Level 2 SVQ in Health and Social Care (3175)

Standards and assessment requirements

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Standards and assessment requirements

Version 3

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About this document

This document provides details that centres and candidates will need in order to assess, verify and collect evidence for this N/SVQ qualification and includes:
- the requirements for occupational competence for all those involved in the assessment process
- the assessment methods and requirements
- the national occupational standards and unit evidence requirements
- progression routes.

Information of particular importance to candidates is marked in italics on the contents list.

It is designed to be used with the City & Guilds *N/SVQ Guide* which is made up of
- a centre guide – containing information specifically for centres
- a candidate guide – containing information specifically for candidates
- recording forms – containing forms that centres and candidates should use for recording assessments and evidence.

The City & Guilds website: **www.city-and-guilds.co.uk** will have the latest version of these guides.

There are also other City & Guilds documents which contain the latest information regarding the assessment of N/SVQs:
- *Providing City & Guilds Qualifications* – a guide to centre and scheme approval
- *Ensuring Quality* – containing updates on assessment and policy issues
- *City & Guilds centre toolkit* – a CD-ROM containing further information on assessment issues and linking to the City & Guilds website for the latest information
- *Guidance Updates to City & Guilds Care, Health and Community Centres.*

Details of general regulations, registration and certification procedures, including fees, are included in the City & Guilds Directory of Awards. This information also appears on City & Guilds web site **www.city-and-guilds.co.uk** and the on-line qualification administration service for City & Guilds approved centres – walled-garden.com.

If there are any differences between the *N/SVQ Centre Guide* or the *N/SVQ Candidate Guide* and this *Standards and Assessment Requirements (SAR)* document the SAR has the most up-to-date information.

The Standards Setting Body and the National Occupational Standards

Background to the National Occupational Standards (NOS) development
The review and updating of the National Occupational Standards (NOS) and N/SVQs in Care were undertaken by Skills for Health and the UK alliance for Social Care, of which the membership is: The Care Council for Wales, the Northern Ireland Social Care Council, the Scottish Social Services Council and Topss England. N/SVQs are well established in the Health and Social Care sectors and are the required or recommended qualification for over 80% of the social care workforce and a growing number of the health workforce.

The review has resulted in new qualification structures that provide smaller, more accessible awards which allow greater transferability between the sectors and specialisms. The Health and Social Care N/SVQs therefore reflect the needs of those who work in the Health and Social Care sectors to demonstrate initial competence to practise safely, acquisition of specialist skills and continuous professional development (CPD).

Contacting the Standards Setting Bodies
The Standards Setting Bodies (SSBs) responsible for having developed the National Occupational Standards (NOS) on which this N/SVQ is based are:

Skills for Health
Goldsmiths House
Broad Plain
Bristol BS2 0JP
T 0117 922 1155
www.skillsforhealth.org.uk

Topss England
Albion Court
5 Albion Place
Leeds LS1 6JL
T 0113 245 1716
www.topssengland.net

The Care Council for Wales
6th Floor
South Gate House
Wood Street
Cardiff CF10 1EW
T 029 2022 6257
www.ccwales.org.uk

The Scottish Social Services Council
Compass House
11 Riverside Drive
Dundee DD1 4NY
T 01382 207215
www.sssc.uk.com

The Northern Ireland Social Care Council
7th Floor
Millennium House
19-25 Great Victoria Street
Belfast BT2 7AQ
T 02890 417600
www.niscc.n-i.nhs.uk

Imported units
Some units in this N/SVQ have been imported from the National Occupational Standards (NOS) developed by another Standard Setting Body (SSB):

ENTO
Head Office
4th Floor
Kimberley House
47 Vaughan Way
Leicester LE1 4SG
T 0116 251 7279

Apprenticeship framework
The relevant Apprenticeship for this qualification is the Health and Social Care Apprenticeship Framework. Details of the current Framework provision are available on the websites of Skills for Health (www.sfh.org.uk) or the relevant national Social Care SSB (Standard Setting Body).

The Technical Certificate for this Framework is the 3245 Level 2 Certificate in Supporting Care Practice or any prescribed City & Guilds Level 2 Technical Certificate which supersedes this when the Health and Social Care Apprenticeship Framework is re-specified to reflect new qualification provision based on the revised National Occupational Standards.

