breakdowns occur in equipment during use, you take appropriate action to remedy or minimise damage to resources and ensure the safety of the individual
- 7 you monitor consumable materials used in the clinical activity correctly and safely, and replenish and replace in accordance with protocols
- 8 you clean fixed items effectively after use with the appropriate materials
- 9 you return re-opened unused and surplus resources to the correct location for storage
- 10 you clean re-useable items effectively after use and make them safe prior to sterilisation
- 11 you handle and dispose of wastes and by-products in a safe manner using the correct, designated waste routes
- 12 you deal promptly safely and effectively with any problems that are within your scope of practice
- 13 you report any problems with resources or the environment that you cannot solve to the relevant person to deal with them
- 14 you produce accurate, legible and complete records of maintenance activities.

Unit HSC230

Manage environments and resources during clinical activities (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 a working understanding of the policies and guidance which clarify your scope of practice and the relationship between yourself and the practitioner in terms of delegation and supervision.

Legislation and organisational policy and procedures

- 2 a factual awareness of the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to:
 - a health, safety and infection control
 - b the handling of equipment and other resources
 - c accountability and responsibility for checking, monitoring and managing equipment and other resources, including vicarious liability
- 3 a working understanding of your responsibilities under the current European and national legislation, local policies and protocols on your actions within the care environment.

Theory and practice

- 4 a working understanding of the importance of wearing protective clothing when dealing with hazardous substances, the type of personal protective equipment which should be used and how to use it effectively
- 5 a working understanding of the different types of waste and by-products generated by the activity and the appropriate methods of handling and disposal for each
- 6 a working understanding of the importance of following standard precautions relevant to the clinical activity and the protective clothing which may be worn for the individual's and your protection
- 7 a working understanding of the potential consequences of poor practice in relation to the application of standard precautions
- 8 a working understanding of what is and is not a sterile field and how the correct level of cleanliness may be achieved for the clinical activity, the client and the setting

Unit HSC230

Manage environments and resources during clinical activities (Level 2)

- 9 a factual awareness of why it is necessary for actions to be taken relating to the control of infection
- 10 a working understanding of your role and the importance of working within your own sphere of competence
- 11 a working understanding of the roles and responsibilities of other team members
- 12 a working understanding of the importance of selecting and preparing resources according to the individual's plan of care
- 13 a working understanding of the importance of having all resources ready before starting the procedure.

Materials and equipment

- 14 a working understanding of the essential resources required for the activity including any **personal protective clothing** needed for yourself and/or the individual
- 15 a working understanding of the clinical activity to be undertaken and the importance of preparing and setting out essential resources safely and efficiently
- 16 a working understanding of the types of essential resources which are sensitive to environmental changes and how this affects their storage and use
- 17 a factual awareness of the nature and function of equipment used and how to check whether or not it is functioning correctly
- 18 a working understanding of how to set up and prepare equipment including any adjustments which are specific to an individual's needs
- 19 a working understanding of the procedures to be performed and the equipment and materials to be used that relate to these
- 20 a working understanding of the importance of ensuring consumables of the correct quality and quantity are available throughout the activity
- 21 a working understanding of the operational characteristics of equipment and materials used and how to recognise when they are not of the required quality.

Care and support

- 22 a factual awareness of the environmental conditions appropriate for the type of clinical activity to be undertaken
- 23 a factual awareness of how to adjust environmental conditions in order to maintain the individuals' comfort.

Unit HSC230

Manage environments and resources during clinical activities (Level 2)

Techniques and procedures

- 24 a working understanding of the procedures and techniques associated with the preparation of the environment and resources for use during the clinical activity
- 25 a working understanding of the procedure to be followed and the environmental conditions and resources which it requires
- 26 a working understanding of the importance of handling resources safely and correctly and how to do so
- 27 a factual awareness of the methods for ensuring all resources to be used during the clinical activity (including electrical equipment) are in a suitable and safe condition and the extent of your responsibility for this, in line with local health and safety guidelines
- 28 a working understanding of what procedures you are permitted to undertake when problems arise with equipment or resources and when you must refer the problem to others
- 29 a working understanding of the relevant person to whom you should refer problems with the environment and/or resources
- 30 a factual awareness of the correct procedure for reporting problems or faults with resources
- 31 a working understanding of possible sources of infection
- 32 a working understanding of what actions you should take during and after a procedure to control the risks of infection
- 33 a working understanding of how to confirm that equipment (including electrical) is safe for use – and the extent of the worker's responsibility for this, in line with local health and safety guidelines
- 34 a working understanding of methods of controlling infection
- 35 a working understanding of methods for safely handling instruments, equipment and materials
- 36 a working understanding of how the correct level of cleanliness may be maintained
- 37 a working understanding of the correct way to store instruments and equipment used in the procedure
- 38 a working understanding of the procedures for packing used instruments
- 39 a working understanding of methods used to replenish, maintain and clean equipment and why it is important to regularly replenish and replace supplies
- 40 a factual awareness of the optimum frequencies at which monitoring of resources should take place.

Records and documentation

- 41 a working understanding of the types of records and documentation which may be required for the clinical activity and how they should be prepared
- 42 a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff
- 43 a working understanding of the types of information that must be recorded within maintenance documentation and the importance of completing it as near as contemporaneously as possible.

Unit HSC230

Manage environments and resources during clinical activities (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC230

Unit title: Manage environments and resources during clinical activities

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC230a performance criteria 10

HSC230b performance criteria 13

Unit HSC230

Manage environments and resources during clinical activities (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg maintenance records.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg infection control policy, clinical waste disposal policy, Environmental Protection Act.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg Health and Safety course.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg an occasion when you have had difficulty with resources.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC232

Protect yourself from the risk of violence at work (Level 2)

Elements of competence

HSC232a Help to de-escalate a potentially violent situation

HSC232b Review the incident for recording and monitoring purposes

About this unit

For this unit you need to be able to calm potentially dangerous situations by minimising actions or words that may trigger violent behaviour and showing respect for people, their property and rights. It is about responding to a situation by trying to defuse it and, when appropriate, leaving a threatening situation safely. It is also about reviewing the incident for recording and monitoring purposes.

This is Employment standard W7.

Unit HSC232

Protect yourself from the risk of violence at work (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Relevant persons

A person named in the organisation's procedures as having responsibility for dealing with reports and incidents of violence at work.

Risk

The likelihood that the worker will be subjected to violence at work.

Service users

Examples are: Patients, clients, passengers, customers, detainees, the public, parents, carers.

Triggers of violent behaviour

Triggers of violence are factors that might prompt violence occurring. They can be categorised in four different types:

- Temporary personal factors – for example, the service user (see below) being uncomfortable from a lack of food, warmth, light or presenting challenging behaviour whilst under the influence of drink or drugs, or
- Persistent personal factors such as having a difficulty or disability which prevents normal communication, movement or behaviour, or
- Temporary environmental factors such as a hot, noisy, crowded room, poor work dynamics in terms of furniture layout, etc, or
- Persistent environmental factors such as too much being expected of the service user or that the quality of the service consistently does not meet the required standards of the user.

Violence

Violence is manifested as incidents where persons are abused, threatened or assaulted in circumstances relating to their work, involving an explicit or implicit challenge to their safety, well-being or health. This definition is taken to include verbal abuse or threat, threatening behaviour, any assault (and any apprehension of unlawful violence), and serious or persistent harassment, for any reason, and extends from what may seem to be minor incidents to serious assault and murder, and threats against the worker and/or their family.

Unit HSC232

Protect yourself from the risk of violence at work (Level 2)

HSC232a

Help to de-escalate a potentially violent situation

Performance criteria

You need to show that,

- 1 you maintain a calm, reassuring and professional attitude towards those presenting unacceptable behaviour
- 2 you maintain a safe distance to avoid physical contact if possible
- 3 you communicate with those presenting unacceptable behaviour in a way that:
 - a shows respect for them, their property and their rights
 - b is free from discrimination and oppressive behaviour
- 4 you keep the situation under review and act appropriately which ensures the immediate safety of:
 - a yourself
 - b other persons in the vicinity
 - c the **service user**
- 5 you take constructive action to defuse the situation which will:
 - a not make the situation worse
 - b be consistent with your organisation's policy and procedures and your legal responsibilities
- 6 where you are unable to calm the situation down request assistance promptly if it is appropriate and feasible
- 7 you look for opportunities to end contact with the service user and leave the situation if the **risk of violence** looks set to escalate
- 8 if appropriate, you explain clearly to the persons involved:
 - a what you will do
 - b what they should do and
 - c the likely consequences if the situation continues
- 9 you leave the scene of the incident if the threat to your own safety and that of other people is too great, minimising the risk of injury to yourself and other people as you leave.

Unit HSC232

Protect yourself from the risk of violence at work (Level 2)

HSC232b

Review the incident for recording and monitoring purposes

Performance criteria

You need to show that,

- 1 you review the sequence of events leading up to the incident
- 2 you discuss with **relevant persons** whether organisational procedures helped or hindered the incident
- 3 you complete records in accordance with organisational requirements about:
 - a your actions at the time of the incident
 - b the circumstances and severity of the incident
 - c the measures taken to protect yourself and other people
 - d action taken to try to calm the situation down
- 4 you look through the organisation's and your own risk assessment relevant to your activities and assess its adequacy for dealing with similar incidents
- 5 you make recommendations to reduce the risk of further similar incidents to relevant persons which will make you and other people feel safer and identify areas where you would benefit from training
- 6 you contribute to good practice by sharing relevant non-confidential information with other people in similar job roles which could help reduce incidents of violence
- 7 you make use of available support and advice to help alleviate any incident-related health problems.

Unit HSC232

Protect yourself from the risk of violence at work (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 the importance of showing respect for people, their property and rights and how to do so
- 2 how to avoid behaviour or language that may indicate you are being discriminatory or oppressive.

Legislation and organisational policy and procedures

- 3 your legal duties for ensuring your well-being, safety and health in the workplace as explained by relevant legislation pertaining to health and safety at work
- 4 your job role, responsibilities and limitations
- 5 your organisation's procedures in regard to dealing with violent behaviour.

