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Level 3 Diploma in Cervical Cytology (3166-01)

Qualification handbook for centres
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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

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<th>Qualification title and level</th>
<th>Level 3 Diploma in Cervical Cytology</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds qualification number</td>
<td>(3166-01)</td>
</tr>
<tr>
<td>Ofqual accreditation number</td>
<td>500/6874/X</td>
</tr>
<tr>
<td>Last registration date</td>
<td>31/12/2010</td>
</tr>
<tr>
<td>Last certification date</td>
<td>31/12/2013</td>
</tr>
</tbody>
</table>

The Level 3 Diploma in Cervical Cytology is for staff undertaking primary screening in cervical cytology in the NHS.

The qualification will enable the learner to become conversant with the ethics of the profession and learners are expected to keep up to date with NHS Cervical Screening Programme (NHSCSP) documents, health and safety and the relevant scientific literature. Also, the qualification ensures staff will be able to recognise all types of cells found in cervical samples in order that negative and inadequate cervical samples may be accurately defined.

Learners will be able to develop and practise the skills required for Cytology screening.

This qualification was developed as part of a suite of qualifications for the NHSU and was originally proposed in line with the work that the DoH carried out with the National Cervical Cytology Education and Training Committee (NCCETC) and cytology training centres to revise the current training syllabus and examination protocols in line with the new occupational standards.

This qualification was developed for the QCF and is a migration of the existing Diploma in Cervical Cytology (3165-01) which was designed for the NHS Cancer Screening Programme training and development unit at the Liverpool Broad Green Trust. It replaces the City & Guilds Level 3 Diploma in Cervical Cytology (3165-01) which expires on 31/08/2010.

1.1 Qualification structure

To achieve the Level 3 Diploma in Cervical Cytology, learners must achieve 215 credits from the mandatory units available.

Learners must successfully complete all 12 units and in addition to this, learners must achieve an overall pass in the written examination paper which is a synoptic short answer test covering units 001-003 and 005-010 (intended to examine a wide range of topics relevant to cervical screening) to achieve the Diploma.
The diagram below illustrates the unit titles and the credit value of each unit.

<table>
<thead>
<tr>
<th>Accreditation unit reference</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Mandatory/optional for full qualification</th>
<th>Credit value</th>
<th>Excluded combination of units (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>J/600/2376</td>
<td>Unit 001</td>
<td>Principles and organisation of the UK Cervical Screening Programmes</td>
<td>Mandatory</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>L/600/2377</td>
<td>Unit 002</td>
<td>Laboratory practice in the UK Cervical Screening Programmes</td>
<td>Mandatory</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>A/600/2391</td>
<td>Unit 003</td>
<td>Principles and organisation of quality assurance in the UK Cervical Screening Programmes</td>
<td>Mandatory</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>F/600/2392</td>
<td>Unit 004</td>
<td>Principles and practice of microscopy</td>
<td>Mandatory</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>J/600/2393</td>
<td>Unit 005</td>
<td>Anatomy, physiology and histology of the female genital system</td>
<td>Mandatory</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>R/600/2395</td>
<td>Unit 006</td>
<td>Cell structure, normal cytology, squamous metaplasia and organisms</td>
<td>Mandatory</td>
<td>20</td>
<td>N/A</td>
</tr>
<tr>
<td>R/600/2509</td>
<td>Unit 007</td>
<td>Squamous lesions of the cervix</td>
<td>Mandatory</td>
<td>10</td>
<td>N/A</td>
</tr>
<tr>
<td>J/600/2510</td>
<td>Unit 008</td>
<td>Glandular lesions of the female genital system</td>
<td>Mandatory</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>L/600/2511</td>
<td>Unit 009</td>
<td>Morphological pitfalls in the interpretation of cervical cytology</td>
<td>Mandatory</td>
<td>9</td>
<td>N/A</td>
</tr>
<tr>
<td>R/600/2512</td>
<td>Unit 010</td>
<td>Principles and practice of colposcopy</td>
<td>Mandatory</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>
1.2 Opportunities for progression
On completion of this qualification, learners may progress into employment with additional study and training to become:

- state-registered biomedical scientists of whom laboratories are also in need.

1.3 Qualification support materials
City & Guilds also provides the following publications and resources specifically for this qualification:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information leaflet</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>fast track approval form</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
</tbody>
</table>

1.4 Expert reference group
This qualification has been developed by a multidisciplinary expert reference group set up by the NHSCSP:

- **Mrs Alison Baker**
  Senior Chief Biomedical Scientist, Royal Sussex County Hospital

- **Mrs Jenny Davies**
  Chartered Scientist & Manager, Manchester Cytology Training Centre, Manchester Royal Infirmary

- **Mrs Kay Ellis**
  Chartered Scientist & Advanced Biomedical Scientist Practitioner in Cytology, Sheffield Teaching Hospitals NHS Trust

- **Mr Andrew Evered**
  Advanced Biomedical Scientist Practitioner in Cytology and Manager-Welsh Cytology Training School, Llandough Hospital, Wales

- **Mrs Eileen Hewer**
  Chartered Scientist & Deputy Quality Assurance Director, NHSCSP East Midlands QA Reference Centre

- **Dr Fraser Mutch**
  Consultant Cytopathologist, Bedford Hospital NHS Trust, Milton Keynes

- **Dr Val Thomas**
  Lead Cellular Pathologist, St. George's Hospital NHS Trust, London

- **Dr Christine Waddell**
  Consultant Cytopathologist and Director- Birmingham Cytology Training Centre, Birmingham Women’s Hospital

- **Ms Sharon Whitehurst**
  NHSCSP Cytology Education Manager – NHS Cancer Screening Programmes

- **Mr Allan Wilson**
  Lead Biomedical Scientist in Histopathology/Cytopathology and Advanced Biomedical Scientist Practitioner in Cytology, Monklands Hospital, Airdrie, Scotland

- **Mr Richard Winder**
  Deputy Director – NHS Cancer Screening Programmes
2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification [Level 3 Diploma in Cervical Cytology (3165-01)] may apply for approval for the new [Level 3 Diploma in Cervical Cytology (3166-01)] using the fast track approval form, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

• providing there have been no changes to the way the qualifications are delivered, and
• if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard Qualification Approval Process. It is the centre’s responsibility to check that fast track approval is still current at the time of application.

2.1 Resource requirements

Human resources

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

• have recent relevant experience in the specific area they will be assessing
• be occupationally competent in the areas of expertise for which they are delivering training and/or verifying in this qualification. This knowledge must be at least to the same level as the training being delivered
• have credible experience of providing training
• be qualified biomedical scientists and occupationally competent in the areas of expertise that they will be assessing in this qualification
• have an understanding of training and assessment to assess learners
• be responsible for the establishment and maintenance of a training and continuing education programme for laboratory staff in collaboration with the consultant pathologist
• observe, record, discuss, provide constructive criticism, advise and guide the learner in order to confirm that the assessment criteria have been met.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualification.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.
2.2 **Candidate entry requirements**

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

A minimum of 4 GCSEs or equivalent is recommended. Learner selection is by interview in accordance with local employer protocols and they must be employed in the UK Cervical Screening Programmes. Learners will be admissible from non-NHS laboratories providing cervical screening services under contract to the NHS.

**Age restrictions**

This qualification is not approved for use by learners under the age of 16, and City & Guilds cannot accept any registrations for learners in this age group.
3 Units

Availability of units
The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units
The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Summary of units

<table>
<thead>
<tr>
<th>City &amp; Guilds unit number</th>
<th>Title</th>
<th>QCF unit number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Principles and organisation of the UK Cervical Screening Programmes</td>
<td>3166-01</td>
<td>5</td>
</tr>
<tr>
<td>002</td>
<td>Laboratory practice in the UK Cervical Screening Programmes</td>
<td>3166-02</td>
<td>4</td>
</tr>
<tr>
<td>003</td>
<td>Principles and organisation of quality assurance in the UK Cervical</td>
<td>3166-03</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Screening Programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>004</td>
<td>Principles and practice of microscopy</td>
<td>3166-04</td>
<td>1</td>
</tr>
<tr>
<td>005</td>
<td>Anatomy, physiology and histology of the female genital system</td>
<td>3166-05</td>
<td>2</td>
</tr>
<tr>
<td>006</td>
<td>Cell structure, normal cytology, squamous metaplasia and organisms</td>
<td>3166-06</td>
<td>20</td>
</tr>
<tr>
<td>007</td>
<td>Squamous lesions of the cervix</td>
<td>3166-07</td>
<td>10</td>
</tr>
<tr>
<td>008</td>
<td>Glandular lesions of the female genital system</td>
<td>3166-08</td>
<td>4</td>
</tr>
<tr>
<td>009</td>
<td>Morphological pitfalls in the interpretation of cervical cytology</td>
<td>3166-09</td>
<td>9</td>
</tr>
<tr>
<td>010</td>
<td>Principles and practice of colposcopy</td>
<td>3166-10</td>
<td>1</td>
</tr>
<tr>
<td>011</td>
<td>Scanning devices and molecular techniques in cervical disease</td>
<td>3166-11</td>
<td>1</td>
</tr>
<tr>
<td>012</td>
<td>Cervical cytology in practice</td>
<td>3166-12</td>
<td>155</td>
</tr>
</tbody>
</table>
Unit 001 Principles and organisation of the UK Cervical Screening Programmes

Level: 3
Credit value: 5

Unit aim
The aim of this unit is to provide the learner with an understanding of the aetiology of cervical cancer, the principles of screening and the specific requirements of the UK cervical screening programmes.