Candidate entry and progression

Candidate work role requirements
This N/SVQ is for those working in a Health or Social Care setting. It is designed for full or part time workers, paid and voluntary, permanent or temporary, as well as day or night workers.

The qualification is relevant to those supporting adults of any age, in any setting.

Candidate entry requirements
There are no formal entry requirements for candidates undertaking this N/SVQ; however centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the work place.

These N/SVQs are not approved for the use of those who are under 16 years of age.

There may also be age restrictions placed on individuals when undertaking certain work activities within Health and Social Care. These, too, should be clarified with the appropriate regulator where there is any uncertainty about such restrictions.

Legal considerations
Sector guidance about pathways through the optional units for staff in particular work roles and functions will become available from the SSC and regulatory bodies in each of the four countries.

This will allow relevance to national workforce development needs and priorities.

Candidates entering the Health and Social Care workforce may be legally required to undergo criminal record checks prior to taking up employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements vary between sectors and countries checks should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the requirements.

Progression routes
These new N/SVQs will enable progression within and between levels and across both sectors.

Laterally they will allow candidates who complete the requirements for a full N/SVQ to take up Continuing Professional Development opportunities through the optional and additional suites of units.

Vertically they will allow movement up to another level across both sectors.

This new suite of Health and Social Care units will support progression in employment in the following specialist areas:
- Management – residential adults, children and young people and domiciliary work
- Drugs and Alcohol work
- Mental Health work
- Youth Justice work
- Rehabilitation work (especially for people with sensory impairments)
- Some generic areas of Health
- Social Work.

Centre requirements

In addition to the resources required for centre and scheme approval some N/SVQ schemes have very particular additional needs which centres must address.

Site agreements
The NVQ Code of Practice 2002, QCA Appendix 2, Approved Centre Criteria 1.1.3 makes it explicit that centres must ensure that all assessment sites clearly understand their roles, responsibilities, authorities and accountabilities. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:
• centre membership requirements/criteria. By implication this might mean the rejection of some applicants where they cannot or will not meet the centre membership requirements. eg participating in assessment activities including attending standardisation meetings
• commitment to centre policies and practices eg policy for candidate appeals/complaints and access to fair assessment
• access to the workplace and protocols for peripatetic assessors
• responsibilities for establishing and communicating any issues concerning 'fit person' checks as required by the relevant regulator eg criminal records/POVA clearance checks. These are usually the responsibility of the employer but where centres are placing students in work places they will need to liaise closely with placement providers about this area. (The appropriate service regulator identifies any 'fit person' criteria, not the Awarding Body)
• responsibilities for ensuring that candidates are operating in a work place where the standards of practice fully support candidates to demonstrate their competence.

This list is not exhaustive but may assist centres in identifying areas which need an explicit statement of commitment from member assessment sites/satellites in order to avoid future problems.

Registration period
Registration will be for **three years** or until **31 January 2010**, whichever is the sooner.

Where centres offer candidate access to assessment for a period which is less than that covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by candidates.

The qualification structure and standards

The Level 2 qualification contains 4 core units.

At Level 2 all candidates who are employed in the **social care** sector **must** be assessed in the 4 core units plus 2 optional units.

Candidates employed in the **health care** sector may undertake the 4 core units and 2 optional units **or** 2 core units and 2 optional units plus 2 other units from the core or optional units **or** 3 core units and 3 optional units.

The Level 2 additional units are for continuing professional development (CPD) only and do not form part of the overall qualification structure.

Qualification structure

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Core units					
R/102/8668	201	HSC21	Communicate with, and complete records for individuals		
Y/102/8669	202	HSC22	Support the health and safety of yourself and individuals		
L/102/8670	203	HSC23	Develop your knowledge and practice		
R/102/8661	204	HSC24	Ensure your own actions support the care, protection and well-being of individuals		
Optional units					
Y/102/8672	205	HSC25	Carry out and provide feedback on specific plan of care activities		
D/102/8673	206	HSC26	Support individuals to access and use information		
H/102/8674	207	HSC27	Support individuals in their daily living		
K/102/8675	208	HSC28	Support individuals to make journeys		