Theory and practice

- 6 your own capabilities and limitations in terms of protecting yourself in potentially violent situations
- 7 when it is appropriate and possible to maintain a safe distance and avoid physical contact
- 8 how to interpret simple body language and the importance of acknowledging other people's personal space
- 9 the importance of remaining alert to **triggers of violent behaviour**
- 10 the importance of planning how you will leave a situation if there is a physical risk including identifying where the nearest exit routes are
- 11 the main signs that a situation could escalate to violent behaviour and how to recognise these
- 12 the point at which to leave the scene of the incident, seek help and safe techniques for leaving the situation
- 13 the types of constructive behaviour you can use to calm situations
- 14 the importance of having the opportunity to talk to someone about the incident afterwards
- 15 the reports that have to be made and the records that have to be kept about a potential or actual incident of violence.

Unit HSC232

Protect yourself from the risk of violence at work (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC232

Unit title: Protect yourself from the risk of violence at work

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. **Usually** your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for each element in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC232a performance criteria 6, 8, 9

HSC232b performance criteria 4

Unit HSC232

Protect yourself from the risk of violence at work (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg file records.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plan entries, risk assessments, incident reports.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg interpreting body language, identifying potential triggers of violent behaviour, types of constructive behaviour.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Managing challenging behaviour certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg de-escalating potentially violent situations.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Units HSC233 - 246

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Unit HSC233 - Additional unit

Relate to, and interact with, individuals (Level 2)

Elements of competence

HSC233a Identify individuals' relationship needs

HSC233b Develop effective relationships

HSC233c Monitor and alter relationships to meet changing needs

About this unit

For this unit you need to be able to identify the relationship needs of individuals, develop effective relationships with them and monitor and alter the relationships to meet changing needs.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which - Additional unitmeets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC233

Relate to, and interact with, individuals (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates or interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger, harm and abuse
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- to communicate using their preferred methods of communication and language.

Unit HSC233

Relate to, and interact with, individuals (Level 2)

HSC233a

Identify individuals' relationship needs

Performance criteria

You need to show that,

- 1 you identify any issues that you need to take account of when meeting and forming relationships with **individuals**
- 2 you support individuals to communicate their needs and preferences about the relationships they wish to have with you
- 3 you listen to and respect the views, expertise and experience of individuals
- 4 you treat individuals fairly and do not discriminate nor disadvantage them in any way
- 5 you make clear to individuals the boundaries of your job role and the time you can spend with them
- 6 you work with individuals to set appropriate boundaries for your relationship with them
- 7 you agree with individuals the type of relationship you are able to have with them, taking account of:
 - a your role
 - b the tasks you will be undertaking with and for individuals
- 8 you identify potential areas of conflict and report these to the appropriate people
- 9 you treat information accessed, given and acquired about individuals confidentially and according to legal and organisational requirements.

Unit HSC233

Relate to, and interact with, individuals (Level 2)

HSC233b

Develop effective relationships

Performance criteria

You need to show that,

- 1 you develop relationships with individuals and **key people** that balance the individuals' needs and preferences with the requirements of your job
- 2 you listen to individuals and show, by the way you behave that you have heard and taken account of individuals' views
- 3 you respect the views, expertise and experience of individuals, ensuring that you treat them fairly and do not discriminate nor disadvantage them in any way
- 4 you develop the trust of individuals by being honest about:
 - a the service you and your organisation can provide
 - b the type and boundaries of the relationship you can have with them
 - c how any information may be shared with individuals, key people and others
 - d any legal and organisational requirements
 - e any activity you cannot undertake for individuals, always giving reasons for this sensitively
- 5 you interact with individuals in ways that enable them to participate in planning, implementing and reviewing the service you are providing
- 6 you work with individuals to resolve conflicts and agree a way forward in the relationship
- 7 you record and report any relationship issues within confidentiality agreements and according to legal and organisational requirements.

Unit HSC233

Relate to, and interact with, individuals (Level 2)

HSC233c

Monitor and alter relationships to meet changing needs

Performance criteria

You need to show that,

- 1 you support individuals, key people and others with whom you work to identify any changes in your relationship with the individuals and the reasons for this
- 2 you identify and deal sensitively with individuals when changes in your relationship with them might cause conflict and distress
- 3 you work with individuals, key people and others with whom you work to make relationship changes which may include the need to end the relationship
- 4 you communicate to individuals and key people:
 - a any changes that are being made
 - b the reasons for the changes
 - c what the changes may mean to them
- 5 you make changes to relationships in ways that take account of the disruption this may cause to:
 - a individuals and key people
 - b the activities you will be undertaking
- 6 you treat information about individuals confidentially and according to legal and organisational requirements
- 7 you record and report changes made and any effect this might have on the individual within confidentiality agreements and according to legal and organisational requirements.

Unit HSC233

Relate to, and interact with, individuals (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when relating to, and interacting with individuals
- 2 the ways health and social care values may differ from those of the individuals you are working with
- 3 how to interact with individuals and form relationships that provide **active support** and promote the individual's rights, choices and well-being.

Legislation and organisational policy and procedures

- 4 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when relating to and interacting with individuals
- 5 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c relating to and interacting with individuals.

Theories and practice

- 6 factors and conditions that may affect the type of relationship that you can have with individuals
- 7 how to identify, and the actions to take when you identify key changes in the conditions and circumstances of individuals
- 8 how to form, maintain and disengage from relationships with individuals
- 9 the communication and listening skills necessary to relate to and interact effectively with individuals
- 10 how to monitor and make changes to relationships that will cause the minimum disruption
- 11 barriers to relationships and effective interactions, generally and specifically with the individuals with whom you work.

Unit HSC233

Relate to, and interact with, individuals (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC233

Unit title: Relate to, and interact with, individuals

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **most** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. **Usually** your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC233a	performance criteria 8
HSC233b	performance criteria 6
HSC233c	performance criteria 1, 2, 3, 4, 5, 7

Unit HSC233

Relate to, and interact with, individuals (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg daily records and logs.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg procedures and practices for accessing training, evaluating own values, skills and knowledge eg how do you set the boundaries for your relationship with individuals, what action to take when conflict arises.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg case studies and reflective accounts would be very appropriate methods to meet performance criteria that cannot be observed.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC234 - Additional unit

Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (Level 2)

Elements of competence

- HSC234a Respect the rights and interests of individuals
- HSC234b Treat everyone equally and in ways that respects diversities and differences
- HSC234c Act in ways that promote the individual's confidence in you and your organisation

About this unit

This unit applies to everyone working in health and social care settings. It contains the underpinning values and principles that must be demonstrated in every aspect of your daily work with individuals, key people and others.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Declared interests may be: knowledge and relationship with the individual or others; vested interests; past experiences that might affect the way you work with the individuals etc.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Preferred methods of communication and language: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care) and the individuals you are working with.

Unit HSC234

Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (Level 2)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC234

Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (Level 2)

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC234

Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (Level 2)

HSC234a

Respect the rights and interests of individuals

Performance criteria

You need to show that,

- 1 you respect the dignity and privacy of **individuals**
- 2 you provide **active support** to enable individuals to participate and to manage their own lives
- 3 you respect and promote the views and wishes of individuals, **key people** and **others**
- 4 you assist and give appropriate support to enable individuals to understand and exercise their **rights**
- 5 you promote the independence of individuals
- 6 you support the rights of individuals to:
 - a access information about themselves
 - b communicate using their preferred method of communication and language
 - c make informed choices and decisions about their lives and well-being
 - d make informed decisions about taking and managing potential and actual risks
 - e regain and retain their potential to manage their lives
 - f access advocacy services
- 7 you support individuals to make compliments and complaints
- 8 you acknowledge conflicts between the individuals right to make choices and their responsibilities to others
- 9 you seek appropriate support when there are conflicts between the individuals' rights and responsibilities.

Unit HSC234

Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (Level 2)

HSC234b

Treat everyone equally and in ways that respects diversities and differences

Performance criteria

You need to show that,

- 1 you respect the dignity and privacy of individuals
- 2 you respect and promote the views and wishes of individuals, key people and others
- 3 you treat and value each person as an individual
- 4 you respect the individual's diversity, cultures and values
- 5 you work in ways that:
 - a recognise the individual's beliefs and preferences
 - b puts the individual's preferences at the centre of everything you and others for whom you are responsible do
 - c acknowledge the diversity of individuals
 - d do not discriminate against any individual
 - e do not condone discrimination by others
- 6 you provide active support to enable individuals to participate to their utmost abilities
- 7 you challenge behaviours and practice that discriminates against individuals
- 8 you seek advice when you are having difficulty promoting equality and diversity.

Unit HSC234

Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (Level 2)

HSC234c

Act in ways that promote the individuals' confidence in you and your organisation

Performance criteria

You need to show that,

- 1 you act in ways that are consistent with the law, regulation and organisational procedures
- 2 you ensure that you do not act in any way that may make individuals feel inferior
- 3 you are honest, trustworthy, reliable and dependable
- 4 you communicate in appropriate, open, accurate and straightforward ways
- 5 you explain the organisation's policies on confidentiality and complaints
- 6 you maintain clear, accurate and up-to-date records
- 7 you respect the individual's rights to confidentiality of information, within organisational procedures
- 8 you disclose information only to those who have the right and need to know
- 9 you ensure proof of identify and right to access before disclosing any information
- 10 you honour your work commitments and when this is not possible, explain why
- 11 you declare interests when they might influence your judgements and practice.

Unit HSC234

Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements, policies, procedures and guidance on:
 - a equality, diversity, discrimination, rights, confidentiality and sharing of information
 - b ensuring your actions and those of others support the equality, diversity, rights and responsibilities of individuals
- 2 the culture and values within the environment in which you work
- 3 principles that enable you to work in ways that:
 - a place the individual's needs and preferences at the centre of everything you do
 - b provide active support for the individual to participate to the best of their abilities
 - c support individuals to make their own decisions (as far as they are able and within any restrictions placed upon them) about their care and the way you carry out your work activities for and with them
- 4 the ways your own values, those of the sector and those of individuals, key people and others may differ, the effects such differences may have and any conflicts the differences may cause
- 5 conflicts that may occur between the individual's right to make choices and their responsibilities to others
- 6 ways of working that support equality and diversity and are effective when dealing with, and challenging discrimination.