Learning outcomes
There are six learning outcomes to this unit. The learner will be able to:
1. Describe the aetiology of cervical cancer
2. Describe the rationale and principles of screening
3. Describe the current reporting terminology relating to cervical cytology
4. Explain how the call and recall programme operates
5. Explain the reporting and management of abnormal samples
6. Explain the operation of a failsafe programme to ensure that abnormal results have appropriate action taken

Guided learning hours
It is recommended that 36 hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Key Skills
This unit contributes towards the Key Skills in the following areas:
- Communication
- Application of number
- Information technology
- Improving own learning and performance

Assessment and grading
This unit will be assessed by:
- assignment tasks covering practical skills and their application
- a short written test after completion of all units
Unit 001  Principles and organisation of the UK Cervical Screening Programmes

Outcome 1  Describe the aetiology of cervical cancer

Assessment Criteria

Practical skills
The learner can:
1.1 Describe the incidence, prevalence and geographical variation of cervical cancer
1.2 Interpret data on incidence and mortality from national statistics
1.3 Relate risk factors to the development of cervical cancer

Underpinning knowledge
The learner can:
1.1 Define the terms incidence and mortality and interpret basic statistics
1.2 Outline the risk factors for cervical cancer
1.3 Explain the relationship between HPV and cervical cancer
Unit 001  
Principles and organisation of the UK Cervical Screening Programmes

Outcome 2  
Describe the rationale and principles of screening

Assessment Criteria

Practical skills
The learner can:
2.1 Describe the objectives of the UK Cervical Screening Programmes
2.2 Explain the basic principles of screening
2.3 Explain how the UK Cervical Screening Programmes have developed since their introduction
2.4 Relate the role of cytology laboratories to the wider context of the screening programme

Underpinning knowledge
The learner can:
2.1 Describe the underlying principles to be considered when introducing a cervical screening programme
2.2 Outline the history of the UK Cervical Screening Programmes
2.3 Explain the underpinning aims of the UK Cervical Screening Programmes
2.4 Explain the role of the cytology laboratory and the relationship to other areas of the cervical screening programmes
Unit 001 Principles and organisation of the UK Cervical Screening Programmes

Outcome 3 Describe the current reporting terminology relating to cervical cytology

Assessment Criteria

Practical skills
The learner can:
3.1 Describe the current terminology used by the UK Cervical Screening Programmes
3.2 Distinguish between the BSCC terminology and alternative international terminologies

Underpinning knowledge
The learner can:
3.1 Describe the various categories of reporting in cervical screening programmes
3.2 Interpret the common abbreviations used on cytology request forms
Unit 001 Principles and organisation of the UK Cervical Screening Programmes

Outcome 4 Explain how the call and recall programme operates

Assessment Criteria

Practical skills
The learner can:
4.1 Explain how women are invited to attend for screening and the responsibilities of stakeholders involved
4.2 Define when samples are inappropriately taken
4.3 Apply local standard operating procedures (SOPs) for samples taken outside call and recall
4.4 Describe how results are transferred back to the Exeter system or equivalent
4.5 State the screening intervals and the rationale behind these

Underpinning knowledge
The learner can:
4.1 Describe the various categories of call and recall operated within the UK Cervical Screening Programmes
4.2 Describe what can delay the taking of a sample for cervical screening
4.3 Describe what factors could cause women to be ceased from the programme
4.4 Describe the recall codes and their use within the UK Cervical Screening Programmes
Unit 001 Principles and organisation of the UK Cervical Screening Programmes

Outcome 5 Explain the reporting and management of abnormal samples

Assessment Criteria

Practical skills
The learner can:
5.1 Identify current terminology when reporting cervical samples
5.2 Follow current guidance for the reporting of cervical samples
5.3 Identify when cervical samples should be repeated using an earlier timeframe than normal recall
5.4 Describe the implications of repeating cervical samples earlier than normal recall
5.5 Identify when colposcopy referral is required
5.6 Describe the implications of referral for colposcopy including the degree of urgency
5.7 Identify cases for urgent referral (2 week wait)
5.8 Assign current management recommendations based on screening history and cytological findings
5.9 Interpret results of previous screening and apply these to suggested management

Underpinning knowledge
The learner can:
5.1 Outline terminology used in the cervical screening programmes for the reporting of cervical samples
5.2 Outline current management guidelines for the reporting of cervical cytology
5.3 Describe reasons for early repeat of cervical cytology
5.4 Outline the psychological effects of repeat cytology on a woman
5.5 Describe when women should be referred for colposcopy
5.6 Outline management strategies for abnormal cervical cytology results
Unit 001 Principles and organisation of the UK Cervical Screening Programmes

Outcome 6 Explain the operation of a failsafe programme to ensure that abnormal results have appropriate action taken

Assessment Criteria
Practical skills
The learner can:
6.1 Describe the role of failsafe in the cervical screening programmes
6.2 Identify failsafe actions for the follow up of cervical cytology reports
6.3 Describe the responsibilities of laboratories and other agencies in operating a failsafe policy
6.4 Access computer system and interrogate for failsafe actions
6.5 Identify management responsibilities for women lost to follow up
6.6 Identify procedures in place for management of failsafe

Underpinning knowledge
The learner can:
6.1 Define failsafe
6.2 Explain policies for failsafe
6.3 Summarise failsafe actions for the cervical screening programmes for women suspended from recall
6.4 Summarise failsafe actions for women who require an early repeat test
6.5 Explain the operation of computer systems for failsafe
Unit 002 Laboratory practice in the UK Cervical Screening Programmes

Level: 3
Credit value: 4

Unit aim
The aim of this unit is to provide the learner with the skills and knowledge required to work effectively within the legal framework for a UK cervical screening laboratory.

Learning outcomes
There are seven learning outcomes to this unit. The learner will be able to:
1. State the general purpose and organisation of the cytopathology laboratory
2. Describe the underlying principles of ethics and confidentiality for the UK Cervical Screening Programmes
3. Describe the principles behind the use of IT systems in cytology laboratories
4. Perform duties in accordance with statutory and local health and safety requirements
5. State the requirements for the storage and retrieval of cytology slides and samples
6. Explain the importance of error logging as part of good laboratory practice
7. Receive, stain and process cervical samples

Guided learning hours
It is recommended that 19 hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Key Skills
This unit contributes towards the Key Skills in the following areas:
- Communication
- Information technology
- Problem solving
- Improving own learning and performance
- Working with others

Assessment and grading
- assignment tasks covering practical skills and their application
- a short written test after completion of all units
Unit 002  Laboratory practice in the UK Cervical Screening Programmes

Outcome 1  State the general purpose and organisation of the cytopathology laboratory

Assessment Criteria

Practical skills
The learner can:

1.1 Explain the workflow through the laboratory from receipt of sample to final report including internal quality control checks
1.2 Describe the staffing structure of the cytology laboratory and the professional roles and relationships within the laboratory
1.3 Describe the professional roles and relationships between the laboratory and other areas within the UK Cervical Screening Programmes

Underpinning knowledge
The learner can:

1.1 Define the role of the laboratory in the cervical screening programme and relate this to UK Cervical Screening Programmes guidance
1.2 Define their limitations of professional practice
1.3 Explain the roles and relationships of staff working in the UK Cervical Screening Programmes both in the laboratory and outside the laboratory
Unit 002 Laboratory practice in the UK Cervical Screening Programmes

Outcome 2 Describe the underlying principles of ethics and confidentiality for the UK Cervical Screening Programmes

Assessment Criteria

Practical skills
The learner can:
2.1 Explain the reasons why staff in the UK Cervical Screening Programme are bound by confidentiality
2.2 Identify and access Trust policies on confidentiality
2.3 Identify the person responsible for confidentiality within the Trust

Underpinning knowledge
The learner can:
2.1 Explain the standards of conduct for non-medical health professionals in the UK Cervical Screening Programmes
2.2 Outline the requirements of the current policy for confidentiality and disclosure within the UK Cervical Screening Programmes
2.3 Outline the basic principles of the Data Protection Act
Unit 002 Laboratory practice in the UK Cervical Screening Programmes

Outcome 3 Describe the principles behind the use of IT systems in cytology laboratories

Assessment Criteria

Practical skills
The learner can:
3.1 Describe the information technology (IT) requirements for the laboratory aspects of the UK Cervical Screening Programmes
3.2 Use the laboratory computer system in accordance with laboratory protocols and assigned security level
3.3 Interrogate the laboratory computer system to enter and retrieve results

Underpinning knowledge
The learner can:
3.1 Describe minimum data sets for patient identifiable data
3.2 Outline procedures for entering results onto the laboratory computer system
3.3 Explain how to retrieve results from the laboratory computer system
Unit 002 Laboratory practice in the UK Cervical Screening Programmes

Outcome 4 Perform duties in accordance with statutory and local health and safety requirements

Assessment Criteria

Practical skills
The learner can:
4.1 Describe the current safety legislation relevant to the cytology laboratory
4.2 Apply relevant health and safety procedures, guidelines and documents in the laboratory
4.3 Describe the responses to hazardous situations in an appropriate and safe manner
4.4 Use laboratory standard operating procedures (SOPs) and safety manual

Underpinning knowledge
The learner can:
4.1 Describe the principles behind health and safety legislation
4.2 Outline procedures for performing tasks in a safe manner
4.3 Explain current health and safety guidelines in cervical cytology
Unit 002  Laboratory practice in the UK Cervical Screening Programmes

Outcome 5  State the requirements for the storage and retrieval of cytology slides and samples

Assessment Criteria

Practical skills
The learner can:
5.1  File cytology slides and samples in accordance with local SOPs
5.2  Retrieve cytology slides and samples in accordance with local SOPs
5.3  Assist other laboratory personnel in the disposal of archived cytology slides and samples in accordance with local SOPs
5.4  Describe the main requirements of the current legislation relating to cytology slides and samples

Underpinning knowledge
The learner can:
5.1  Describe and apply the laboratory standard operating procedure (SOP) for the filing of cytology slides and samples
5.2  Describe and apply the laboratory SOP for the retrieval of cytology slides and samples
5.3  Describe and apply the laboratory SOP for the disposal of cytology slides and samples
Unit 002 Laboratory practice in the UK Cervical Screening Programmes

Outcome 6 Explain the importance of error logging as part of good laboratory practice

Assessment Criteria
Practical skills
The learner can:
6.1 Identify the named individual with overall responsibility for error logging within the laboratory
6.2 Access and apply SOPs for error logging

Underpinning knowledge
The learner can:
6.1 Describe the current guidance on error logging
Unit 002 Laboratory practice in the UK Cervical Screening Programmes

Outcome 7 Receive, stain and process cervical samples

**Assessment Criteria**

**Practical skills**
The learner can:

7.1 Verify patient details on request form and specimen
7.2 Take action in case of mismatch
7.3 Assign accession number
7.4 Prepare samples for processing
7.5 Identify inappropriate samples
7.6 Identify samples which might require additional treatment prior to processing
7.7 Describe the stages in the preparation of liquid based cytology slides
7.8 Recognise the qualities of a well stained preparation
7.9 Take appropriate action when staining needs correction
7.10 Take appropriate action when mounting needs correction

**Underpinning knowledge**
The learner can:

7.1 Outline procedures for appropriate action when form and sample do not match
7.2 Explain why a sample may be inappropriate for processing
7.3 Explain why a sample may require treatment prior to processing
7.4 Describe the principles of liquid based cytology
7.5 Define fixation and describe the use of fixatives in cervical cytology
7.6 Describe the properties of fixatives in cervical cytology
7.7 Describe the constituents of standard cervical cytology stains
7.8 Describe the qualities of a well stained preparation
7.9 Describe the principles and methods of mounting slides
Unit 003 Principles and organisation of quality assurance in the UK Cervical Screening Programmes

Level: 2

Credit value: 3

Unit aim
The aim of this unit is to provide the learner with an understanding of quality assurance and audit in the UK Cervical Screening Programmes.