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Optional units (continued)					
M/102/8676	209	HSC29	Support individuals to meet their domestic and personal needs		
T/102/8677	210	HSC210	Support individuals to access and participate in recreational activities		
A/102/8678	211	HSC211	Support individuals to take part in development activities		
F/102/8679	212	HSC212	Support individuals during therapy sessions		
T/102/8680	213	HSC213	Provide food and drink for individuals	HSC214	
A/102/8681	214	HSC214	Help individuals to eat and drink	HSC213	
F/102/8682	215	HSC215	Help individuals to keep mobile		
J/102/8683	216	HSC216	Help address the physical comfort needs of individuals		
L/102/8684	217	HSC217	Undertake agreed pressure area care		Health CHS5 (Skills for Health)
R/102/8685	218	HSC218	Support individuals with their personal care needs	HSC 219	
Y/102/8686	219	HSC219	Support individuals to manage continence	HSC 218	
D/102/8687	220	HSC220	Maintain the feet of individuals who have been assessed as requiring help with general foot care		Health AMP15 (Skills for Health)
H/102/8688	221	HSC221	Assist in the administration of medication		Health CHS2 (Skills for Health)

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Optional units (continued)					
K/102/8689	222	HSC222	Support individuals prior to, during and after clinical procedures		Health GEN4/GEN5
D/102/8690	223	HSC223	Contribute to moving and handling individuals		
H/102/8691	224	HSC224	Observe, monitor and record the conditions of individuals		
K/102/8692	225	HSC225	Support individuals to undertake and monitor their own health care		
M/102/8693	226	HSC226	Support individuals who are distressed		
T/102/8694	227	HSC227	Contribute to working in collaboration with carers in the caring role		
A/102/8695	228	HSC228	Contribute to effective group care		
F/102/8696	229	HSC229	Gain access to, and ensure individual's homes are secure		
J/102/8697	230	HSC230	Manage environments and resources during clinical activities		Health GEN6/GEN7 (Skills for Health)
R/102/8699	232	HSC232	Protect yourself from the risk of violence at work		ENTO W7 (Employment National Training Organisation)
Additional units					
A/102/8700	233	HSC233	Relate to, and interact with individuals		

Note – Unit HSC231 has been deleted by the Standards Setting Bodies and now appears as an additional unit in Level 3 (HSC374).

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination of units	Original number/ref for imported unit
Additional units (continued)					
F/102/8701	234	HSC234	Ensure your own actions support the equality, diversity, rights and responsibilities of individuals		
J/102/8702	235	HSC235	Enable individuals to negotiate specific environments		
L/102/8703	236	HSC236	Receive, and store medication and products		Health CHS1 (Skills for Health)
U/102/8773	237	HSC237	Obtain and test capillary blood samples		Health BD5 (Skills for Health)
R/102/8704	238	HSC238	Obtain and test specimens from individuals		Health CHS7 (Skills for Health)
Y/102/8705	239	HSC239	Contribute to the care of a deceased person		
D/102/8706	240	HSC240	Contribute to the identification of the risk of danger to individuals and others		
H/102/8707	241	HSC241	Contribute to the effectiveness of teams		
K/102/8708	242	HSC242	Receive and pass on messages and information		
M/102/8709	243	HSC243	Monitor, handle and maintain materials and equipment		
H/102/8710	244	HSC244	Manage and organise time and activities to support individuals in the community		
K/102/8711	245	HSC245	Receive and monitor visitors		
M/102/8712	246	HSC246	Maintain a safe and clean environment		

Value statements

The key purpose for those working in Health and Social Care settings has been identified by the SSBs to be: 'to provide an integrated, ethical and inclusive service which meets agreed needs and outcomes of people requiring health/or social care'. Implicit in this statement is the core assumption that the human rights of these people will be safeguarded at all times.

Availability of standards

The Standards and Assessment Requirements (SAR) document which contains the **core units** for this qualification are issued in a hard copy to each candidate on registration.

The Standards and Assessment Requirements (SAR) document and a **full set** of the units for this qualification will be available to the centre, either on CD-ROM or in pdf format on the City & Guilds website (**www.city-and-guilds.co.uk**).

Mapping of old standards to new

This qualification replaces the 3152 Level 2 NVQ and the 3155 Level 2 SVQ in Care.

There are no opportunities for direct transfer of units from the old to the new qualifications. Centres must use the APEL assessment method to confirm transferability of any existing evidence to units in the new N/SVQ structure.

Assessment method requirements

The guidance in this section is based on and amplifies the assessment strategy developed for the N/SVQ in Health and Social Care.