Legislation and organisational policy and procedures

- 7 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when valuing and respecting individuals
- 8 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c on valuing and respecting individuals
 - d for making and receiving comments and complaints.

Unit HSC234

Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC234

Unit title: Ensure your own actions support the equality, diversity, rights and responsibilities of individuals

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for each element in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC234a	performance criteria 8, 9
HSC234b	performance criteria 7, 8
HSC234c	performance criteria 10

Unit HSC234

Ensure your own actions support the equality, diversity, rights and responsibilities of individuals (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg menu choices.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans/review records.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg the culture and values of self, the organisation and others and how these can differ, how to manage conflict between rights and responsibilities.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Valuing diversity, rights and choice training certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg challenging behaviour and practice that discriminates against individuals.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC235 - Additional unit

Enable individuals to negotiate specific environments
(Level 2)

Elements of competence

- HSC235a Support individuals to assess their ability to negotiate specific environments
- HSC235b Support individuals to negotiate specific environments
- HSC235c Observe and contribute to the evaluation of programmes

About this unit

For this you need to support individuals to negotiate specific environments effectively.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Aids may include: walking sticks; walking frames; wheelchairs; guide dogs.

Communicate using the individual's preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports; other non-verbal forms of communication; human and technological aids to communication.

Environments: indoor areas such as home or work; outdoor areas especially routes regularly used and social environments where people wish to pursue their interests.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Obstacles could include: plants; vehicles; doors; stairs; furniture.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Unit HSC235

Enable individuals to negotiate specific environments
(Level 2)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Aids

A range of aids that will enable an individual to negotiate specific environments that are key to their independence.

Environments

The areas in which people wish to be able to travel and move around in independently.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Obstacles

Physical impediments to safe independent travel such as fixed and/or movable objects.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC235

Enable individuals to negotiate specific environments
(Level 2)

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC235

Enable individuals to negotiate specific environments
(Level 2)

HSC235a

Support individuals to assess their ability to negotiate specific environments

Performance criteria

You need to show that,

- 1 you support **individuals** to communicate their preferences, skills and abilities to negotiate **environments**, taking account of their specific needs and any **aids** that are required
- 2 you identify and access appropriate information and advice that will help you to work with individuals to assess their skills and abilities to negotiate specific environments
- 3 you assess, and support individuals to assess the risks involved in finding their way around specific environments
- 4 you support individuals and **key people** to identify:
 - a existing support networks
 - b additional support required
- 5 you identify, and support individuals to identify barriers that are unique to them
- 6 you seek additional support for assessments outside your competence
- 7 you record and report assessments and within confidentiality agreement and according to legal and organisational requirements.

Unit HSC235

Enable individuals to negotiate specific environments
(Level 2)

HSC235b

Support individuals to negotiate specific environments

Performance criteria

You need to show that,

- 1 you support individuals to carry out the agreed activities, taking account of their needs and preferences
- 2 you support individuals to:
 - a use and improve what they have learned
 - b identify and explore barriers to progress
- 3 you support individuals to adapt their existing skills to enable them to negotiate specific environments
- 4 you give positive and constructive feedback to individuals when they are carrying out the activities
- 5 you encourage individuals when they are having difficulties
- 6 you seek and acquire additional help and advice for any problems that you are not competent to deal with
- 7 you support individuals and key people to identify other activities and help that could assist the individuals to negotiate specific environments.

Unit HSC235

Enable individuals to negotiate specific environments
(Level 2)

HSC235c

Observe and contribute to the evaluation of activities

Performance criteria

You need to show that,

- 1 you seek and obtain feedback from individuals, key people and **others** about:
 - a the support you have given
 - b the activities the individuals have undertaken
 - c the effectiveness and usefulness of the activities
- 2 you observe individuals, note progress, and check with individuals and others, that your observations are accurate
- 3 you work with individuals to evaluate their progress and identify anything that could help them
- 4 you provide feedback on your observations to the appropriate people, indicating where changes could be made to help the individual's progress
- 5 you seek and acquire additional help and advice in areas where you are not competent
- 6 you record and report on the observations, evaluations and outcomes, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC235

Enable individuals to negotiate specific environments
(Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to negotiate specific environments
- 2 how to provide **active support** and promote the individual's rights, choices and well-being when supporting them to negotiate specific environments
- 3 how to maximise the individual's input into the development of programmes to enable them to negotiate specific environments.

Legislation and organisational policy and procedures

- 4 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when supporting individuals to negotiate specific environments
- 5 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with supporting individuals to negotiate specific environments
 - d enabling individuals to negotiate specific environments.

Unit HSC235

Enable individuals to negotiate specific environments (Level 2)

Theory and practice

- 6 the types of injuries, disabilities, illnesses and other factors for people needing to be supported to learn how to negotiate specific environments
- 7 the type of aids that are available to meet individual needs
- 8 the type of obstacles that individuals will need to negotiate to enable them to maintain their independence (as far as they are able) within specific environments
- 9 health and safety issues and potential hazards and risks when supporting individuals to negotiate specific environments
- 10 how to support the development and evaluation of individualised programmes taking account of the needs, circumstances and preferences of individuals
- 11 how to identify and set up environments to meet individual needs, circumstances and preferences and to minimise and manage risks
- 12 how to support individuals safely, and find ways of helping individuals to negotiate and minimise hazards and risks in different environments
- 13 actions to take when you observe key changes in the condition and circumstances of individuals.

Unit HSC235

Enable individuals to negotiate specific environments
(Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC235

Unit title: Enable individuals to negotiate specific environments

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC235a	performance criteria 6
HSC235b	performance criteria 5, 6
HSC235c	performance criteria 5

Unit HSC235

Enable individuals to negotiate specific environments (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg risk assessment documentation.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg Activity Organiser Certificate, Providing Therapeutic Activities for Older People.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit, eg an occasion when you have had to seek additional help to facilitate an individual's specific requirements.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC236 - Additional unit

Receive and store medication and products (Level 2)

Elements of competence

HSC236a Receive medication and products

HSC236b Store medication and products

About this unit

For this unit you need to be able to receive and store medications and products in a variety of settings, such as hospitals and nursing and residential homes. The medication and products may be from a number of different sources including the individuals who have been prescribed the medication, and from pharmacy.

The storage of medication includes stock rotation, maintaining suitable conditions and disposing of out of date stock.

It does not include the storage of Controlled Drugs.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate documents include: individuals' records; stock books; order requisitions.

Medication and products may include: oral medication (tablets and liquids); inhaled medication; eye; nasal and ear preparations; rectal/vaginal preparations; topical (eg creams, ointments); injections; self remedies.

Relevant staff include: person in charge; nurse; ward manager; home manager; social worker; pharmacist (hospital or community).

Standard precautions including: hand washing/cleansing before, during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Storage conditions include: room temperature; refrigerated (ie 2-8 degrees); secured (eg in locked cupboard); in-patients secured locker – for self administration purposes.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Unit HSC236

Receive and store medication and products (Level 2)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standard CHS1.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Additional protective equipment

Types of personal protective equipment such as visors, protective eyewear and radiation protective equipment.

Contaminated

Includes: items 'contaminated' with body fluids, chemicals or radionuclides. Any pack/item opened and not used should be treated as contaminated.

Individual

Adults and/or children in any care setting.

Medication

Any medication, including homeopathic and herbal, prescribed for or bought over the counter by, or for, the individual.

Personal protective clothing

Items such as plastic aprons, gloves – both clean and sterile, eyewear, footwear, dresses, trousers and shirts and all in one trouser suits and gowns. These may be single use disposable clothing or reusable clothing.

Standard precautions

A series of interventions which will minimise or prevent infection and cross infection; including handwashing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC236

Receive and store medication and products (Level 2)

HSC236a

Receive medicines and products

Performance criteria

You need to show that,

- 1 you apply **standard precautions** for infection control and take other appropriate **health and safety measures** when receiving medicines and products
- 2 you work within your remit and responsibility
- 3 you ensure the **individual** understands the need to inform you of any medication they may have
- 4 you ensure the safety of the individuals' medication and care by asking them to hand them over to you for reference to by other staff, and for safe storage
- 5 you record all medication and products received from individuals in the appropriate documents
- 6 you support individuals to understand what will happen to their medication and products
- 7 you inform other relevant staff about the **medication** and products received from individuals prior to storage.

Unit HSC236

Receive and store medication and products (Level 2)

HSC236b

Store medication and products

Performance criteria

You need to show that,

- 1 you handle all medication safely in accordance with manufacturers' instructions and adhering to health and safety practices
- 2 you store all medication and products immediately in the appropriate place in line with legal and organisational requirements and record all actions
- 3 you ensure that storage conditions are correct for the type of medicine and are in accordance with the manufacturers' recommendations
- 4 you check any stock you have received from other sources such as pharmacy against the appropriate documents and make the appropriate recordings
- 5 you rotate stock following agreed procedures, referring to dates of prescription and expiry and dispose of out of date stock or unwanted stock in accordance with the legal and organisational requirements
- 6 you inform the relevant staff:
 - a if you identify a problem with the storage of medication or products
 - b when stocks of medication and products are low and need replenishing
- 7 you record all activities in the appropriate documents clearly and accurately.

Unit HSC236

Receive and store medication and products (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures

- 1 a factual awareness of the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to receiving and storing medication and products
- 2 a working understanding of your responsibilities and accountability in relation to the current European and national legislation and local policies and protocols.

Theory and practice

- 3 a factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- 4 a working understanding of the importance of applying standard precautions and the potential consequences of poor practice
- 5 a working understanding of the various methods of good practice and general hygiene in respect of yourself and storage facilities
- 6 a working understanding of the different places and environmental conditions required for the storage of medication, including why some medications require special storage conditions and others do not
- 7 a working understanding of the importance of not overfilling drug fridges to allow air to circulate freely.

Materials and equipment

- 8 a working understanding of some categories of medication such as 'over the counter' and 'prescription only'
- 9 a working understanding of the types of problems which may occur during the storage of medication and the appropriate action to take.

Procedures and techniques

- 10 an in-depth understanding of the safe methods of handling medication and products
- 11 an in-depth understanding of the procedures for the disposal of out of date, damaged or part-used medication and the relevant record keeping
- 12 a working understanding of the consequences of acting outside the limits of your role and competence.