Learning outcomes
There are two learning outcomes to this unit. The learner will be able to:
1. Explain the principles of quality assurance (QA) including internal quality control (IQC), external quality assessment (EQA) and audit
2. Explain why standards and audit are important within the UK Cervical Screening Programmes.

Guided learning hours
It is recommended that 18 hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Key Skills
This unit contributes towards the Key Skills in the following areas:
- Communication
- Application of number
- Information technology
- Improving own learning and performance

Assessment and grading
This unit will be assessed by:
- assignment tasks covering practical skills and their application
- a short written test after completion of all units.
Unit 003  Principles and organisation of quality assurance in the UK Cervical Screening Programmes

Outcome 1  Explain the principles of quality assurance (QA) including internal quality control (IQC), external quality assessment (EQA) and audit

Assessment Criteria

Practical skills
The learner can:
1.1 Explain the importance of internal quality control as part of good laboratory practice and how it relates to performance indicators associated with the UK Cervical Screening Programmes
1.2 Explain the principles of external quality assessment
1.3 List each of the elements of IQC in the cytology laboratory
1.4 Describe the concept and recommended method of monitoring the accuracy of primary screening
1.5 Apply formulae for calculating sensitivity and positive predictive value

Underpinning knowledge
The learner can:
1.1 Outline the QA structure within the UK Cervical Screening Programmes
1.2 Describe different methods of internal quality control
1.3 Interpret performance indicators
1.4 Describe the national EQA schemes (both technical and professional)
1.5 Outline the principles of laboratory accreditation and the implications of non-accreditation
1.6 Define and differentiate between IQC, EQA and audit
1.7 Describe the meaning of the terms ‘false negative’, ‘false positive’, ‘sensitivity’, ‘specificity’ and ‘positive predictive value’ in cervical screening
1.8 Describe the circumstances in which the review of previous slides is appropriate
Unit 003  Principles and organisation of quality assurance in the UK Cervical Screening Programmes

Outcome 2  Explain why standards and audit are important within the UK Cervical Screening Programmes.

Assessment Criteria

Practical skills
The learner can:
2.1 Define the terms ‘achievable standard’ and ‘audit’
2.2 Identify the areas of the UK Cervical Screening Programmes that are subjected to audit

Underpinning knowledge
The learner can:
2.1 Outline the achievable standards against which the cervical screening programmes are measured
2.2 Outline the role of multidisciplinary audit within the UK Cervical Screening Programmes
2.3 Describe the laboratory role in the audit of the UK Cervical Screening Programmes
2.4 Describe the mandatory activity returns completed by laboratories and the application of achievable standards
Unit 004  Principles and practice of microscopy

Level: 2

Credit value: 1

Unit aim
The aim of this unit is to provide the learner with the knowledge and skills necessary for the correct use and maintenance of a microscope and workstation.

Learning outcomes
There are two learning outcomes to this unit. The learner will be able to:
1. Explain the principles of light microscopy
2. Adjust and maintain a microscope workstation for optimal use.

Guided learning hours
It is recommended that 5 hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Key Skills
This unit contributes towards the Key Skills in the following areas:
- Communication
- Application of number
- Information technology
- Improving own learning and performance
- Working with others

Assessment and grading
This unit will be assessed by:
- assignment tasks covering practical skills and their application
Unit 004 Principles and practice of microscopy
Outcome 1 Explain the principles of light microscopy

Assessment Criteria
Practical skills
The learner can:
1.1 Identify the components of a light microscope
1.2 Explain the purpose of each component
1.3 Explain the principle of Kohler illumination

Underpinning knowledge
The learner can:
1.1 Explain the principles of image formation in the light microscope
1.2 Explain how each component of the microscope contributes to image formation
Unit 004  Principles and practice of microscopy
Outcome 2  Adjust and maintain a microscope workstation for optimal use.

Assessment Criteria
Practical skills
The learner can:
2.1  Adjust a microscope for optimal use
2.2  Use the appropriate cleaning methods for each component of the microscope
2.3  Set up an ergonomically designed microscope workstation
2.4  Identify and correct faults in the microscope and workstation

Underpinning knowledge
The learner can:
2.1  Explain the importance of a correctly adjusted and maintained microscope
2.2  Describe the ergonomic features of a microscope workstation
2.3  Describe the appropriate cleaning, maintenance and fault finding techniques
Unit 005  Anatomy, physiology and histology of the female genital system

Level: 3

Credit value: 2

Unit aim
The aim of this unit is to enable the learner to understand the anatomy, histology and physiology of the female genital system and relate this to sample taking.

Learning outcomes
There are three learning outcomes to this unit. The learner will be able to:
1. Describe the normal anatomy and physiology of the female genital system
2. Describe the histology of the female genital system
3. Describe the principles and practice of sample taking.

Guided learning hours
It is recommended that 8 hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Key Skills
This unit contributes towards the Key Skills in the following areas:
- Communication
- Information technology
- Improving own learning and performance

Assessment and grading
This unit will be assessed by:
- assignment tasks covering practical skills and their application
- a short written test after completion of all units
Unit 005  Anatomy, physiology and histology of the female genital system

Outcome 1  Describe the normal anatomy and physiology of the female genital system

Assessment Criteria

Practical skills
The learner can:
1.1  Draw and label a basic diagram of the internal and external female genital system
1.2  Relate the structures of the female genital system to their functions
1.3  Describe the hormonal cycle and relate cellular patterns to the phases of the menstrual cycle

Underpinning knowledge
The learner can:
1.1  Explain the physiological changes of the female genital system throughout life
1.2  List endogenous and exogenous factors which affect normal physiology
Unit 005  
Anatomy, physiology and histology of the female genital system

Outcome 2  Describe the histology of the female genital system

Assessment Criteria

Practical skills
The learner can:
2.1 Differentiate between glandular and squamous epithelia
2.2 Identify the areas lined by squamous and glandular epithelia

Underpinning knowledge
The learner can:
2.1 Outline the structures of the female genital system and name their related lining epithelia
2.2 Outline the relationship between epithelia and sub-epithelial tissue
2.3 Describe the histology of the transformation zone
Unit 005  Anatomy, physiology and histology of the female genital system

Outcome 3  Describe the principles and practice of sample taking.

Assessment Criteria

Practical skills
The learner can:
3.1 Describe the similarities and differences in sample handling between the LBC systems currently available
3.2 Identify different cervical samplers and state their uses
3.3 Outline the responsibilities of the sample-taker and identify situations where they may decided not to take a cervical sample

Underpinning knowledge
The learner can:
3.1 Describe the current methods of taking a cervical sample
3.2 Outline the principles behind informed consent in relation to cervical sample taking
Unit 006  Cell structure, normal cytology, squamous metaplasia and organisms

Level: 3
Credit value: 20

Unit aim
The aim of this unit is to provide the learner with the knowledge and skills to interpret microscopic appearances, recognise normal cells and identify common organisms in a cervical sample.

Learning outcomes
There are five learning outcomes to this unit. The learner will be able to:
1. Describe the structure and function of normal cells
2. Describe the morphology and function of normal epithelial and non-epithelial cells
3. Explain the concept of squamous metaplasia
4. Identify common organisms and their effects on the microscopic appearance of a cervical sample
5. Identify inflammatory changes in a cervical sample.

Guided learning hours
It is recommended that 115 hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Key Skills
- This Communication
- Improving own learning and performance

Assessment and grading
This unit will be assessed by:
- assignment tasks covering practical skills and their application
- a short written test after completion of all units
Unit 006  Cell structure, normal cytology, squamous metaplasia and organisms

Outcome 1  Describe the structure and function of normal cells

Assessment Criteria

Practical skills
The learner can:
1.1  Draw and label a basic diagram to illustrate the ultra structure of a normal cell
1.2  List the organelles and their function
1.3  Describe how cells are organised into tissues and organs

Underpinning knowledge
The learner can:
1.1  Describe the component parts and organelles of a normal cell
1.2  Relate cell structure to function in the cervix
1.3  Outline the basic process of cell division and differentiation
Unit 006  Cell structure, normal cytology, squamous metaplasia and organisms
Outcome 2  Describe the morphology and function of normal epithelial and non-epithelial cells

Assessment Criteria
Practical skills
The learner can:
2.1 Locate and identify normal epithelial cells in cervical samples
2.2 Locate and identify non-epithelial cells including common contaminants in cervical samples
2.3 Recognise and identify specific cell patterns

Underpinning knowledge
The learner can:
2.1 Describe the features of normal epithelial cells including relative size and typical staining reactions
2.2 Describe the features of non-epithelial cells including relative size and typical staining reactions
2.3 Describe the function of epithelial and non-epithelial cells and the range of cell types that can be found in a cervical sample
Unit 006  Cell structure, normal cytology, squamous metaplasia and organisms

Outcome 3  Explain the concept of squamous metaplasia

Assessment Criteria

Practical skills
The learner can:
3.1 Explain the physiological processes which lead to development of the transformation zone (TZ)
3.2 Illustrate the changing position of the TZ
3.3 Locate and identify metaplastic cells

Underpinning knowledge
The learner can:
3.1 Describe the difference between the squamo-columnar junction (SCJ) and the TZ
3.2 Outline the changes in the transformation zone throughout life
3.3 Describe the process of metaplasia
3.4 Describe the microscopical appearance of metaplastic cells
3.5 Describe why metaplasia is important in carcinogenesis
Unit 006  Cell structure, normal cytology, squamous metaplasia and organisms

Outcome 4  Identify common organisms and their effects on the microscopic appearance of a cervical sample

Assessment Criteria

Practical skills
The learner can:
4.1 Locate and identify common organisms and their associated cellular changes
4.2 Describe the features in a cervical sample that may suggest the presence of an infective agent

Underpinning knowledge
The learner can:
4.1 Describe common organisms and their associated features in a cervical sample
4.2 Outline the inflammatory response to infection in the female genital system
Unit 006  Cell structure, normal cytology, squamous metaplasia and organisms

Outcome 5  Identify inflammatory changes in a cervical sample.