External quality control
External quality control is provided by the usual City & Guilds external verification process including the use of the electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

The UK Alliance for Social Care and Skills for Health have established an awarding body forum at which issues arising from the external verification process will be discussed and resolved.

Imported units
Some units in the new N/SVQ qualifications have been imported from existing N/SVQs, for example:

Unit HSC232 Protect yourself from the risk of violence at work (ENTO W7).

Therefore some candidates may have completed units as part of an N/SVQ, which can be transferred directly into this qualification by presenting the original certificate to the centre. This is all that is required so long as the unit previously achieved is identical to the one in the qualification and that authenticity has been established.

External Verifiers will carry out checks to ensure centres have appropriately applied this process.

Accreditation of Prior Experience and Learning (APEL)
Some candidates for this qualification may have undertaken training in the past and will be experienced in Health and/or Social Care. Therefore all centres delivering the qualification should provide the opportunity for candidates' prior experience and learning to be assessed and accredited. This should form part of the candidates' initial assessment.

Should any opportunities for APEL be identified it is important that a complete **process** of accreditation of prior experience and learning is undertaken by ensuring that:
• It covers relevant or appropriate experience from previous activities as well as accredited learning and qualifications.
• It is incorporated into the assessment planning with details of how this will take place.
• Mapping of prior learning to the National Occupational Standards to identify gaps is documented and auditable.
• Assessment methods or processes for accreditation of prior experience and learning are documented and made available to the external verifier.
• The audit trail covers the whole process and methodology of Accreditation of Prior Experience and Learning.

- The authenticity and currency of presented evidence is established by the assessor.
- Where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after candidate registration for the qualification.

In considering the appropriateness of any single piece of **evidence** the following should be considered:
- Content – the degree to which the content of any previous accredited learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- Comprehensiveness of Assessment – ensure that all the learning derived from the content has been assessed. If only a proportion has been assessed, then the learning for the 'non-tested' areas cannot be assumed.
- Level – the degree to which the level of learning offered and tested, relates to that required by the Health and Social Care N/SVQ.
- Performance and Knowledge – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case the Accreditation of Prior Learning can only cover this aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Model of Learning – difficulties can arise in mapping learning gained from non-competence based learning programmes into competence based models.
- Relevance of Context – the degree to which the context of the learning gained and assessed relates to the current context of candidates' work roles. If the context was different, assessors will need to satisfy themselves of candidates' ability to transfer the learning gained into their current setting.
- Currency – how recently the learning was gained. Candidates would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changed since the previous learning programme was undertaken.
- Authenticity – how the ownership of the evidence is established to ensure it was generated by the candidate.

Performance evidence requirements
Evidence of candidate performance will usually be derived from assessor observation or testimony from an expert witness of the candidate carrying out real work activities in the workplace.

Detailed guidance, is provided in each unit on the use of these and all other acceptable performance assessment methods.

The entire scope of each unit (previously called the range) does not usually have to be covered, only those aspects which directly relate to candidate's work roles.

Where 'individual' is mentioned, this means the person actually using the health or social care services.

In order to complete these qualifications at any level, candidates must provide evidence of experience from caring for more than one individual, except in circumstances where a carer is working for only one individual for the total period of their assessment. Advice must be sought from City & Guilds before a candidate working with/for only one individual is registered for the N/SVQ.

There is a requirement for the assessor to take the leading role in the assessment of observed candidate performance in the four core units. Where only two core units are undertaken, the assessor must also observe candidate performance in at least two further units.

The structure of this qualification makes it unlikely that any one assessor will have the necessary vocational competence to be able to assess every unit. Therefore the use of experts, able to contribute to candidates' assessment, will be of considerable assistance to centres in providing candidates with access to those who can testify to their competence in the work-place. It may also ensure that the individual's privacy and confidentiality are not infringed.

The assessor or co-ordinating assessor will decide on the appropriateness of all evidence including Expert Witness Testimony and on whether or not it should be included in candidates' portfolios.

Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy of the individuals must be upheld.

Knowledge evidence requirements

Candidates must be able to apply the specified knowledge and understanding to their work practice and therefore, most usually, knowledge and understanding will be apparent in candidates' performance evidence. If the assessor cannot positively infer the knowledge and understanding from candidates' work practice they should question candidates or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by candidates' assessors and is most appropriately used in the Health and Social Care N/SVQs to elicit underpinning knowledge, explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates' assessment plans and thereby agreed in advance with candidates. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions. Its value at level 2, and possibly at level 3, is limited given that observation is the major assessment method requirement. It would however be appropriate for use at level 4.