Unit HSC236

Receive and store medication and products (Level 2)

Records and documentation

- 13 a working understanding of the need to record information in connection with medication storage and security
- 14 a working understanding of the importance of keeping full and accurate records and the consequences if this is not done
- 15 a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff.

Unit HSC236

Receive and store medication and products (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC236

Unit title: Receive and store medication and products

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is permitted** for this unit

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC236b performance criteria 6a

Unit HSC236

Receive and store medication and products (Level 2)

Your assessor will identify other sources of performance and knowledge evidence where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg drug storage records, stock records.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg prescription charts.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg policy on safe handling of medicines.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg Pharmacy/Medication training.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg an occasion when you have had to report problems with medication storage.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC237 - Additional unit

Obtain and test capillary blood samples (Level 2)

Elements of competence

HSC237a Obtain capillary blood

HSC237b Test, record and report on capillary blood sample results

About this unit

For this unit you need to be able to collect capillary blood samples (using either manual or automated lancets) and test, record and report on the sample.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Adverse reaction/event may include: anxiety/fear; pain; re-bleed; haematoma; nerve damage.

Appropriate staff member may include: registered nurse; midwife; health visitor; doctor; social worker.

Materials and equipment for: preparing and caring for the sampling site; obtaining the sample; such as manual and automated lancets; capillary devices; blood sugar monitors; slides; testing the sample; recording results; labelling; single use; multiple use.

Packaging includes: bio-hazard bags; trays; sample racks.

Settings may include: clinical environments (eg wards and clinics); non-clinical environments (eg individual's home, blood collection venues).

Standard precautions and health and safety measures including: hand washing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Tests can be carried out: electronically; non-electronically.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Unit HSC237

Obtain and test capillary blood samples (Level 2)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standard BD2.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Additional protective equipment

Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment.

Contaminated

Includes: items 'contaminated' with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated.

Individual

The person from whom the venous blood sample has been obtained, this can include blood donors or prospective donors, and clients/patients in other care settings.

Personal protective clothing

Includes items such as plastic aprons, gloves – both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing.

Standard precautions and health and safety measures

A series of interventions which will minimise or prevent infection and cross infection including: hand washing/cleansing before during and after the activity; the use of personal protective clothing and additional protective equipment when appropriate.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC237

Obtain and test capillary blood samples (Level 2)

HSC237a

Obtain capillary blood

Performance criteria

You need to show that,

- 1 you apply **standard precautions** for infection control any other relevant **health and safety measures**
- 2 you select and prepare the site for obtaining the capillary blood sample immediately before the blood is obtained, in line with organisational procedures
- 3 you obtain the required amount of blood of the required quality, using the selected materials and equipment into the container(s) and/or onto the appropriate strips or slides, in the correct order and in a manner which will cause minimum discomfort to the **individual**
- 4 you take appropriate action to stimulate the flow of blood if there is a problem obtaining blood from the selected site, or choose an alternative site
- 5 you apply pressure to the puncture site following completion to encourage closure and blood clotting
- 6 you promptly identify any indication that the individual may be suffering any adverse reaction/event to the procedure and act accordingly
- 7 you label the sample, if it is not to be tested immediately clearly, accurately and legibly, using computer prepared labels where appropriate
- 8 you place sample in the appropriate packaging, ensure the correct request forms are attached and put in the appropriate place for transport or storage
- 9 you ensure immediate transport of the sample to the relevant venue when blood sampling and investigations are urgent
- 10 you document all relevant information clearly, accurately and correctly in the appropriate records.

Unit HSC237

Obtain and test capillary blood samples (Level 2)

HSC237b

Test, record and report on capillary blood sample results

Performance criteria

You need to show that,

- 1 you **test** the blood sample correctly when appropriate, using the appropriate method, in line with organisational procedures
- 2 you recognise and interpret results accurately or pass them onto an appropriate staff member for interpretation
- 3 you record results fully and accurately in the appropriate manner and place and report to the appropriate staff member
- 4 you give clear and accurate information to the individual about the results of tests, if available and within the limits of your responsibility
- 5 you respond to questions from the individual clearly and accurately in an appropriate manner, level and pace or refer them to an appropriate staff member
- 6 you ensure that the individual is informed if any further action is required/the next stage in the process.

Unit HSC237

Obtain and test capillary blood samples (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 a working knowledge of the importance of obtaining positive confirmation of individuals' identity and consent before starting the procedure, and effective ways of getting positive identification
- 2 a working understanding of confidentiality and the measures taken to ensure it is appropriately maintained.

Legislation and organisational policy and procedures

- 3 a factual awareness of the current European and National legislation, national guidelines and local policies and protocols which affect your work practice in relation to obtaining and testing capillary blood samples
- 4 a working knowledge of your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols.

Theory and practice

- 5 a factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- 6 a working understanding of the importance of applying standard precautions and the potential consequences of poor practice
- 7 a working understanding of how infection is spread and how its spread may be limited, including how to use or apply the particular infection control measures needed when working with blood.

Anatomy and physiology

- 8 a factual awareness of the structure and purpose of capillary blood vessels
- 9 a factual awareness of blood clotting processes and factors influencing blood clotting
- 10 a working understanding of the normal or expected results for particular tests and therefore what constitutes an abnormal result.

Unit HSC237

Obtain and test capillary blood samples (Level 2)

Care and support

- 11 a factual awareness of the different reasons for obtaining capillary blood samples taken
- 12 a working understanding of the concerns that individuals may have in relation to capillary blood sampling
- 13 a working understanding of the sites which can be used for capillary sampling and what the factors that need to be considered in selecting the best site to use (including the individual's own preference)
- 14 a working understanding of why it is important to clean the sites from which you will obtain samples, and the appropriate ways of doing this
- 15 a working understanding of the limits of your role and the circumstances in which you would need to refer to another person
- 16 a working understanding of the contra-indications which indicate that capillary sampling should be stopped and advice sought
- 17 a working understanding of what is likely to cause discomfort to individuals during and after the collection of capillary blood samples, and how such discomfort can be minimised
- 18 a working understanding of what can cause problems in obtaining capillary blood samples, what can be done to stimulate blood flow and when another site should be used
- 19 a factual awareness of the common adverse reactions/events which individuals may have to blood sampling, how to recognise them and action(s) to take if they occur.

Materials and equipment

- 20 a working understanding of the equipment and materials are needed for capillary blood sampling and testing
- 21 a working understanding of the sorts of equipment and materials which are sensitive to environmental changes and how this affects their storage and use
- 22 a working understanding of which equipment and instruments are re-usable and which must be discarded after one use
- 23 a factual awareness of the different types of containers/slides which are used for collecting capillary blood samples
- 24 a factual awareness of the types of samples which have particular packaging, storage and transfer requirements and what these requirements are
- 25 a working understanding of how and when to label samples.

Unit HSC237

Obtain and test capillary blood samples (Level 2)

Procedures and techniques

- 26 a working understanding of the importance of ensuring sites for capillary blood sampling are cleaned effectively, and how and when this should be done
- 27 a working understanding of the process and procedure for obtaining capillary blood samples, including the correct sequence of actions
- 28 a working understanding of the factors involved in the procedures which could affect the quality of the blood
- 29 a working understanding of the importance of collecting capillary blood samples of the right quality, and how to achieve this
- 30 a working understanding of the complications and problems that may occur during the collection of capillary blood samples, how to recognise them and what action(s) to take
- 31 a working understanding of how to perform relevant tests.

Records and documentation

- 32 a working understanding of how to record test results, and the importance of clear and accurate documentation
- 33 a working understanding of the information that needs to be recorded on labels and other documentation when sending capillary blood samples to the laboratory
- 34 a working understanding of the importance of completing labels and documentation clearly, legibly and accurately, and the possible consequences of confusing (muddling) samples or incorrect labelling
- 35 A working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff.

Unit HSC237

Obtain and test capillary blood samples (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC237

Unit title: Obtain and test capillary blood samples

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC237a performance criteria 4, 6, 7, 9

Unit HSC237

Obtain and test capillary blood samples (Level 2)

Your assessor will identify other sources of performance and knowledge evidence where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg quality control records from capillary blood testing machines.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg client records, request forms.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg policy for quality control checking the equipment, infection control policy.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg Certificate of competence on capillary bloods.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC238 - Additional unit

Obtain and test specimens from individuals (Level 2)

Elements of competence

HSC238a Obtain specimens from individuals

HSC238b Test, record and report on specimens

About this unit

For this unit you need to be able to obtain specimens, test some specimens in the work area, and forward some specimens for laboratory investigation.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Adverse reactions may include: fainting; feeling unwell; pain; discomfort.

Clinical specimens may include specimens for: histology; haematology; microbiology; cytology; biochemistry.

Equipment may include: swabs; receivers; cleaning solutions; specimen/sample containers; slides; gloves; request forms; clinical waste bags; needles; syringes.

Specimens include: urine, including via catheter and mid-stream specimens; faeces; sputum; exudates; wound exudates; saliva; breath; aspirates; semen; skin scraping.

Standard precautions and health and safety measures including: hand washing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Unit HSC238

Obtain and test specimens from individuals (Level 2)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standard CHS7.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Additional protective equipment

Types of personal protective equipment such as visors, protective eyewear and radiation protective equipment.

Contaminated

Includes: items 'contaminated' with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated.

Individual

The person from whom the specimen will be collected, in the context of this unit that could be an adult or child.

Personal protective clothing

Items such as plastic aprons, gloves – both clean and sterile, eyewear, footwear, dresses, trousers and shirts and all in one trouser suits and gowns. These may be single use disposable clothing or reusable clothing.