Assessment Criteria
Practical skills
The learner can:
5.1 Locate and identify degenerative, regenerative and epithelial cell changes

Underpinning knowledge
The learner can:
5.1 Explain the degenerative and regenerative changes that occur in cervical epithelial cells as a result of inflammation
Unit 007  Squamous lesions of the cervix

Level: 3

Credit value: 10

Unit aim
The aim of this unit is to provide the learner with the knowledge and skills to recognise and interpret microscopic features of squamous lesions of the cervix.

Learning outcomes
There are eight learning outcomes to this unit. The learner will be able to:
1. Describe the natural history of cervical intraepithelial neoplasia (CIN) and cervical cancer
2. Describe the signs and symptoms of cervical cancer
3. Describe the histological and cytological features associated with CIN
4. Recognise and grade squamous dyskaryosis in cervical samples
5. Recognise the cytomorphological appearances of squamous carcinoma
6. Describe the histopathology of squamous cell carcinoma of the cervix
7. Identify features of Human Papilloma Virus (HPV)
8. Explain the circumstances under which borderline nuclear changes are most commonly recorded

Guided learning hours
It is recommended that 78 hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Key Skills
This unit contributes towards the Key Skills in the following areas:
- Communication
- Improving own learning and performance

Assessment and grading
This unit will be assessed by:
- assignment tasks covering practical skills and their application
- a short written test after completion of all units
Unit 007  Squamous lesions of the cervix
Outcome 1  Describe the natural history of cervical intraepithelial neoplasia (CIN) and cervical cancer

Assessment Criteria

Practical skills
The learner can:
1.1 Describe the causes of CIN and cervical cancer with particular reference to HPV
1.2 Describe the evidence for progression from CIN to cancer
1.3 Describe the effect of an organised screening programme on the incidence and mortality of cervical cancer

Underpinning knowledge
The learner can:
1.1 Describe the process of neoplasia
1.2 Describe the age distribution of squamous cancer and its precursor lesions
Unit 007  Squamous lesions of the cervix
Outcome 2  Describe the signs and symptoms of cervical cancer

Assessment Criteria
Practical skills
The learner can:
2.1  Interpret basic clinical data relating to cervical cancer

Underpinning knowledge
The learner can:
2.1  Describe the signs and symptoms of cervical cancer
Unit 007  Squamous lesions of the cervix
Outcome 3  Describe the histological and cytological features associated with CIN

Assessment Criteria
Practical skills
The learner can:
3.1  Describe the histopathological features of CIN
3.2  Describe the correlation between dyskaryosis and CIN

Underpinning knowledge
The learner can:
3.1  Explain how dyskaryosis of different grades correlates with CIN
Unit 007  Squamous lesions of the cervix
Outcome 4  Recognise and grade squamous dyskaryosis in cervical samples

Assessment Criteria
Practical skills
The learner can:
4.1 Describe the cytological criteria of dyskaryosis
4.2 Recognise the appearances of individual cells of different grades of squamous dyskaryosis in cervical samples
4.3 Recognise morphological effects of HPV infection seen in dyskaryotic cells
4.4 Recognise variants of dyskaryosis in cervical samples
4.5 Recognise features suggestive of invasive cancer

Underpinning knowledge
The learner can:
4.1 Distinguish the different grades of dyskaryosis
4.2 Describe the effect of HPV infection in dyskaryotic cells
4.3 Describe variants of dyskaryotic cells within cervical samples
4.4 Describe features which raise the possibility of invasive cancer
Unit 007  Squamous lesions of the cervix
Outcome 5  Recognise the cytomorphological appearances of squamous carcinoma

Assessment Criteria
Practical skills
The learner can:
5.1  Recognise the morphological appearances of malignant squamous cells
5.2  Recognise features of a cervical sample associated with invasive cancer

Underpinning knowledge
The learner can:
5.1  Describe the nuclear and cytoplasmic features of malignant squamous cells
5.2  Describe the features in a cervical sample associated with invasive cancer
Unit 007  

Squamous lesions of the cervix

Outcome 6  
Describe the histopathology of squamous cell carcinoma of the cervix

Assessment Criteria
Practical skills
The learner can:
6.1 Describe histological appearances of squamous cell carcinoma

Underpinning knowledge
The learner can:
6.1 Describe the histological features of squamous cell carcinoma of the cervix
6.2 Describe the principles of stage and grade in relation to squamous cell carcinoma of the cervix
Unit 007  Squamous lesions of the cervix
Outcome 7  Identify features of Human Papilloma Virus (HPV)

Assessment Criteria
Practical skills
The learner can:
7.1 Recognise the cytopathic effects of HPV in cervical samples

Underpinning knowledge
The learner can:
7.1 Describe the cytological appearances of koilocytes, epithelial pearls, rafts, spikes and dyskeratotic cells
7.2 Outline the potential use of HPV vaccination in the prevention and treatment of cervical cancer
7.3 Describe the neoplastic potential of HPV infection
7.4 Describe the reporting and management of HPV changes
Unit 007  Squamous lesions of the cervix
Outcome 8  Explain the circumstances under which borderline nuclear changes are most commonly recorded

Assessment Criteria
Practical skills
The learner can:
8.1 Identify the cytological features which commonly give rise to a borderline report
8.2 Describe the rationale behind a borderline reporting category
8.3 Describe the advantages and disadvantages of a borderline reporting category from a screening programme perspective
8.4 Describe the management of borderline reports
8.5 Refer for further opinion any cervical sample in which there is genuine doubt about the significance of the nuclear changes
8.6 Outline the potential use of adjunctive tests for the triage of cervical samples reported as borderline nuclear change

Underpinning knowledge
The learner can:
8.1 Describe the circumstances under which borderline nuclear changes are most commonly recorded
8.2 Describe the morphological spectrum of epithelial cell changes and the subjectivity of cervical cytology interpretation
8.3 Outline the predictive value of the borderline report
8.4 Outline the management guidelines for borderline cervical cytology
8.5 Outline the concept of triage techniques
Glandular lesions of the female genital system

Level: 3
Credit value: 4

Unit aim
The aim of this unit is to provide the learner with the knowledge and skills to recognise and interpret microscopic features of glandular lesions of the cervix.

Learning outcomes
There are six learning outcomes to this unit. The learner will be able to:
1. Describe the natural history of adenocarcinoma of the cervix
2. Recognise the cytomorphology of adenocarcinoma of the cervix and its precursor lesions
3. Describe the histopathology of adenocarcinoma of the cervix and its precursor lesions
4. List the risk factors associated with adenocarcinoma of the endometrium
5. Describe the cytomorphology of non-cervical adenocarcinoma of the female genital system as it presents in cervical samples
6. Explain the use of the borderline glandular reporting category

Guided learning hours
It is recommended that 34 hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Key Skills
This unit contributes towards the Key Skills in the following areas:
- Communication
- Improving own learning and performance

Assessment and grading
This unit will be assessed by:
- assignment tasks covering practical skills and their application
- a short written test after completion of all units
Unit 008  Glandular lesions of the female genital system
Outcome 1  Describe the natural history of adenocarcinoma of the cervix

Assessment Criteria
Practical skills
The learner can:
1.1 Interpre clinical date relating to adenocarcinoma of the cervix

Underpinning knowledge
The learner can:
1.1 Describe the risk factors for development of cervical adenocarcinoma
1.2 Describe the age distribution and incidence of adenocarcinoma of the cervix and its precursor lesions
1.3 Describe the effect of an organised screening programme on the incidence and mortality of precursor lesions of adenocarcinoma
Unit 008  Glandular lesions of the female genital system
Outcome 2  Recognise the cytomorphology of adenocarcinoma of the cervix and its precursor lesions

Assessment Criteria

Practical skills
The learner can:
2.1 Recognise the cytological appearances suggestive of cervical glandular intraepithelial neoplasia (CGIN)
2.2 Recognise the cytological appearance of invasive adenocarcinoma of the cervix

Underpinning knowledge
The learner can:
2.1 Describe the features of dyskaryotic endocervical cells
2.2 Describe the features which facilitate the distinction between pre-invasive and invasive endocervical adenocarcinoma
Unit 008  Glandular lesions of the female genital system
Outcome 3 Describe the histopathology of adenocarcinoma of
the cervix and it’s precursor lesions

Assessment Criteria
Practical skills
The learner can:
3.1 Recognise histological appearances of cervical glandular intraepithelial neoplasia (CGIN)
3.2 Recognise histological appearances of invasive endocervical adenocarcinoma of the cervix

Underpinning knowledge
The learner can:
3.1 Outline the histological features of CGIN
3.2 Outline the histological appearances of invasive endocervical adenocarcinoma of the cervix
3.3 Outline the principles of stage and grade in relation to invasive endocervical adenocarcinoma
   of the cervix
Unit 008  Glandular lesions of the female genital system
Outcome 4  List the risk factors associated with adenocarcinoma of the endometrium

Assessment Criteria
Practical skills
The learner can:
4.1  List the risk factors for adenocarcinoma of the endometrium

Underpinning knowledge
The learner can:
4.1  Explain the risk factors for adenocarcinoma of the endometrium
Unit 008  
Outcome 5  
**Glandular lesions of the female genital system**

Describe the cytomorphology of non-cervical adenocarcinoma of the female genital system as it presents in cervical samples

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**Assessment Criteria**

**Practical skills**

The learner can:

5.1 Recognise the range of morphological appearances suggestive of non-cervical adenocarcinoma in cervical cytology samples

**Underpinning knowledge**

The learner can:

5.1 Describe the morphological features of non-cervical adenocarcinoma in cervical cytology samples
Unit 008  Glandular lesions of the female genital system
Outcome 6  Explain the use of the borderline glandular reporting category

**Assessment Criteria**

**Practical skills**
The learner can:
6.1  Describe the cytomorphological features which may be categorised as borderline changes in glandular cells
6.2  Describe the management of borderline glandular reports

**Underpinning knowledge**
The learner can:
6.1  Describe the cytomorphological features which may be categorised as borderline changes in glandular cells
6.2  Outline the management guidelines for borderline glandular abnormalities
Unit 009  Morphological pitfalls in the interpretation of cervical cytology

Level: 4
Credit value: 9

Unit aim
The aim of this unit is to provide the learner with the knowledge and skills to recognise interpretive pitfalls and be aware of how screening errors can be minimised.