A summary of the areas covered and the outcomes of the discussion must be recorded. If audio visual recording is used it must be of a good enough quality to be clearly heard/seen. Tapes must be referenced and marked to allow verifiers quick access to the evidence they have planned to sample. The evidence must be trackable and accessible.

Simulation
Simulation is only allowed in very few units within this N/SVQ, eg:

Unit HSC22 Support the health and safety of yourself and individuals (element c only).

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where
- there is a high risk to the security or safety of candidates, individuals, key people and others
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
- there would otherwise be a breach of individuals' confidentiality or privacy.

Role and occupational expertise requirements

The guidance in this section is based on and amplifies the assessment strategy developed for the N/SVQ in Health and Social Care Level 2.

Assessors

Assessors must:

- be occupationally competent. This means that each assessor must be capable of carrying out the functions covered by the units they are assessing to the standard described within them, according to current sector practice. This experience should be credible and maintained through clearly demonstrable ongoing Continuous Professional Development
- have knowledge of the appropriate Health and Social Care setting; the regulation, legislation, codes of practice for the service and the requirements of national standards at the time of assessment
- have knowledge of, and adhere to, codes of practice and values embedded in the NOS. Assessors should be able to recognise and use opportunities to assess the values holistically
- take the main role in the assessment of observed candidate performance. Assessors are expected to take on this role in relation to at least the core units of the award. Where only two of the core units are undertaken, assessors are expected to observe candidate performance in relation to at least two further units
- hold or be registered and working towards the appropriate assessor qualification. Achievement of the qualification will need to be within the identified timescales currently A1 or A2 to be achieved within 18 months of starting assessing. Assessors who are not qualified against the appropriate D/A units but have the necessary occupational competence and expertise can be supported by a qualified assessor who does not necessarily have the occupational expertise or experience, but who has occupational competence across some units, a relevant occupational background and holds an appropriate D/A units qualification
- take responsibility for assessing either a whole qualification or individual units.

Co-ordinating assessors

The usual expectation is that individual candidates are supported by one assessor.

Where more than one assessor is required, the lead assessor must take on the responsibility of coordinating the assessment process and ensuring that assessment takes place.

Those Co-ordinating assessors undertaking observation must meet assessor requirements as detailed above.

Expert witnesses

'The use of expert witnesses is encouraged as a contribution to the assessment of evidence of candidates' competence, where there are no occupationally competent assessors for occupationally specific units.'

The role of the expert witness is to provide testimony to the competence of candidates in meeting the National Occupational Standards identified in any given unit. This testimony must directly relate to candidate performance in the work place, which has been seen by the expert witness.

The expert witness must:
• have a working knowledge of National Occupational Standards for the units on which their testimony is based
• have current expertise and occupational competence ie within the last two years, either as a practitioner or manager
and
• have either a qualification in assessment of workplace performance eg D32/33, A1/A2 or L20
or
• have a professional work role which involves evaluating the everyday practice of staff working in Health and/or Social Care.

A supervisor/manager acting as an expert witness would need to evidence their expertise, including their supervisory/management responsibilities by providing a CV, plus job description or role profile to the centre.

A peer, identified as appropriate to be an expert witness, would need to provide to the centre, a CV, a job description or role profile plus their original certificates of qualification in assessing work-place performance such as D32, D33 or A1, A2 or L20. Centres will authenticate these by signing and dating a photocopy which must be retained on centre files.

Peers identified as appropriate for the role of expert witness, but who do not hold a qualification in the assessment of work-place practice, could take on the role so long as they are registered and working towards the achievement of an appropriate qualification. Unit L20 – **Support competence in the work-place**, from the Learning and Development National Occupational Standards would be an ideal qualification.

All expert witnesses must be inducted by the centre so that they are familiar with the standards for those units for which they are to provide expert witness testimony. They must also understand the centre's recording requirements and will need guidance on the skills required to provide testimony for the National Occupational Standards.