Standard precautions and health and safety measures

A series of interventions which will minimise or prevent infection and cross infection including: hand washing/cleansing before, during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC238

Obtain and test specimens from individuals (Level 2)

HSC238a

Obtain specimens from individuals

Performance criteria

You need to show that,

- 1 you apply **standard precautions** for infection control and take other appropriate **health and safety measures**
- 2 you explain the procedure to the **individual** at the appropriate level and pace, and support them to provide the specimen themselves
- 3 you provide the individual with the necessary and appropriate containers
- 4 you answer any questions from the individual accurately and promptly according to your role and responsibilities, passing on questions to other staff when the request is out of your remit
- 5 you stop the procedure if the necessary preparations have not been followed by the individual or staff
- 6 you obtain specimens from clients when they cannot do this themselves, and place them in the appropriate container
- 7 you recognise and report without delay any condition or behaviour which may signify adverse reactions to the procedure, halt the procedure and take the appropriate action
- 8 you ensure privacy and dignity at all times, taking into account the individual's ethnic and religious background which might influence certain aspects of collecting specimens and ensure specimens are collected in the correct order, where necessary
- 9 you label specimens correctly, attach the relevant documentation, place in the relevant bio-hazard bags, and put them in the correct place for storage, collection or transportation
- 10 you record if you are unable to obtain the specimen and tell the appropriate member of the care team without delay.

Unit HSC238

Obtain and test specimens from individuals (Level 2)

HSC238b

Test, record and report on specimens

Performance criteria

You need to show that,

- 1 you test specimens when required, using the correct process for the investigation to be performed, and according to the specimen being tested
- 2 you report immediately any findings which are outside of normal ranges and which demand urgent attention and your findings according to your role and the individual's care plan
- 3 you reassure and inform the individual of the results of the tests according to their needs and the care plan or pass this on to other staff members if this is beyond your role and responsibility.

Unit HSC238

Obtain and test specimens from individuals (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures

- 1 a factual awareness of the current European and National legislation, national guidelines and local policies and protocols which affect your work practice in relation to obtaining and testing specimens
- 2 a working understanding of your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols.

Theory and practice

- 3 a factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- 4 a working understanding of the importance of applying standard precautions and the potential consequences of poor practice.

Anatomy and physiology

- 5 a working understanding of the basic anatomy and physiology relevant to type of specimen collections, including the:
 - a gastro-intestinal tract
 - b genito-urinary tract
 - c skin
 - d respiratory system.

Care and support

- 6 a working understanding of the importance of giving clear explanations to individuals to enable them to collect their own specimens when appropriate
- 7 an in-depth knowledge of why it is essential to maintain the individual's confidentiality
- 8 a working understanding of the possible adverse effects that may occur when collecting specimens
- 9 a working understanding of how to respond in the event of an adverse effect.

Unit HSC238

Obtain and test specimens from individuals (Level 2)

Materials and equipment

- 10 a working understanding of materials and equipment required for collecting the specimen
- 11 a working understanding of materials and equipment required for testing specimens in the work area
- 12 a working understanding of the different types of container, transport media and request forms for specimens for: histology, haematology, microbiology, cytology and biochemistry.

Procedures and techniques

- 13 a working understanding of the types of specimens that you may obtain
- 14 a working understanding of specific preparation for individuals prior to specimen collection
- 15 a working understanding of the tests and investigations that may be carried out on the specimens you obtain, either by yourself or others
- 16 an in-depth knowledge of the normal findings when testing urine, and what abnormalities you might find
- 17 a working understanding of the implications the results of the tests will have on the individual
- 18 a working understanding of the possible adverse effects that may occur when collecting specimens
- 19 a working understanding of how to respond in the event of an adverse effect.

Records and documentation

- 20 a working understanding of the importance of accurate record keeping
- 21 a working understanding of the importance of immediately reporting any findings which are outside of normal ranges and which demand urgent attention
- 22 a working understanding of the information that is required to ensure accurate labelling of specimens that are to go to the laboratory for testing
- 23 a working understanding of the potential hazards and other consequences related to incorrect labelling or dispatch of specimens
- 24 a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff.

Unit HSC238

Obtain and test specimens from individuals (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC238

Unit title: Obtain and test specimens from individuals

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC238a performance criteria 5, 10

Unit HSC238

Obtain and test specimens from individuals (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg request forms.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg infection control policy.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg an occasion when you had to abort specimen collection due to inadequate preparation.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC239 - Additional unit

Contribute to the care of a deceased person (Level 2)

Elements of competence

HSC239a Contribute to preparing the deceased person to be moved

HSC239b Contribute to moving the deceased person

About this unit

For this unit you need to contribute to the care of a deceased person.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Enabling the deceased person to be correctly identified could include using: identity labels, identity tags.

Key people: family; friends; carers; others with whom the individual had a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health - Additional unit and/or social care'

Unit HSC239

Contribute to the care of a deceased person (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Individuals

The actual people requiring health and care services. Where individuals used advocates or interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who have been key to an individual's health and social well-being. These are people in the individual's life who made a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about the individual service user
- communicate using their preferred methods of communication and language.

Unit HSC239

Contribute to the care of a deceased person (Level 2)

HSC239a

Contribute to preparing the deceased person to be moved

Performance criteria

You need to show that,

- 1 you clean and prepare the deceased person in a place and manner that respects their dignity, their beliefs and culture
- 2 you record accurately any property and valuables that are to remain with the deceased person, in ways that are consistent with legal and organisational requirements
- 3 you follow organisational procedures and practices to enable the deceased person to be correctly identified
- 4 you clean and prepare the deceased person according to the expressed wishes and preferences of **individuals** and **key people** where this is consistent with legal and organisational requirements related to infectious diseases
- 5 you wear correct protective clothing during cleaning and preparation to minimise risks of infection and for your own protection
- 6 you contribute to explaining sensitively to key people the implications of policies relating to the control of infectious diseases for viewing, mourning and the movement of deceased people
- 7 you confirm with key people the expressed wishes and preferences of the deceased person about viewing and moving them
- 8 before preparing the deceased person, you immediately report any tensions between the deceased person's expressed wishes and preferences and decisions made by key people, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC239

Contribute to the care of a deceased person (Level 2)

HSC239b

Contribute to moving the deceased person

Performance criteria

You need to show that,

- 1 you contact the appropriate organisation according to the deceased person's personal beliefs and preferences
- 2 you contact key people according to the deceased person's personal beliefs, expressed wishes and preferences
- 3 you handle and transfer the deceased person in ways which:
 - a respects and recognises their rights, wishes, culture, beliefs and preferences
 - b minimises disturbance and distress to **others**
 - c observes and follows relevant infection control measures
- 4 you send relevant information about the deceased person to the appropriate people and organisations within agreed timescales, within confidentiality agreements and according to legal and organisational requirements
- 5 you record and report details of moving the deceased person and transfer according to organisational procedures and practices.

Unit HSC239

Contribute to the care of a deceased person (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when contributing to the care of a deceased person
- 2 how to prepare a deceased person as far as possible according to their expressed preferences, beliefs, religion and culture.

Legislation and organisational policy and procedures

- 3 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when contributing to caring for a deceased person
- 4 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information
 - b recording, reporting, confidentiality and sharing information, including data protection on the care and transfer of the deceased person
 - c health, safety, assessing and managing risks associated with caring for deceased people
 - d preparing and transferring deceased people who had infectious, contagious and rare diseases and where specific precautions are needed
 - e infection control when preparing and transferring deceased people
 - f dealing with personal property and possessions of deceased people and the records that are required for this
 - g the removal of medical equipment from deceased persons.

Theory and practice

- 5 the physical changes that occur to people after death (such as rigor mortis) and how this may affect 'laying out' and moving the deceased person
- 6 how to work with key people who are distressed
- 7 how to check that key people understand what is happening and why it is happening
- 8 how to work with the impact of death on those who have lived and worked closely with the deceased person
- 9 how to transfer the deceased person in ways that demonstrate respect for them and reduces distress caused to others
- 10 the types of diseases and conditions that necessitate specialist treatment and precautions when caring for and transferring deceased people.

Unit HSC239

Contribute to the care of a deceased person (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC239

Unit title: Contribute to the care of a deceased person

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is permitted** for this unit.

The nature of this unit means that **most** of your evidence must come from real work activities. However simulation may be used so long as it meets the criteria for its use. You will find this in the assessment guidance for this S/NVQ award.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC239a performance criteria 8

HSC239b performance criteria 2

Unit HSC239

Contribute to the care of a deceased person (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg Client records.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg to describe your care of the deceased person and key people where it has not been possible to evidence this by testimony or observation.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC240 - Additional unit

Contribute to the identification of the risk of danger to individuals and others (Level 2)

Elements of competence

- HSC240a Contribute to recognising risks of harm and abuse
- HSC240b Take action to deal with risks of harm and abuse
- HSC240c Contribute to reviewing the effectiveness of actions taken to deal with risks of harm and abuse

About this unit

For this unit you need to contribute to identifying potential harm and abuse to individuals and others, take action to deal with the risk of danger and contribute to reviewing the effectiveness of actions to deal with the risk of danger of harm and abuse to individuals and others.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Harm could be/have been: short term; medium term; long term and can be intentional; unintentional.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Ways that may prejudice future investigations could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health - Additional unit and/or social care'

Unit HSC240

Contribute to the identification of the risk of danger to individuals and others (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Abuse

Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm.

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Harm

The effects of an individual being physically, emotionally or sexually injured or abused.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC240

Contribute to the identification of the risk of danger to individuals and others (Level 2)

HSC240a

Contribute to recognising risks of harm and abuse

Performance criteria

You need to show that,

- 1 you identify and access information and advice about potential risks of **harm and abuse to individuals, key people and others**
- 2 you contribute to the identification of factors that might lead to the risk of harm and abuse to individuals, key people and others
- 3 you identify signs and symptoms that individuals are:
 - a in danger of being harmed and/or abused
 - b are being harmed and/or abused
 - c have been harmed and/or abused in the past
- 4 you support individuals to identify signs and symptoms that might lead to harm and abuse of themselves and others
- 5 you report any suspicions of harm and abuse to the appropriate people and organisations:
 - a ensuring that your actions do not contaminate any evidence or prejudice future investigations
 - b within confidentiality agreements
 - c according to legal and organisational requirements.