Learning outcomes
There are six learning outcomes to this unit. The learner will be able to:
1 Outline the reasons for errors in the interpretation of cervical samples and the implications for the screening programmes
2 Recognise the common pitfalls in the interpretation of squamous cells
3 Recognise the common pitfalls in the interpretation of glandular cells
4 Outline the histopathological basis of the common interpretive errors
5 Recognise the non-epithelial cells that may be the cause of interpretive errors
6 Explain how interpretive errors can be minimised

Guided learning hours
It is recommended that 65 hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Key Skills
This unit contributes towards the Key Skills in the following areas:
• Communication
• Improving own learning and performance

Assessment and grading
This unit will be assessed by:
• assignment tasks covering practical skills and their application
• a short written test after completion of all units
Unit 009  Morphological pitfalls in the interpretation of cervical cytology

Outcome 1  Outline the reasons for errors in the interpretation of cervical samples and the implications for the screening programmes

Assessment Criteria

Practical skills
The learner can:
1.1 Define the terms ‘false negative’ and ‘false positive’
1.2 Describe the concept of inter- and intra-observer variation

Underpinning knowledge
The learner can:
1.1 Outline the common reasons for the under- and over-interpretation of cervical samples
1.2 Describe the implications of interpretive errors for the woman and screening programmes
Unit 009  Morphological pitfalls in the interpretation of cervical cytology

Outcome 2  Recognise the common pitfalls in the interpretation of squamous cells

Assessment Criteria

Practical skills
The learner can:
2.1 Distinguish abnormal squamous cells from their benign look-alikes
2.2 Distinguish normal squamous cells from their neoplastic look-alikes
2.3 Accurately recognise the variants of dyskaryosis that give rise to grading difficulties

Underpinning knowledge
The learner can:
2.1 Describe the morphological features of abnormal squamous cells that may be misinterpreted as normal
2.2 Describe the morphological features of normal squamous cells that may be misinterpreted as abnormal
2.3 Outline possible reasons for the mis-grading of squamous cell abnormalities
Unit 009  Morphological pitfalls in the interpretation of cervical cytology

Outcome 3  Recognise the common pitfalls in the interpretation of glandular cells

Assessment Criteria
Practical skills
The learner can:
3.1 Distinguish abnormal glandular cells from their benign look-alikes
3.2 Distinguish normal glandular cells from their neoplastic look-alikes
3.3 Differentiate between squamous and glandular cell abnormalities

Underpinning knowledge
The learner can:
3.1 Describe the morphological features of abnormal glandular cells that may be misinterpreted as normal
3.2 Describe the morphological features of normal glandular cells that may be misinterpreted as abnormal
3.3 Outline possible reasons for the misclassification of glandular cell abnormalities
Unit 009  Morphological pitfalls in the interpretation of cervical cytology
Outcome 4  Outline the histopathological basis of the common interpretive errors

Assessment Criteria
Practical skills
The learner can:
4.1  List the common histological entities that may give rise to cytological misinterpretation

Underpinning knowledge
The learner can:
4.1  Outline the common histological entities that may give rise to cytological misinterpretation
Unit 009  Morphological pitfalls in the interpretation of cervical cytology

Outcome 5  Recognise the non-epithelial cells that may be the cause of interpretive errors

Assessment Criteria

Practical skills
The learner can:
5.1 Identify the non-epithelial cells that may be the cause of interpretive errors
5.2 Distinguish the epithelial cells from their non-epithelial look-alikes

Underpinning knowledge
The learner can:
5.1 Describe the morphological similarities and differences between epithelial cells and non-epithelial cells
Unit 009  Morphological pitfalls in the interpretation of cervical cytology

Outcome 6  Explain how interpretive errors can be minimised

Assessment Criteria

Practical skills
The learner can:
6.1  List the measures in place for reducing errors in cervical cytology

Underpinning knowledge
The learner can:
6.1  Describe the measures in place for reducing interpretive errors in cervical cytology
Unit 010  Principles and practice of colposcopy

Level: 2

Credit value: 1

Unit aim
The aim of this unit is to provide the learner with knowledge of the role of colposcopy in the management of cervical disease.

Learning outcomes
There are four learning outcomes to this unit. The learner will be able to:
1. Describe the role of colposcopy in the diagnosis and management of cervical disease
2. Describe the colposcopic features of cervical disease
3. Describe the methods of treatment for lower genital system neoplasia
4. Describe the treatments for invasive cancer

Guided learning hours
It is recommended that 3 hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Key Skills
This unit contributes towards the Key Skills in the following areas:
• Communication
• Problem solving
• Improving own learning and performance
• Working with others

Assessment and grading
This unit will be assessed by:
• assignment tasks covering practical skills and their application
• a short written test after completion of all units
Unit 010 Principles and practice of colposcopy
Outcome 1 Describe the role of colposcopy in the diagnosis and management of cervical disease

Assessment Criteria
Practical skills
The learner can:
1.1 Describe the purpose and function of a colposcope
1.2 Describe the role of colposcopy in the assessment of women with abnormal samples
1.3 Describe the role and rationale of colposcopy in the follow-up of women with cervical disease

Underpinning knowledge
The learner can:
1.1 Describe the purpose of a colposcopic assessment
1.2 Explain the reasons for referral to colposcopy
1.3 Describe the uses and limitations of colposcopy in the diagnosis of cervical disease
1.4 Describe the relationships of the colposcopy unit within the cervical screening programmes
Unit 010  Principles and practice of colposcopy
Outcome 2  Describe the colposcopic features of cervical disease

Assessment Criteria
Practical skills
The learner can:
2.1 Interpret colposcopic information given on cervical cytology request forms

Underpinning knowledge
The learner can:
2.1 Outline the colposcopic appearances of cervical disease
**Unit 010**  
**Principles and practice of colposcopy**

**Outcome 3**  
Describe the methods of treatment for lower genital system neoplasia

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**Assessment Criteria**

**Practical skills**

The learner can:

3.1 Describe ablative and excisional treatment methods

**Underpinning knowledge**

The learner can:

3.1 Outline the rationale for treating lower genital tract neoplasia
3.2 Outline the theoretical basis of ablative and tissue excision techniques
Unit 010  Principles and practice of colposcopy
Outcome 4  Describe the treatments for invasive cancer

Assessment Criteria
Practical skills
The learner can:
4.1 Describe the options available to the clinician in the treatment of invasive cancer

Underpinning knowledge
The learner can:
4.1 Outline the use of treatment modalities for cervical cancer
Unit 011  Scanning devices and molecular techniques in cervical disease

Level: 3

Credit value: 1

Unit aim
The aim of this unit is to provide the learner with knowledge of scanning devices and molecular techniques in cervical screening.

Learning outcomes
There are two learning outcomes to this unit. The learner will be able to:
1. Outline the potential use of semi-automated and/or automated scanning devices
2. Outline the potential use of molecular biological techniques used in cervical screening

Guided learning hours
It is recommended that 2 hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Key Skills
This unit contributes towards the Key Skills in the following areas:
• Communication
• Improving own learning and performance

Assessment and grading
This unit will be assessed by:
• assignment tasks covering practical skills and their application
Unit 011  Scanning devices and molecular techniques in cervical disease

Outcome 1  Outline the potential use of semi-automated and/or automated scanning devices

Assessment Criteria
Practical skills
The learner can:
1.1  Describe how automated/semi-automated scanning devices may be used in the screening programmes

Underpinning knowledge
The learner can:
1.1  Outline the basic principles of automated scanning devices
Unit 011  Scanning devices and molecular techniques in cervical disease

Outcome 2  Outline the potential use of molecular biological techniques used in cervical screening

Assessment Criteria

Practical skills
The learner can:
2.1 Outline the principles for the detection of HPV in cervical samples
2.2 Discuss the potential impact of HPV testing on the UK Cervical Screening Programmes

Underpinning knowledge
The learner can:
2.1 Outline the principles of HPV testing and molecular techniques
2.2 Outline the principles of HPV vaccination in cervical screening
Unit 012    Cervical cytology in practice

Level:          3
Credit value:   155

Unit aim
The aim of this unit is to provide the learner with knowledge and skills to screen cervical samples effectively.

Learning outcomes
There is one learning outcome to this unit. The learner will be able to:
1. Screen cervical samples effectively

Guided learning hours
It is recommended that 42 hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health.

Key Skills
This unit contributes towards the Key Skills in the following areas:
• Communication
• Application of number
• Information technology
• Problem solving
• Improving own learning and performance
• Working with others

Assessment and grading
This unit will be assessed by:
• assignment tasks covering practical skills and their application.
Unit 012  Cervical cytology in practice
Outcome 1  Screen cervical samples effectively

Assessment Criteria
Practical skills
The learner can:
1.1  Screen cervical samples effectively

Underpinning knowledge
The learner can:
1.1  Describe the factors that govern accuracy and efficiency of screening slides
4 Assessment

4.1 Summary of assessment methods
Each unit can be assessed and certificated individually using a variety of assessment methods. The units are graded at pass or fail and the practical and written examinations are graded as pass or fail.

Time constraints
All assignments must be completed and assessed within the learner’s period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual assignments.

4.2 Assignments
Learners must complete all assignments to the required standard in order to achieve an overall pass in each unit. Detailed marking guidance will be provided for assessors.

The written examination paper
The written examination paper is intended to examine a wide range of topics relevant to cervical screening

Marking and grading
The assignments are marked by the assessors and each assignment will be graded as either Pass or Fail.

Pass: when an assignment has been completed to the required standard.
Fail: when after a second attempt, an assignment is still not completed to the required standard.