Witnesses

There are no specific occupational expertise requirements for witnesses. Witness testimony can provide evidence to establish consistency in candidates' practice and/or to evidence events which are difficult to plan to observe. In order that the assessor may make an informed judgement about the contribution of the witness testimony to the overall evidence presented for a unit or qualification, a statement of the witness' status should be included in candidates' portfolios of evidence. This can be done by using the Witness Status list (form N/SVQ5) or including it as part of the witness testimony itself. The statement should indicate the relationship between candidates and witnesses and should enable assessors to judge the extent of the witness' knowledge of the National Occupational Standards and understanding of the work roles involved.

NB The use of witness testimony from their relatives or those with whom candidates have significant personal relationships is not acceptable.

In some instances it may be appropriate for service users to provide witness testimony for candidates eg Home Carers. Assessors need to give clear guidance to candidates about ensuring that no pressure is placed on service users when they request witness testimony. In addition, assessors should check to establish testimony has been appropriately and freely provided.

Centres are responsible for ensuring that service users fully understand the uses to which the witness testimony will be put. Testimony from service users should not be used if they are in any way concerned about the inclusion of their signed witness testimony within a portfolio of evidence ,that may be open to scrutiny by people other than those associated with their care regime.

Internal verifiers

Internal verifiers must:

- be occupationally knowledgeable in respect of the units they are going to verify, prior to commencing the role
- understand the nature and context of assessors' work and that of their candidates
- have credible knowledge of the Health and Social Care setting, the regulation, legislation and codes of practice for the service, and the requirements of national standards at the time of any assessment. Credibility of experience and knowledge should be maintained through clearly demonstrable ongoing Continuous Professional Development
- occupy a position in the organisation that gives them authority and resources to co-ordinate the work of assessors and undertake all roles specified within the National Occupational Standards for internal verifiers
- hold or be working towards the appropriate IV qualification. Achievement of the qualification must be within appropriate timescales. Currently D34 or V1 must be gained within 18 months. Those working towards the qualification must be supported by, and have their decisions countersigned by a qualified IV. Rarely, where there is no qualified internal verifier with the required occupational knowledge/expertise to act as the mentor and counter signatory, the candidate IV may be supported by a qualified IV from an allied vocational area who has occupational expertise as a practitioner, manager or trainer. Centres must discuss and agree this with their external verifier and will only be able to use this alternative on a strictly time limited basis.

Continuous professional development requirements

City & Guilds expects all those with formal roles in the assessment or verification process to participate in a minimum of two CPD activities per annum. This can be to update either vocational skills/knowledge or assessment/verification skills/knowledge. This may be achieved in a variety of ways such as attendance at conferences; City & Guilds Care Health and Community Quality Improvement Workshops; centre updating and standardisation events; reading etc. The centre should maintain records of CPD activity on an individual assessor/internal verifier basis, thereby providing evidence for the external verifier.

Recording assessment and evidence

Confidentiality and privacy

At all times individual service users' (adults/children and young people) rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the service users' normal care regimes must only be undertaken with informed consent from individuals or their advocate. Equally, any service users' records, presented as candidate evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymised or not, be put into candidates' portfolios of evidence. Further guidance on related issues can be found in the Guidance Updates for City & Guilds Care, Health and Community centres.

Recording forms to use

A comprehensive set of forms is provided in the Recording Forms Document and it is expected that Care, Health and Community centres will use these as described. As these forms have been developed for use in all N/SVQs offered by City & Guilds, the following additional information is provided as regards their use in the Health and Social Care N/SVQs.

Form N/SVQ7 – Performance evidence record
The column on the right-hand side 'scope/range ref' only needs to be completed if coverage of the scope/range is identified as a requirement rather than as guidance. This information is available within each unit under the heading 'About this unit'.

Form N/SVQ8 – Question record
The 'scope/range ref' column only needs to be completed, if coverage of the scope/range is identified as a requirement rather than as guidance.

Form N/SVQ9 – Professional discussion record
If audio-visual recording is used, this form may be used to summarise the content of the discussion and outcomes so as to provide sufficient information to allow access to precise parts of the recording by the external verifier. If the form is not supported by an audio-visual recording it will have to provide more written detail of candidates' contributions to the discussion.

Form N/SVQ10 – Evidence location and summary sheet
Version 1 is the most appropriate to use for units where the scope is identified as guidance only. Version 1 or 2 can be used for units where the scope is identified as a requirement. A customised version is available for the core units only and is located after each unit. Some performance criteria have sub-headings which are preceded by a letter. A (✔) should be entered if the majority of the subdivisions have been covered in the piece of evidence being referenced. Alternatively, where only **some** of the subdivisions are covered, the subdivision letters should be recorded in the appropriate box as alternative to a (✔).