Unit HSC240

Contribute to the identification of the risk of danger to individuals and others (Level 2)

HSC240b

Take action to deal with risks of harm and abuse

Performance criteria

You need to show that,

- 1 you develop a positive, honest, trusting and sensitive relationship with individuals that will enable them to discuss their fears and knowledge of potential and actual danger
- 2 you encourage individuals to talk about their experiences in ways that will not contaminate evidence or prejudice future investigations
- 3 you clarify the actions you have to take about disclosures of harm and abuse
- 4 you treat individuals with respect and dignity assuring them that you have taken the information they have provided seriously
- 5 you inform relevant people, as required by the legal and organisational requirements, about any disclosures or concerns about harm and abuse
- 6 you seek support for your own personal emotional reactions to the disclosure
- 7 you record and report in detail any disclosures:
 - a ensuring that your actions do not contaminate any evidence or prejudice future investigations
 - b within confidentiality agreements
 - c according to legal and organisational requirements.

Unit HSC240

Contribute to the identification of the risk of danger to individuals and others (Level 2)

HSC240c

Contribute to reviewing the effectiveness of actions taken to deal with risks of harm and abuse

Performance criteria

You need to show that,

- 1 you work sensitively to support and encourage individuals to participate in the review of actions, processes, procedures and practices for dealing with the risk of danger, harm and abuse
- 2 you agree your role and responsibilities and the roles and responsibilities of others in reviewing the effectiveness of actions to deal with the risk of danger, harm and abuse
- 3 you carry out your role and responsibilities in reviewing the effectiveness of actions to deal with the risk of danger
- 4 you work with all involved to collect information and feedback to allow a systematic review of the actions to deal with the risk of danger, harm and abuse
- 5 you record and report on the process and outcomes of the review:
 - a ensuring that your actions do not contaminate any evidence or prejudice future investigations
 - b within confidentiality agreements
 - c according to legal and organisational requirements.

Unit HSC240

Contribute to the identification of the risk of danger to individuals and others (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when contributing to the identification of the risk of danger to individuals and others
- 2 how to provide **active support** and promote the individual's rights, choices and well-being when contributing to the identification of the risk of danger to themselves and others
- 3 the rights of individuals to refuse to participate in investigations related to risk of danger, harm and abuse to individuals, key people and others.

Legislation and organisational policy and procedures

- 4 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when identifying and dealing with the risk of danger, harm and abuse
- 5 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with identifying and dealing with the risk of danger, harm and abuse to individuals and others
 - d the identification of the risk of danger to individuals and others.

Unit HSC240

Contribute to the identification of the risk of danger to individuals and others (Level 2)

Theory and practice

- 6 factors that can make it difficult for you, key people and others to recognise danger, harm and abuse to individuals
- 7 types of relationships:
 - a where individuals feel they can confide what is happening/has happened to them
 - b that support individuals to cope with what has happened to them
- 8 ways of working with individuals who are distressed, fearful and/or uncertain about what will happen to them
- 9 the effects that being at risk of harm and/or abuse and/or having been harmed and/or abused can have on the individuals' social and emotional behaviour, their health and their physical well-being
- 10 any special provisions relating to the individuals' conditions
- 11 how people carrying out abuse conceal what is happening
- 12 the types of evidence that are valid in court and how to ensure that evidence required in investigations is not contaminated by your actions.

Unit HSC240

Contribute to the identification of the risk of danger to individuals and others (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC240

Unit title: Contribute to the identification of the risk of danger to individuals and others

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC240b performance criteria 3, 5, 7

HSC240c performance criteria 1

Unit HSC240

Contribute to the identification of the risk of danger to individuals and others (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg risk assessment documentation.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg Certificates of training attended on abuse.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg an occasion where you have dealt with an abused individual or a potential abuse incident.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC241 - Additional unit

Contribute to the effectiveness of teams (Level 2)

Elements of competence

- HSC241a Agree and carry out your role and responsibilities within the team
- HSC241b Participate effectively as a team member

About this unit

For this unit you need to be able to participate effectively as a member of a team.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Team: work team, a multi disciplinary team, broader multi agency team.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job, your work activities, the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Behaviour

Actions and communications by a person.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC241

Contribute to the effectiveness of teams (Level 2)

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language.

Team

A group of people working together for a specific purpose.

Unit HSC241

Contribute to the effectiveness of teams (Level 2)

HSC241a

Agree and carry out your role and responsibilities within the team

Performance criteria

You need to show that,

- 1 you review information and seek advice about the **team**, its objectives and its purpose
- 2 you work with others within the team to identify, agree and clarify:
 - a your role and responsibilities
 - b the roles and responsibilities of **others**
 - c how your role and responsibilities contribute to the overall objectives and purpose of the team
 - d how you can and should contribute to team activities, objectives and purposes
- 3 you carry out your agreed role and responsibilities within the team
- 4 you evaluate and use feedback from others constructively, to enable you to carry out your role and responsibilities within the team more effectively
- 5 you agree, seek support and take responsibility for any development and learning that will enable you to carry out your role and responsibilities within the team more effectively.

Unit HSC241

Contribute to the effectiveness of teams (Level 2)

HSC241b

Participate effectively as a team member

Performance criteria

You need to show that,

- 1 you inform other members of the team of your activities
- 2 your **behaviour** to others in the team supports the effective functioning of the team
- 3 you accept and use suggestions and information offered by others constructively to improve your practice within the team
- 4 you offer supportive and constructive assistance to team members
- 5 you complete your commitments to other team members effectively and according to overall work priorities
- 6 when you cannot complete any commitments with timescales specified you immediately inform appropriate team members
- 7 you present suggestions and offer ideas and information to benefit team members and improve team working
- 8 you deal with differences of opinion and conflicts constructively and in ways which respects other team members' points of view
- 9 where you experience problems in working effectively with other team members, you seek appropriate advice and guidance.

Unit HSC241

Contribute to the effectiveness of teams (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when working in teams.

Legislation and organisational policy and procedures

- 2 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when working in teams to support individuals
- 3 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c team working
- 4 how to access up-to-date copies of the organisation's workplace policies, procedures and systems, and practice and service standards related to team working.

Theory and practice

- 5 principles that underpin effective team working
- 6 individuals' styles of interaction and how these can affect team working
- 7 barriers to developing relationships within the team and how these can be overcome
- 8 problems which may be encountered when relating to and interacting with other team members and how these can best be handled
- 9 your own strengths and weaknesses as an individual worker and as a team member
- 10 development and learning opportunities available to support you in team working and activities.

Unit HSC241

Contribute to the effectiveness of teams (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC241

Unit title: Contribute to the effectiveness of teams

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **most** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. **Usually** your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC241b performance criteria 9

Unit HSC241

Contribute to the effectiveness of teams (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg daily records and logs, records of meetings.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg procedures and practices for accessing training, evaluating own values, skills and knowledge eg how to deal with differences of opinion and conflicts constructively.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC242 - Additional unit

Receive and pass on messages and information (Level 2)

Elements of competence

- HSC242a Receive, process and record messages
- HSC242b Pass on messages
- HSC242c Respond to requests for information

About this unit

For this unit you will need to take, record and pass on messages and information.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Forms of communication can include: email, telephone, written information and verbal information.

Communication and language needs and preferences include: be in the preferred spoken language and mode of communication appropriate to the receiver. This will include the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health an - Additional unitd/or social care'

Unit HSC242

Receive and pass on messages and information (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Forms/Methods of communication

These include the type of communication individuals, key people and others within and outside your organisation use, for sending and receiving messages and information.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Messages

Any form of communication from and about individuals, key people and other people and organisations. Messages might be information about legislation or working practices which should be passed on and which your organisation may have procedures set in place to process immediately.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC242

Receive and pass on messages and information (Level 2)

HSC242a

Receive, process and record messages

Performance criteria

You need to show that,

- 1 you receive written and verbal information, and **messages** that use other **forms of communication** from **individuals, key people** and **others**
- 2 you identify the urgency of the messages, ensuring that urgent messages are dealt with immediately
- 3 you follow legal and organisational procedures and practices to process messages
- 4 you seek extra help where you are unable to process the message because of its complexity, its clarity or because it is communicated in a form or language that you are unable to process
- 5 you record messages accurately, within confidentiality agreements and according to legal and organisational requirements, procedures and practices
- 6 if you have had to access records and reports, you return and file them correctly, ensuring that people who do not have a right to access the information cannot do so
- 7 you use appropriate procedures to file, store and share messages and information within confidentiality agreements and according to legal and organisational requirements
- 8 you take appropriate action to resolve difficulties you have had in receiving and recording information.

Unit HSC242

Receive and pass on messages and information (Level 2)

HSC242b

Pass on messages

Performance criteria

You need to show that,

- 1 you identify who needs to be informed of the messages received and processed
- 2 you clarify to whom you need to pass on messages, when you are unsure who should receive the messages
- 3 you pass on messages:
 - a according to instructions
 - b taking account of the urgency of the message
 - c within confidentiality agreements
 - d according to legal and organisational requirements
- 4 you use appropriate procedures and **communication methods** for passing on information for individuals, key people and **others** within and outside your organisation
- 5 you share messages and information with others within and outside your organisation, according to confidentiality agreements , legal and organisational requirements
- 6 you record, report, store and share information about:
 - a what you have done with the messages
 - b who you have passed them towithin confidentiality agreement and according to legal and organisational procedures and requirements
- 7 you report any difficulties you have in passing on messages promptly to the appropriate people and organisations.

Unit HSC242

Receive and pass on messages and information (Level 2)

HSC242c

Respond to requests for information

Performance criteria

You need to show that,

- 1 you respond to requests for information:
 - a at the appropriate time
 - b according to instructions
 - c using an appropriate means of communication and language within confidentiality agreements and according to legal and organisational procedures and requirements
- 2 you take appropriate action if you cannot deal with the request for information because of:
 - a the nature and complexity of the request
 - b confidentiality issues about the request
- 3 if you need to access records and reports, you return and file them correctly, ensuring that people who do not have a right to access the information cannot do so
- 4 you identify and use appropriate procedures to file, store and share requests within confidentiality agreements and according to legal and organisational requirements
- 5 you record and report on the actions taken:
 - a to deal with the request
 - b when you are unable to deal with the request within confidentiality agreements and according to legal and organisational requirements and procedures.

Unit HSC242

Receive and pass on messages and information (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when receiving and passing on messages and information.

Legislation and organisational policy and procedures

- 2 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when receiving and passing on messages and information
- 3 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c receiving and passing on messages.