Resubmission: normally candidates may resubmit their assignment work once if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate; the centre should seek the approval of their external verifier.
Assignment composition

<table>
<thead>
<tr>
<th>Task</th>
<th>Practical outcome reference</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>3.1, 3.2, 5.1</td>
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<td>4.1, 4.5</td>
</tr>
<tr>
<td>D</td>
<td>5.2, 5.3, 5.5, 5.7</td>
</tr>
<tr>
<td>E</td>
<td>6.1, 6.2, 6.3, 6.5, 6.6</td>
</tr>
</tbody>
</table>

Assignment tasks

The assignment has **five** tasks, each of which must be completed in order to pass this unit.

**Task A**
1. Write an essay on the risk factors for cervical cancer (250 words).
2. Write an essay explaining the criteria that should be met before screening for a condition is initiated. Include in your essay the potential benefits and limitations of screening (500 words).
3. Define the terms ‘sensitivity’ and ‘specificity’ as they apply to cervical screening.

**Task B**
1. List the categories for reporting cervical cytology and histology in the UK Cervical Screening Programmes.
2. Compile a table which compares British Society for Clinical Cytology (BSCC) terminology for cervical cytology with the Bethesda (USA) system of reporting.

**Task C**
1. Write an essay outlining the mechanism for inviting women for a cervical screening test in the UK. Include in your essay the criteria for eligibility for participation in cervical screening (250 words).
2. Explain the reasons for ceasing women from ‘call and recall’.

**Task D**
1. All cervical sample reports should carry a recommendation for subsequent management. List the **four** categories currently in use and give an example of when each category may be used.

**Task E**
1. Explain the term ‘failsafe’ and write a short report on the failsafe activities in your department (250 words).
Assignment composition

<table>
<thead>
<tr>
<th>Task</th>
<th>Practical outcome reference</th>
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</thead>
<tbody>
<tr>
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<td>C</td>
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<tr>
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<td>E</td>
<td>5.1, 5.2</td>
</tr>
<tr>
<td>F</td>
<td>7.8</td>
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</tbody>
</table>

Assignment tasks

The assignment has six tasks, each of which must be completed in order to pass this unit.

Task A
1. Draw an organisation chart for your own cytology laboratory showing the line management structures and including medical and scientific staff.
2. Draw a diagram to show how the cervical cytology workflow is organised in your laboratory.

Task B
1. Outline the procedure for giving the results of cervical screening tests over the telephone.
2. Briefly describe the role of the Caldicott Guardian. List six Caldicott principles relating to data usage.

Task C
1. Locate and identify the position of safety equipment, information and emergency exit routes within your department.

Task D
1. Define the term ‘risk assessment’. Describe the steps for risk assessment in the cytology department (250 words).

Task E
1. This assignment assesses the accuracy with which you are able to file and retrieve cervical cytology slides. File a set of 30 slides. Retrieve the slides for 30 cases.

Task F
1. Assess the staining quality of 10 slides using the scoring system in the NHSCSP publication ‘EQA Scheme for the Evaluation of Papanicolaou Staining in Cervical Cytology.’
Assignment composition

<table>
<thead>
<tr>
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<tbody>
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</tr>
<tr>
<td>B</td>
<td>1.4, 1.5</td>
</tr>
</tbody>
</table>

Assignment tasks

The assignment has two tasks, each of which must be completed in order to pass this unit.

**Task A**
1. Describe the purpose of each of the following activities in cervical cytology:
   i. rapid review/preview
   ii. positive predictive value
   iii. external quality assessment

**Task B**
1. For each of the four screeners listed in the following table, calculate:
   i. the overall sensitivity, and
   ii. the sensitivity for moderate dyskaryosis and above.

Comment on these findings.

<table>
<thead>
<tr>
<th>Screener Number</th>
<th>Number of samples correctly called borderline/mild dyskaryosis on primary screening</th>
<th>Number of additional samples reported as borderline/mild dyskaryosis after rapid review</th>
<th>Number of samples correctly called moderate dyskaryosis and above on primary screening</th>
<th>Number of additional samples reported as moderate dyskaryosis and above after rapid review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>109</td>
<td>4</td>
<td>14</td>
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Unit 004  Principles and Practice of Microscopy

Assignment composition

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<td>C</td>
<td>1.3, 2.1, 4.1</td>
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</tbody>
</table>

Assignment tasks

The assignment has **three** tasks, each of which must be completed in order to pass this unit.

**Task A**
1. Set up a microscope for the optimum visualisation of cervical samples.

**Task B**
1. Describe the features of an ergonomically designed workstation for cervical screening, focusing on the chair, desk and microscope.

**Task C**
1. Define and explain the importance of the terms ‘resolution’ and ‘magnification’.
Assignment composition

<table>
<thead>
<tr>
<th>Task</th>
<th>Practical outcome reference</th>
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<td>B</td>
<td>1.3</td>
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</tbody>
</table>

Assignment tasks

The assignment has two tasks, each of which must be completed in order to pass this unit.

Task A

1. Draw and label a diagram of the female genital system. List the areas lined by non-keratinised stratified squamous and glandular epithelium.

Task B

1. Name the hormones associated with the menstrual cycle and relate them to the appearance of cells in cervical samples (250 words).
2. Describe and explain the expected cellular appearances of a cervical sample taken
   i. during pregnancy
   ii. after the menopause. (250 words).
Assignment composition

<table>
<thead>
<tr>
<th>Task</th>
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<td>4.1, 4.2, 5.1</td>
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</table>

Assignment tasks

The assignment has five tasks, each of which must be completed in order to pass this unit.

**Task A**
1. Draw a labelled diagram of a cell including the organelles.
2. State the functions of 5 organelles (250 words).

**Task B**
1. List the epithelial and non-epithelial cells which may be observed in cervical samples.
2. Identify to your assessor at a multi-headed microscope each of the following cell types:
   - superficial cell
   - intermediate cell
   - parabasal cell
   - endocervical cell
   - neutrophil polymorph
   - macrophage/histiocyte
   - squamous metaplastic cell

**Task C**
1. Define the term ‘squamous-columnar junction’ (SCJ) and explain how its position varies through life (250 words). Use labelled diagrams to illustrate your answer.
2. Define the term ‘squamous metaplasia’ and describe the process in the cervix (250 words).

**Task D**
1. Define the term ‘transformation zone’ and explain why it should be sampled in cervical screening (250 words)
Task E
1. Describe the type, morphology, symptoms and treatment options for each of the organisms listed:
   - Trichomonas vaginalis
   - Candida spp
   - Actinomyces-like-organisms
   - Human papilloma virus
   - Herpes simplex virus.

<table>
<thead>
<tr>
<th>Type of organism</th>
<th>Morphology</th>
<th>Signs/Symptoms</th>
<th>Treatment</th>
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<tbody>
<tr>
<td>Trichomonas vaginalis</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Candida spp</td>
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<td>Actinomyces-like organisms</td>
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<td>Human papilloma virus</td>
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<td>Herpes simplex virus</td>
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Assignment composition

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<td>E</td>
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<td>F</td>
<td>4.2, 7.1</td>
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</tbody>
</table>

Assignment tasks

The assignment has six tasks, each of which must be completed in order to pass this unit.

**Task A**
1. Define the following terms:
   - mortality
   - morbidity
   - incidence
   - prevalence.

**Task B**
1. Briefly describe the FIGO (International Federation of Gynaecology and Obstetrics) staging system for cervical cancer (250 words).

**Task C**
1. Describe the morphological features of dyskaryosis and describe the grading system used in the UK Cervical Screening Programmes (250 words).

**Task D**
1. Your assessor will provide you with a set of 10 dyskaryotic slides. Examine the dotted areas and grade the dyskaryosis. Review the slides with your assessor on a multi-headed microscope.

**Task E**
1. List the four common situations in which the borderline nuclear change (BNC) reporting category may be used.
2. Determine the outcomes for the first 30 samples reported as BNC in your laboratory last year. Record your findings in table format. Calculate the percentage of cases that had a histological outcome of cervical intraepithelial neoplasia (CIN).
Task F
1. Describe the cytological features that suggest the presence of HPV (250 words).
Assignment composition

<table>
<thead>
<tr>
<th>Task</th>
<th>Practical outcome reference</th>
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<tbody>
<tr>
<td>A</td>
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<td>B</td>
<td>2.2, 5.1</td>
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<tr>
<td>C</td>
<td>6.1</td>
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</tbody>
</table>

Assignment tasks

The assignment has three tasks, each of which must be completed in order to pass this unit.

**Task A**
1. Describe the cytological features of cervical glandular intraepithelial neoplasia (CGIN) in cervical samples. State the additional features expected in invasive cervical adenocarcinoma (250 words).

**Task B**
1. Cells from non-cervical adenocarcinomas may be identified in cervical samples. Describe the cytological features associated with these (250 words).

**Task C**
1. Determine the histological outcomes of the last 10 samples reported in your laboratory as glandular neoplasia. Record your findings in table format. Calculate the proportion of cases in which there was agreement between the cytology report and histological outcome.
Unit 009  Morphological pitfalls in the interpretation of cervical cytology

Assignment composition

<table>
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<tr>
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<td>4.1</td>
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<tr>
<td>C</td>
<td>5.1, 5.2</td>
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</tbody>
</table>

Assignment tasks

The assignment has three tasks, each of which must be completed in order to pass this unit.

Task A
1. List three morphological entities that could give rise to false positive cervical cytology reports.
2. List three morphological entities that could give rise to false negative cervical cytology reports.

Task B
1. Explain why each of the following histological entities may be a pitfall in the interpretation of cervical samples (250 words)
   - CIN3 infiltrating endocervical crypts
   - Tubo-endometrioid metaplasia
   - Endocervicitis
   - Lower uterine segment sampling
   - CIN2
   - Well differentiated CGIN.

Task C
1. Your assessor will present to you a set of 10 paired cytological images. Identify each image and give a brief morphological description. Complete the table provided for this task.
Assignment composition

<table>
<thead>
<tr>
<th>Task</th>
<th>Practical outcome reference</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Assignment tasks

The assignment has one task, which must be completed in order to pass this unit.

**Task A**

1. Describe the treatment methods available for CIN in a colposcopy outpatient unit (250 words).
Unit 011 Scanning Devices and molecular techniques in cervical disease

Assignment composition

<table>
<thead>
<tr>
<th>Task</th>
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<tr>
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<tr>
<td>C</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Assignment tasks

The assignment has three tasks, each of which must be completed in order to pass this unit.

**Task A**
1. State one advantage and one disadvantage of the potential introduction of automated cervical screening devices.

**Task B**
1. Outline one potential use of HPV testing in the UK Cervical Screening Programmes.

**Task C**
1. Outline the principle of HPV vaccination.
Unit 012  Cervical cytology in practice

Assignment composition

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<tr>
<td>B</td>
<td>1.1, 1.2</td>
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</tbody>
</table>

Assignment tasks

The assignment has **two** tasks, each of which must be completed in order to pass this unit.

**Task A**
1. List five factors which may influence the accuracy and efficiency of slide screening.

**Task B**
1. Screen and report on a set of 20 slides under examination conditions.
4.3 Test specifications

The test specifications for the written examination of this qualification are below:

**Test:** Principles and theory of cervical cytology (3166-013)
**Duration:** 1 hour

The knowledge requirements of the qualification will be assessed by a written examination paper covering units 001-003 and 005-010 of the qualification. Learners must achieve an overall pass in the written examination paper which is a synoptic short answer test (intended to examine a wide range of topics relevant to cervical screening) to achieve the Diploma.

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Learning outcomes</th>
<th>No. of questions</th>
</tr>
</thead>
</table>
| 001         | 1. Describe the aetiology of cervical cancer.  
2. Describe the rationale and principles of screening.  
3. Describe the current reporting terminology relating to cervical cytology.  
4. Explain how the call and recall programme operates.  
5. Explain the reporting and management of abnormal samples.  
6. Explain the operation of a failsafe programme to ensure that abnormal results have appropriate action taken.                                                                                                     | 2                |
| 002         | 1. State the general purpose and organisation of the cytopathology laboratory  
2. Describe the underlying principles of ethics and confidentiality for the UK Cervical Screening Programmes  
3. Describe the principles behind the use of IT systems in cytology laboratories  
4. Perform duties in accordance with statutory and local health and safety requirements  
5. State the requirements for the storage and retrieval of cytology slides and samples  
6. Explain the importance of error logging as part of good laboratory practice  
   - Receive, stain and process cervical samples                                                                                          | 3                |
| 003         | 1. Explain the principles of quality assurance (QA) including internal quality control (IQC), external quality assessment (EQA) and audit  
2. Explain why standards and audit are important within the UK Cervical Screening Programmes                                                                                                                                   | 1                |
| 004         | 1. Explain the principles of light microscopy  
2. Adjust and maintain a microscope                                                                                                                   | 0                |
workstation for optimal use

| 005 | 1. Describe the normal anatomy and physiology of the female genital system | 2 |
|     | 2. Describe the histology of the female genital system |   |
|     | 3. Describe the principles and practice of sample taking |   |

| 006 | 1. Describe the structure and function of normal cells | 3 |
|     | 2. Describe the morphology and function of normal epithelial and non-epithelial cells |   |
|     | 3. Explain the concept of squamous metaplasia |   |
|     | 4. Identify common organisms and their effects on the microscopic appearance of a cervical sample |   |
|     | 5. Identify inflammatory changes in a cervical sample |   |

| 007 | 1. Describe the natural history of cervical intraepithelial neoplasia (CIN) and cervical cancer | 4 |
|     | 2. Describe the signs and symptoms of cervical cancer |   |
|     | 3. Describe the histological and cytological features associated with CIN |   |
|     | 4. Recognise and grade squamous dyskaryosis in cervical samples |   |
|     | 5. Recognise the cytomorphological appearances of squamous carcinoma |   |
|     | 6. Describe the histopathology of squamous cell carcinoma of the cervix |   |
|     | 7. Identify features of Human Papilloma Virus (HPV) |   |
|     | 8. Explain the circumstances under which borderline nuclear changes are most commonly recorded |   |

| 008 | 1. Describe the natural history of adenocarcinoma of the cervix | 2 |
|     | 2. Recognise the cytomorphology of adenocarcinoma of the cervix and its precursor lesions |   |
|     | 3. Describe the histopathology of adenocarcinoma of the cervix and it's precursor lesions |   |
|     | 4. List the risk factors associated with adenocarcinoma of the endometrium |   |
|     | 5. Describe the cytomorphology of non-cervical adenocarcinoma of the female genital system as it presents in cervical samples |   |
|     | 6. Explain the use of the borderline glandular reporting category |   |
009 1. Outline the reasons for errors in the interpretation of cervical samples and the implications for the screening programmes 2
2. Recognise the common pitfalls in the interpretation of squamous cells 3
3. Recognise the common pitfalls in the interpretation of glandular cells 4
4. Outline the histopathological basis of the common interpretive errors 5
5. Recognise the non-epithelial cells that may be the cause of interpretive errors 6
6. Explain how interpretive errors can be minimised

010 1. Describe the role of colposcopy in the diagnosis and management of cervical disease 1
2. Describe the colposcopic features of cervical disease 3
3. Describe the methods of treatment for lower genital system neoplasia 4
4. Describe the treatments for invasive cancer

011 1. Outline the potential use of semi-automated and/or automated scanning devices 0
2. Outline the potential use of molecular biological techniques used in cervical screening

012 1. Screen cervical samples effectively 0

Total number of questions 20

4.4 Recording forms

Evidence should be presented in a portfolio and signed and dated by the assessor using the appropriate recording form

City & Guilds provides the following forms to help learners and assessors working towards the qualification. They should be photocopied as required.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by learners and assessors at the centre.

Candidate and centre details (Form 1)
Form used to record learner and centre details, and the units/qualification(s) being assessed and details and signatures of assessor(s) and internal verifier(s). This should be the first page of the learner portfolio.
Summary of unit and qualification achievement (Form 2)*
Form used to record the learner's on-going completion of units and progress to final achievement of the complete unit and/or qualification.

This form is available in portrait (2A) and landscape (2B) format.

Assessment plan, review and feedback (Form 3)*
Form used to record unit assessment plans, reviews and feedback to the learner. The form allows for a dated, ongoing record to be developed.

Performance evidence record (Form 4)*
Form used to record details of activities observed, witnessed or for which a reflective or self account has been produced. For some, a customised alternative record may be provided in the qualification handbook.

Evidence location sheet (Form 5)*
Form used to identify what requirements each piece of evidence covers and where it is located, including questioning records which are held elsewhere (for example, because they were conducted online).

Unit assessment and verification declaration (Form 6)*
Form used on completion of each unit to meet the QCA requirement for a statement on authenticity. If this form is not used, there must be a written declaration, at unit level, signed by the assessor and the learner, that the evidence is authentic and that the assessment was conducted under the specified conditions or context.

Centres are reminded that forms 2, 3 and 4 must be safeguarded by the centre throughout the learner’s period of assessment and then kept by the centre for a period of three years after completion of the qualification. Learners should be given a photocopy of these completed forms to keep in their file/portfolio.

*Forms 3, 4, 5 and 6 or approved alternatives, are requirements. The other forms have been designed to support the assessment and recording process.
# Form 1  Candidate and centre details

Keep a record of relevant contact details in the space provided below:

<table>
<thead>
<tr>
<th>City &amp; Guilds qualification title:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification number:</td>
<td>Level:</td>
</tr>
</tbody>
</table>

## Candidate details

<table>
<thead>
<tr>
<th>Name:</th>
<th>Signature:</th>
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</thead>
<tbody>
<tr>
<td>City &amp; Guilds registration / unique learner number (ULN):</td>
<td></td>
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<tr>
<td>Date enrolled with centre:</td>
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</tr>
<tr>
<td>Date registered with City &amp; Guilds:</td>
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## Centre details

<table>
<thead>
<tr>
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<th>Number:</th>
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<tbody>
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<tr>
<td>Quality assurance co-ordinator name and contact (QAC) number:</td>
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</table>

## Internal verifier details

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<thead>
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<tbody>
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<td>Position:</td>
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## Assessor details

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<td>Position:</td>
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<tr>
<td>Type (please tick):</td>
<td>Work-based</td>
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<td>Assessing unit(s):</td>
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2. | Name: | Signature: |
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<td>Position:</td>
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<td>Assessing unit(s):</td>
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## Form 2A  Summary of unit and qualification achievement

Candidate name: ________________________________ Signature: ______________________________
City & Guilds registration number: ______________________________ Date: ______________________
Centre name: ______________________________ Centre number: _________________________

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Internal verification</th>
<th>Grade achieved (if appropriate)</th>
<th>Signatures</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Date</td>
<td>Types of evidence (see key)</td>
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<td></td>
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</tr>
<tr>
<td>002</td>
<td>Laboratory practice in the UK Cervical Screening Programmes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>003</td>
<td>Principles and organisation of quality assurance in the UK Cervical Screening Programmes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>004</td>
<td>Principles and practice of microscopy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>005</td>
<td>Anatomy, physiology and histology of the female genital system</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>006</td>
<td>Cell structure, normal cytology, squamous metaplasia and organisms</td>
<td></td>
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</tr>
<tr>
<td>007</td>
<td>Squamous lesions of the cervix</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>008</td>
<td>Glandular lesions of the female genital system</td>
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<tr>
<td>009</td>
<td>Morphological pitfalls in the</td>
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</tr>
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<td>---------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>010</td>
<td>Principles and practice of colposcopy</td>
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<td></td>
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</tr>
<tr>
<td>011</td>
<td>Scanning devices and molecular techniques in cervical disease</td>
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<td></td>
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</tr>
<tr>
<td>012</td>
<td>Cervical cytology in practice</td>
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</table>

*If there is a second line assessor/IV, both must sign.

**Key for types of evidence** (please extend if necessary):
- O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = Simulation;
- PD = Professional discussion; A = Assignments, projects/case studies; WT = Witness testimony;
- ET = Expert witness testimony; RPL = Recognition of prior learning

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature: ___________________________ Date: _______________
### Form 2B  Summary of unit and qualification achievement

**Candidate name:** _______________________________________________  **Signature:** _____________________________________________________

**City & Guilds registration number:** _______________________________  **Date:** ___________________________________________________________________

**Centre name:** __________________________________________________  **Centre number:** ___________________________________________________

<table>
<thead>
<tr>
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<th>Signatures</th>
</tr>
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<td>Laboratory practice in the UK Cervical Screening Programmes</td>
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<td>003</td>
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<tr>
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<td>Principles and practice of microscopy</td>
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<tr>
<td>005</td>
<td>Anatomy, physiology and histology of the female genital system</td>
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<td>Cell structure, normal cytology, squamous metaplasia and organisms</td>
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<td>Morphological pitfalls in the interpretation of cervical cytology</td>
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<tr>
<td>010</td>
<td>Principles and practice of colposcopy</td>
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</table>

Key for types of evidence:

- **O** = Observation
- **Q** = Questioning
- **P** = Work products
- **C** = Candidate/Reflective account
- **S** = Simulation
- **PD** = Professional discussion
- **A** = Assignments, projects/case studies
- **WT** = Witness testimony
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- **RPL** = Recognition of prior learning

*If there is a second line assessor/IV, both must sign.