Theory and practice

- 4 actions to take when messages and information are received on any changes in the conditions and circumstances of individuals
- 5 principles involved in the sharing, storing, retrieving and security of information, records and reports
- 6 why records which are confidential should be marked to indicate this
- 7 why it is important to:
 - a accurately record information received
 - b file records again correctly after use
 - c take messages accurately and the potential effects of not so doing
 - d take account of the importance and urgency of the message
- 8 the different purposes for which information may be required and the degree of detail necessary for these different purposes
- 9 how to manage sensitive information
- 10 the sort of problems which may arise during the maintenance, storage and retrieval of records and the reasons for reporting these without delay
- 11 methods of modifying communications appropriate to the individual concerned
- 12 the different methods of obtaining information and those which are appropriate to different circumstances and/or different information
- 13 ways of refusing to provide information whilst remaining polite and helpful.

Unit HSC242

Receive and pass on messages and information (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC242

Unit title: Receive and pass on messages and information

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for each element in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC242a performance criteria 4, 6

HSC242c performance criteria 2, 3

Unit HSC242

Receive and pass on messages and information (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg menu choices, in/out board.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans/review records, letters.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg confidentiality, data protection.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Records and record keeping training certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg how to request help when there are difficulties with transmission.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC243 - Additional unit

Monitor, handle and maintain materials and equipment
(Level 2)

Elements of competence

- HSC243a Identify and move materials and equipment
- HSC243b Monitor the receipt and use of materials and equipment
- HSC243c Help maintain materials and equipment

About this unit

For this unit you will need to be able to monitor, handle and maintain materials and equipment.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Risks: possibility of injury; dangerous stacking of materials; dangerous storage of equipment; risk of damage to materials and equipment; risk of contamination to materials and equipment.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC243

Monitor, handle and maintain materials and equipment (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Others

Are other people within and outside your organisation who are necessary for you to fulfil your job role.

Risk

A risk is the likelihood of the hazard's potential being realised. It can be to individuals in the form of danger or harm and/or to the environment in the form of danger of damage and destruction.

Unit HSC243

Monitor, handle and maintain materials and equipment (Level 2)

HSC243a

Identify and move materials and equipment

Performance criteria

You need to show that,

- 1 you identify materials and equipment that need to be moved
- 2 you obtain **risk** assessments associated with the materials and equipment to be used
- 3 prior to moving the materials and equipment, you ensure you understand risk assessment procedures and identify and minimise the risks involved, accessing other help where necessary
- 4 you move and handle materials and equipment ensuring that you:
 - a follow legal and organisational policies, procedures and requirements
 - b follow the procedures and practices identified in any risk assessments
 - c handle and position the materials and equipment safely, securely and in a way which protects them from damage and/or contamination
 - d handle and position the materials and equipment safely when moving them
- 5 you check that the materials and equipment are safe and secure when they have been moved
- 6 you update records and report any problems about moving materials and equipment, according to legal and organisational requirements.

Unit HSC243

Monitor, handle and maintain materials and equipment (Level 2)

HSC243b

Monitor the receipt and use of materials and equipment

Performance criteria

You need to show that,

- 1 you check that any materials and equipment received are correct and not faulty
- 2 you store materials and equipment according to the manufacturer's, users' and organisational recommendations and requirements
- 3 when distributing materials and equipment you handle them safely and according to legal requirements and organisational policies and procedures
- 4 you monitor and control the use of materials and equipment to minimise loss and damage
- 5 you record, report and take action to:
 - a remedy any faults and incorrect deliveries
 - b replace and repair materials and equipment that have been lost and damaged
 - c replenish materials and equipment that have run out.

Unit HSC243

Monitor, handle and maintain materials and equipment (Level 2)

HSC243c

Help maintain materials and equipment

Performance criteria

You need to show that,

- 1 you use and encourage **others** to use, maintain and clean materials and equipment according to:
 - a manufacturer's instructions
 - b any legal requirements
 - c organisational policies and procedures
- 2 you use appropriate protective clothing and equipment when cleaning equipment
- 3 you maintain and store materials and equipment so they are easily accessible and ready for future use
- 4 you label, remove and report to appropriate people, any materials and equipment that are unsuitable for use
- 5 you dispose of any waste safely and according to legal and organisational requirements
- 6 you keep accurate and up-to-date records of the materials and equipment for which you are responsible.

Unit HSC243

Monitor, handle and maintain materials and equipment (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures

- 1 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when monitoring, handling and maintaining materials and equipment
- 2 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing risk assessments and following risk assessment procedures
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with monitoring, handling and maintaining materials and equipment
 - d the use of transportation equipment
 - e the movement of particular types of materials and equipment
 - f moving and handling
 - g supplying and storing different kinds of materials
 - h the maintenance of equipment and machinery.

Theory and practice

- 3 principles for moving, handling, loading and storing materials and equipment
- 4 the reasons for recording the goods received and actions to take to rectify mistakes
- 5 how to deal with hazardous substances
- 6 routine maintenance requirements and the possible consequences of not maintaining equipment
- 7 types of materials and equipment which are easily damaged during transportation
- 8 reasons for, and methods of, labelling products and equipment for transfer
- 9 loading and unloading requirements for transfer such as positioning and weight of loads, safe methods of moving loads manually
- 10 how to secure and monitor the condition of products and equipment during transit
- 11 how to move, handle, store and dispose of equipment, materials and waste safely
- 12 how to protect materials and equipment from contamination and adverse atmospheric conditions.

Unit HSC243

Monitor, handle and maintain materials and equipment
(Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC243

Unit title: Monitor, handle and maintain materials and equipment

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC243a performance criteria 4

Unit HSC243

Monitor, handle and maintain materials and equipment (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg stock sheets, delivery notes, maintenance records, risk assessments.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg An occasion when you have dealt with any item of equipment that was unsuitable for use.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit HSC244 - Additional unit

Manage and organise time and activities to support individuals in the community (Level 2)

Elements of competence

- HSC244a Identify and organise time to enable you to complete work for individuals
- HSC244b Balance your own duties and responsibilities with the individual's needs and preferences
- HSC244c Identify and report risks and changes in individuals' needs and preferences

About this unit

For this unit you need to manage and organise your time to enable you to carry out the duties and responsibilities you are responsible for with individuals and key people.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Risks to: the individual; key people; yourself; others.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC244

Manage and organise time and activities to support individuals in the community (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Emergency

Immediate and threatening danger to individuals and others.

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language.

Risks

A risk is the likelihood of the hazard to occur. It can be to individuals in the form of danger, harm and abuse and/or to the environment by danger of damage and destruction.

Unit HSC244

Manage and organise time and activities to support individuals in the community (Level 2)

HSC244a

Identify and organise time to enable you to complete work for individuals

Performance criteria

You need to show that,

- 1 you agree with appropriate people:
 - a the activities to be undertaken
 - b how often, and when you are required to carry out your work activities
 - c the time that has been allowed for the work activities
- 2 you work with **individuals, key people** and **others** to identify any special requirements you need to take account of when working with individuals
- 3 you ensure that you have access to, and understand information about any potential **risks** and health and safety issues associated with:
 - a working with individuals in the community
 - b the work activities you are carrying out
- 4 you ensure that:
 - a you have contact information for individuals and your organisation
 - b the organisation has contact information for you and knows where you are at all times
- 5 you organise your time to enable you to complete work activities according to legal and organisational requirements and to meet individuals' needs and preferences
- 6 you report on any difficulties you have had in completing your work activities within the allotted timescales and according to individuals' needs and preferences
- 7 you complete records and reports within confidentiality agreements and according to legal and organisational requirements.

Unit HSC244

Manage and organise time and activities to support individuals in the community (Level 2)

HSC244b

Balance your own duties and responsibilities with the individual's needs and preferences

Performance criteria

You need to show that,

- 1 you work with individuals to identify the preferences they have for the way you carry out your work activities, ensuring that you respect their experiences, expertise and their cultural and religious requirements
- 2 you carry out your work activities in ways that respect, value and are responsive to the contribution of key people within individuals' lives
- 3 you ensure that:
 - a you work within legal and organisational health and safety policies and procedures
 - b you do not put yourself, individuals, key people and other people at unnecessary risk
 - c behave in ways that gives individuals confidence in the organisation for whom you work
- 4 taking account of the individual's preferences, you agree with them:
 - a what you are going to do
 - b how you are going to do it
 - c the time you have been allocated to complete your work
 - d any health, safety or other issues that you have to take into account when carrying out your work activities
- 5 you follow organisational procedures when:
 - a you cannot complete the work activities to time
 - b you are requested to carry out additional work activities
 - c individuals want you to carry out your work activities in ways that differ to those set out by your organisation.

Unit HSC244

Manage and organise time and activities to support individuals in the community (Level 2)

HSC244c

Identify and report risks and changes in individuals' needs and preferences

Performance criteria

You need to show that,

- 1 you follow organisational policies and procedures in an **emergency** that requires immediate action
- 2 you observe and report changes to the individual's:
 - a environment
 - b their needs and preferences
 - c the support they have been receiving
- 3 you observe individuals' behaviour and their physical and emotional state to identify any signs and symptoms of change
- 4 you work with individuals, key people and others to examine possible reasons for the changes and any actions that may be necessary
- 5 you take action to address immediate concerns
- 6 you identify and inform the appropriate people when the individual, key people, you or others are likely to be put at unnecessary risk
- 7 you report to appropriate organisations any changes in individuals that might require further action, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC244

Manage and organise time and activities to support individuals in the community (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when managing and organising time and activities to support individuals in the community
- 2 the individual's rights to refuse access to their homes and actions to take when this happens
- 3 how to balance your work activities with the needs and preferences of individuals and key people
- 4 how to provide **active support** and promote the individual's rights, choices and well-being when managing and organising time and activities to support individuals in the community.

Legislation and organisational policy and procedures

- 5 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when managing and organising time and activities to support individuals in the community
- 6 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information about individuals and key people
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with managing and organising time and activities to support individuals in the community
 - d the protection of individuals from danger and harm
 - e keeping yourself and others safe
 - f gaining access to the individuals' property
 - g managing and organising time and activities to support individuals in the community
- 7 frameworks and guidance on standards of services and practice, relevant to gaining access to and working within individuals' homes and in the community.