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature: __________________________ Date: __________________________
Form 3  Assessment plan, review and feedback

Candidate name: _____________________________________________________________________
Assessor name: _____________________________________________________________________
Unit number(s) and title(s): _____________________________________________________________________

This record can be used for single and multiple unit planning. Remember that all planning should be SMART – Specific, Measurable, Achievable, Realistic and Time Bound.

<table>
<thead>
<tr>
<th>Date action agreed</th>
<th>What has to be done / What has been reviewed and the feedback / Record of judgment or outcome</th>
<th>Date to be done by / Date done</th>
<th>Candidate and assessor signatures</th>
<th>Evidence reference</th>
</tr>
</thead>
<tbody>
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</table>

Level 3 Diploma in Cervical Cytology (3166-01)
<table>
<thead>
<tr>
<th>Date action agreed</th>
<th>What has to be done / What has been reviewed and the feedback / Record of judgment or outcome</th>
<th>Date to be done by / Date done</th>
<th>Candidate and assessor signatures</th>
<th>Evidence reference</th>
</tr>
</thead>
</table>

The above is an accurate record of the discussion.

Candidate signature: ___________________________ Date: ____________________

Assessor signature: ___________________________ Date: ____________________
Form 4  Performance evidence record

Qualification/unit: _____________________________________________________________
Candidate name: _____________________________________________________________

Use this form to record details of activities (tick as appropriate)

- observed by your assessor
- seen by expert witness
- seen by witness
- self / reflective account

Evidence ref(s):

Unit number(s):

NB Your assessor may wish to ask you some questions relating to this activity. There is a separate sheet for recording these. The person who observed/witnessed your activity must sign and date overleaf.

<table>
<thead>
<tr>
<th>Unit(s)</th>
<th>Learning outcome(s)</th>
<th>Assessment criteria</th>
<th>Evidence</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Unit(s)</td>
<td>Learning outcome(s)</td>
<td>Assessment criteria</td>
<td>Evidence</td>
</tr>
<tr>
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</tbody>
</table>

I confirm that the evidence listed is my own work and was carried out under the conditions and context specified in the standards.

Candidate signature: ___________________________ Date: ______________________

Assessor/Expert Witness* signature: ___________________________ Date: ______________________
*delete as appropriate

Internal Verifier signature (if sampled): ___________________________ Date: ______________________
Form 5    Evidence location sheet

Candidate name: _____________________________________________________________________________________________________________
Unit number/title: __________________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Item of evidence</th>
<th>Loc*</th>
<th>Ref</th>
<th>Link to assessment criteria (✓)</th>
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<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</td>
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</tr>
</tbody>
</table>

Location key: P = portfolio, O = office (add further categories as appropriate)
Qualification title: _________________________________________________________________
Unit number and title: ______________________________________________________________

**Candidate declaration**
I confirm that the evidence listed for this unit is my own work.

Candidate name: _________________________________________________________________
Signature: __________________________________ Date: __________________________
City & Guilds registration / unique learner number (ULN): ______________________________

**Assessor declaration**
I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. (Where there is more than one assessor, the co-ordinating assessor for the unit should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name: _________________________________________________________________
Assessor signature: __________________________________ Date: __________________________
Countersignature: (if relevant) __________________________________ Date: ________________
(For staff working towards the assessor qualification)

**Internal verifier declaration**
I have internally verified the assessment work on this unit by carrying out the following (please tick):

☐ sampling candidate and assessment evidence Date: __________________________
☐ discussion with candidate Date: __________________________
☐ observation of assessment practice Date: __________________________
☐ other – please state: __________________________ Date: __________________________

I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.

☐ Not sampled

Internal verifier name: _________________________________________________________________
Internal verifier signature: __________________________________ Date: __________________________
Countersignature: (if relevant) __________________________________ Date: __________________________
(For staff working towards the internal verifier qualification)
5  Course design and delivery
5.1  Initial assessment and induction

Training period
There is a minimum training period of 2 years for trainee cytology screeners (18 months for biomedical
scientists) and the maximum recommended is 3 years. However, the maximum duration of training is
ultimately at the discretion of the employing authority. The same training period applies to both full time and
part-time staff.

Introductory course
Learners will be required to complete an introductory course in gynaecological cytology at an NHSCSP
approved cytology training centre, which provides them with theoretical and practical instruction in cervical
cytology and prepares them for the City & Guilds Diploma in Cervical Cytology.

Learners should attend the introductory course ideally within the first 6 months of employment. To obtain the
maximum benefit from the course, learners should spend at least the first 6 weeks in the laboratory learning
how to set up and use a light microscope to visualise cells for interpretation.

The introductory course is of 4 weeks duration (120 hours) and delivered within a 6 week period.
Approximately 80 hours of the whole course should be spent on microscopy; about 20 hours of which must
be at a multi-headed teaching microscope in order to allow an assessment of the learner's ability.

Follow-up course
The introductory course must be supported by a follow-up course. The objective of the follow-up course is to
revise the topics taught, consolidate skills, identify problem areas and provide additional teaching and
support.

The follow-up course is normally of 5 days duration (30) hours which may be delivered on a day or block
release basis. The follow-up course should take place 6 – 12 months after the introductory course.
5 Course design and delivery

5.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core Skills and other related qualifications. Relationship tables are provided in Appendix 1 Relationships to other qualifications to assist centres with the design and delivery of the qualification.
Appendix 1  Relationships to other qualifications

Links to Healthcare Science NOS and the NHS Knowledge and Skills Framework
This grid signposts a possible link that the Level 3 Diploma in Cervical Cytology Screening qualification may have to the Healthcare Science National Occupational Standards and the NHS Knowledge and Skills Framework.

<table>
<thead>
<tr>
<th>Healthcare Workforce Competences</th>
<th>Links to Diploma in Cervical Cytology Screening</th>
<th>Links to NHS Knowledge and Skills Framework</th>
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</thead>
<tbody>
<tr>
<td>Number: Title</td>
<td>Unit No.</td>
<td>Dimension No.</td>
</tr>
<tr>
<td>CC1: Reception</td>
<td>2</td>
<td>HWB8</td>
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<td>IK1</td>
</tr>
<tr>
<td>CC2: Records</td>
<td>2,3</td>
<td>HWB8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IK1</td>
</tr>
<tr>
<td>CC3: Slide Preparation</td>
<td>2</td>
<td>HWB8</td>
</tr>
<tr>
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<td></td>
<td>IK1</td>
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<tr>
<td>CC4: Primary Screening</td>
<td>1,2,4, 6,7,8,9</td>
<td>HWB8</td>
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<td>HWB8</td>
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<td>CC6: Checking</td>
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<td>IK1</td>
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<tr>
<td>CC8: HBC Role</td>
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<td>IK1</td>
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<tr>
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</table>

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the learner may have already undertaken and this may present opportunities for APL.
Key Skills signposting
This qualification includes opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each Key Skills qualification. Where learners are working towards any Key Skills alongside this qualification, they will need to be registered with City & Guilds for the Key Skills qualifications.

It should not be assumed that learners will necessarily be competent in, or able to produce evidence for, Key Skills at the same level as this qualification.

The ‘signposts’ below identify the potential for Key Skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any Key Skills evidence will need to be separately assessed and must meet the relevant standard defined in the QCA document ‘Key skills qualifications standards and guidance’ (available from www.cityandguilds.com/keyskills).

<table>
<thead>
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<th>Unit number</th>
<th>Communication</th>
<th>Application of Number</th>
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<tbody>
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<tr>
<th>Unit number and title</th>
<th>Problem Solving</th>
<th>Improving Own Learning and Performance</th>
<th>Working With Others</th>
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<tbody>
<tr>
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<tr>
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<td>2.1, 2.2</td>
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</table>
The wider curriculum

The Diploma in Cervical Cytology provides opportunities for learner to develop an understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues; and an awareness of environmental issues, health and safety considerations, and European developments. These wider curriculum opportunities are indicated in the respective units in the table below.

Each unit has specific links made to these issues through the learning outcomes and hence related assignments.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Spiritual</th>
<th>Moral</th>
<th>Ethical</th>
<th>Social</th>
<th>Legal</th>
<th>Econ</th>
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Appendix 2  Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on www.cityandguilds.com.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.
The **centre homepage** section of the City & Guilds website also contains useful information such as:

- **Walled Garden**
  Find out how to register and certificate candidates online

- **Qualifications and Credit Framework (QCF)**
  Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs

- **Events**
  Contains dates and information on the latest Centre events

- **Online assessment**
  Contains information on how to register for GOLA assessments.
## Useful contacts

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<td>T: +44 (0) 20 7294 2800 E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></td>
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<td>International learners</td>
<td>T: +44 (0) 20 7294 2885 F: +44 (0) 20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></td>
<td>• General qualification information</td>
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<tr>
<td>Centres</td>
<td>T: +44 (0) 20 7294 2787 F: +44 (0) 20 7294 2413 E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></td>
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<td>Single subject</td>
<td>T: +44 (0) 20 7294 8080 F: +44 (0) 20 7294 2413 F: +44 (0) 20 7294 2404 (BB forms) E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></td>
<td>• Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change</td>
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<td>International awards</td>
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<td>• Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports</td>
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<td>• Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems</td>
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<tr>
<td>Employer</td>
<td>T: +44 (0) 121 503 8993 E: <a href="mailto:business_unit@cityandguilds.com">business_unit@cityandguilds.com</a></td>
<td>• Employer solutions • Mapping • Accreditation • Development Skills • Consultancy</td>
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<tr>
<td>Publications</td>
<td>T: +44 (0) 20 7294 2850 F: +44 (0) 20 7294 3387</td>
<td>• Logbooks • Centre documents • Forms • Free literature</td>
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If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com