Unit HSC244

Manage and organise time and activities to support individuals in the community (Level 2)

Theory and practice

- 8 where to go to access information that will inform you of practice activities
- 9 actions to take when you observe key changes in the condition and circumstances of individuals
- 10 the best ways to work with individuals and key people so that they have confidence in you
- 11 how to manage and organise your time to enable you carry out your work activities
- 12 where and how to access information about individuals, key people and others
- 13 why you need to keep the appropriate people informed of your whereabouts at all times
- 14 the type of requests you get from individuals that you are unable to fulfil and how to deal with such requests
- 15 the type of activities that individuals might do that could be injurious to their health and well-being; why these differ for different individuals and the actions to take when you observe such activities.

Unit HSC244

Manage and organise time and activities to support individuals in the community (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC244

Unit title: Manage and organise time and activities to support individuals in the community

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC244a performance criteria 6

Unit HSC244

Manage and organise time and activities to support individuals in the community (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg individual activity log.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans, risk assessment.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg Activity Organiser Certificate, First Aid Certificate/Training.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg An occasion when you have dealt with an individual who has undergone a difficulty when undergoing an activity.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC245 - Additional unit

Receive and monitor visitors (Level 2)

Elements of competence

- HSC245a Receive visitors according to organisational requirements and procedures
- HSC245b Support visitors and individuals during the visit
- HSC245c Monitor the activities of visitors and take action to control where necessary

About this unit

For this unit you need to receive and monitor the activities of visitors.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the individual's preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication.

Visitors could be: family, friends, carers, others with whom the individual has a supportive relationship, people outside your organisation who provide specialist health and care services to support the needs of individuals.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job, your work activities, the job you are doing (eg domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC245

Receive and monitor visitors (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

Individuals

The actual people requiring health and care services. Where individuals use advocates or interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Key people

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language.

Unit HSC245

Receive and monitor visitors (Level 2)

HSC245a

Receive visitors according to organisational requirements and procedures

Performance criteria

You need to show that,

- 1 you ensure the area is safe and ready to receive **visitors**
- 2 you greet visitors warmly, ascertain the purpose of their visit and communicate with them appropriately
- 3 you make any necessary security checks to ensure that the visitor has a right to enter
- 4 where a visitor does not have the right to enter you explain why, referring them, when appropriate, to other people
- 5 you identify any help that the visitors may need to enable them to visit and communicate with individuals
- 6 you encourage visitors who are in the wrong place to leave and, where necessary, help them to do so or summon others to help you to do so.

Unit HSC245

Receive and monitor visitors (Level 2)

HSC245b

Support visitors and individuals during the visit

Performance criteria

You need to show that,

- 1 you support and prepare individuals to receive visitors
- 2 you support and communicate with visitors according to their needs and organisational policies and procedures
- 3 you encourage visitors to respect the wishes of individuals
- 4 you support visitors to understand and comply with legal and organisational requirements
- 5 you take appropriate action to ensure that visitors, individuals and others are protected from danger, harm and abuse during the visit
- 6 you make visitors feel comfortable, give them accurate information, within confidentiality agreements and according to legal and organisational requirement
- 7 you refer visitors to other people and sources when you are not able to answer their questions
- 8 you share confidential information, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC245

Receive and monitor visitors (Level 2)

HSC245c

Monitor the activities of visitors and take action to control where necessary

Performance criteria

You need to show that,

- 1 you explain to visitors the standards of behaviour that are acceptable
- 2 you monitor the behaviour of visitors, identifying those that may cause a threat
- 3 where there is cause for concern, you take preventative action to minimise any damage and the risk of danger, harm and abuse
- 4 you take appropriate action to manage the situation to protect the setting, yourself and others who are potentially at risk
- 5 you remove visitors from the premises safely and in accordance with legal and organisational requirements
- 6 you seek extra help when you are not confident or able to deal with the situation
- 7 you immediately and accurately record and report details of incidents with visitors to relevant people and organisations taking account of confidentiality agreements and according to legal and organisational requirements.

Unit HSC245

Receive and monitor visitors (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 legal and organisational requirements on equality, diversity, discrimination and **rights** when receiving and monitoring visitors
- 2 how to provide **active support** and promote the individual's rights, choices and well-being when preparing them to receive visitors and supporting them during and following visits.

Legislation and organisational policy and procedures

- 3 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when receiving and monitoring visitors
- 4 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a accessing records and information
 - b recording, reporting, confidentiality and sharing information, including data protection
 - c health, safety, assessing and managing risks associated with receiving and monitoring visitors
 - d security of health and social care settings
 - e your responsibility in relation to the control of potentially disruptive visitors
 - f receiving and monitoring visitors.

Unit HSC245

Receive and monitor visitors (Level 2)

Theory and practice

- 5 principles of working with, welcoming and dealing with visitors
- 6 preparations required for the arrival of visitors: such as safety, security, sign posting, car parking, preparation equipment and aids to enable individuals to communicate
- 7 sources and types of written information which might be appropriate for different visitors
- 8 how to offer help to visitors in a way which is not over-bearing or condescending
- 9 the effects which visitors may have on the health and care setting and the threats they may cause
- 10 factors that may cause individuals distress, prior to, during and after visits and how to deal with this
- 11 how to recognise those visitors who should not be present and how to deal with them in a constructive and firm way
- 12 signs of potentially disruptive behaviour and why this may occur
- 13 preventive actions that can be taken, when it may be best to intervene, the risks inherent in different forms of intervention.

Unit HSC245

Receive and monitor visitors (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC245

Unit title: Receive and monitor visitors

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC245a	performance criteria 6
HSC245b	performance criteria 7
HSC245c	performance criteria 3, 4, 5, 6

Unit HSC245

Receive and monitor visitors (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg risk assessments.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg care/individual plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg Personal Safety Training/ Certificate, Health & Safety Training/Certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg An occasion where you have dealt with a difficult visitor to the care settings.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC246 - Additional unit

Maintain a safe and clean environment (Level 2)

Elements of competence

HSC246a Clean rooms, work areas, equipment and surfaces

HSC246b Monitor and maintain the cleanliness of environments

About this unit

For this unit you need to maintain safe and clean environments.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Cleaning equipment and materials could be: manual; automated.

Problems may include: faulty equipment; damage to fixtures and fittings; inability to access places that need cleaning.

Rooms or work areas can include: rooms; work areas that are used by individuals eg living rooms, bedrooms, day rooms, treatment rooms.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (eg residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

¹ The key purpose identified for those working in health and social care settings is 'to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care'

Unit HSC246

Maintain a safe and clean environment (Level 2)

Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Individuals

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

Others

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

Unit HSC246

Maintain a safe and clean environment (Level 2)

HSC246a

Clean rooms, work areas, equipment and surfaces

Performance criteria

You need to show that,

- 1 you reach agreement with the appropriate people, prior to cleaning
- 2 you wear appropriate protective clothing and equipment
- 3 you ensure you clean at times when it causes as little disruption as possible
- 4 you carry out cleaning activities consistent with any agreed specifications
- 5 you use appropriate cleaning equipment and materials, following manufacturers' instructions and in a manner that minimises risk
- 6 you ensure rooms or work areas are visibly free of dust, dirt and debris and are not likely to endanger the health and safety of **individuals** and **others**
- 7 you display hazard warning signs when the cleaned surfaces are likely to cause risk to people
- 8 you return cleaning equipment and cleaning materials in good working order and condition to the appropriate storage area
- 9 you ensure that cleaning equipment is safely stored and does not block any entry or exits
- 10 you dispose of hazardous waste safely
- 11 you take appropriate action when problems arise during cleaning.

Unit HSC246

Maintain a safe and clean environment (Level 2)

HSC246b

Monitor and maintain the cleanliness of environments

Performance criteria

You need to show that,

- 1 you observe and monitor the cleanliness of the environment
- 2 you take action when there is concern over the level of cleanliness
- 3 you follow cleaning schedules to ensure that the environment remains clean
- 4 you take appropriate action and report any:
 - a wear and tear on furnishings or fittings that could cause any accidents, falls or injure someone
 - b factors which affect the level of cleanliness
- 5 you record and report on the cleanliness of environments according to legal and organisational requirements.

Unit HSC246

Maintain a safe and clean environment (Level 2)

Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

- 1 conflicts that may arise between an individual's wishes regarding cleanliness and the need to provide an environment as safe as possible for others.

Legislation and organisational policy and procedures

- 2 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when maintaining a safe and clean environment
- 3 current local, UK and European legislation, and organisational requirements, procedures and practices for:
 - a recording, reporting, confidentiality and sharing information, including data protection
 - b health, safety, assessing and managing risks when cleaning and using cleaning equipment and materials
 - c cleaning and acceptable levels of cleanliness
 - d wearing of protective clothing
 - e storage and use of cleaning agents, materials and equipment
 - f infection control
 - g maintaining a safe and clean environment.

Theory and practice

- 4 methods of ensuring cleanliness and limiting infection
- 5 the potential effects of not reporting hazards or taking the appropriate action to limit them
- 6 the potential risks when using and storing cleaning materials and equipment and the ways in which these risks can be minimised
- 7 the effects which the different forms of cleanliness and the needs different individuals will have on how and when the environment will be cleaned
- 8 why cleaning agents and materials should be correctly diluted and used and the possible effect of not doing this
- 9 the appropriate cleaning materials for particular surfaces, equipment, furnishings and fittings
- 10 why some areas require specialist cleaning equipment, materials and techniques.

Unit HSC246

Maintain a safe and clean environment (Level 2)

Unit evidence requirements

Award title: NVQ Health and Social Care Level 2

Unit number: HSC246

Unit title: Maintain a safe and clean environment

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health and social care. This will include the National Service Standards for your area of work or client/service user group.

Required sources of performance and knowledge evidence:

Observation and/or expert witness testimony is the **required** assessment method to be used to evidence some parts of each element in this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

HSC246a performance criteria 11

HSC246b performance criteria 2, 4

Unit HSC246

Maintain a safe and clean environment (Level 2)

Your assessor will identify other sources of performance and knowledge evidence **either** where observation or expert witness testimony was not required **or** where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg daily records log or communications book.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg health and safety training.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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