Form N/SVQ12 – Summary of achievement
Column 3 refers to the date on which the unit was **internally** verified. A customised version of this document is provided on the next page.

Form N/SVQ12
Summary of achievement

N/SVQ   Level 2 N/SVQ in Health and Social Care

Candidate name

City & Guilds enrolment no

Centre number

Centre name

Unit	Title	Date verified	Most used types of evidence (use key below)	Assessor signature (if there is a second line assessor – both must sign)	Candidate signature	IV signature (if there is a second line IV – both must sign)	EV signature (if sampled)
HSC21	Communicate with and complete records for individuals						
HSC22	Support the health and safety of yourself and individuals						
HSC23	Develop your knowledge and practice						
HSC24	Ensure your own actions support the care, protection and well-being of individuals						

Competence has been demonstrated in all of the units/award 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

Key for most used evidence type   1 observation   2 expert witness testimony   3 witness testimony   4 work products   5 questioning
6 professional discussion   7 simulation   8 accreditation of prior experience/learning   9 assignments, projects/case studies

(photocopy as required)

25   Level 2 SVQ in Health and Social Care (3175)

Exemplar records

Exemplars are provided to give guidance on how to record the assessment process (Form N/SVQ6), performance and knowledge evidence (Form N/SVQ7 and 8) and evidence claims and location (Form N/SVQ10). The names used and the context described are fictitious.

The assessment plan and review sheet records the assessment process for a complete unit. The other forms illustrate recordings made for part, but not all, of the evidence requirements.

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Candidate name   Carol Heem

Assessor name   J. Goulden

Unit number/s and title/s   HSC21 Communicate with and complete records for individuals

This record can be used for single and multiple unit planning

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
15.02.05	**Plan 1.** Carol has already completed Unit HSC29. She is feeling more confident but would still like to concentrate on the completion of one unit. We agreed that I will, conduct holistic observations so as to allow cross-referencing of evidence to other units at a later date. I explained that as I will be assessing peripatetically I will need to identify evidence sources to confirm the consistency of Carol's practice and she will need to gain client consent for the planned observations. As HSC21 is a core unit I must observe Carol in order to meet the evidence requirements. We went through the performance criteria, scope and knowledge to identify evidence gathering opportunities. We agreed that Carol will: • bring in the expert witness testimony completed for HSC29 to be matched to HSC21 • bring in her assignment on communication skills (City & Guilds Initial Award). I will check currency and match to the knowledge specifications. Carol understands that she still needs to demonstrate that can apply this learning to her current practice. • discuss with her client Mrs F (retired teacher) the possibility of her giving a witness testimony about Carol's communication with her and her family – discuss and agree with Ivan Mope (manager) and client Mr J that I will observe Carol on her routine visit to Mr J on 20.02.05 who has some special communication needs. Review meeting 27.02.05	JG CH	Ref 1 Ref 2 Ref 3 Ref 4

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
20.02.05	*Observation* of Carol assisting Mr J. After checking consent gained from client Carol was confident, reassuring and displayed excellent interpersonal skills. Gave positive feedback to her about exactly which p.c.s she had evidenced. Carol will record the observation onto Performance Evidence Record (PER) and we discussed how to write not only what she had done and also record why. This will provide some clearly recorded knowledge evidence. Asked questions which I will record with the responses ready for the next review.	JG CH	Ref 4 Ref 5
27.02.05	Unfortunately meeting postponed due to ill health rearranged for 29.02.05	JG	
29.02.05	**Review** Read and identified what k.u. the communication assignment could provide. Read and accepted a very detailed letter written by Mrs F which gave sufficient information to allow matching to some p.c.s. Read and accepted the accuracy of Carol's record of my observation. Formally recorded the questions and Carol's answers. Read and matched the EWT from Ivan to requirements. Entered all this evidence onto the Evidence Location Sheet (ELS) so that we can track progress and identify gaps to ensure precise re-planning. **Plan 2** We still need further evidence to show consistency of Carol's practice and to cover outstanding pc's. Agreed that I will observe Carol again with a different client on 03.03.05 – Carol will check this is OK with the client and her manager. Carol will show me the service user records that she completes. As these records are confidential they will not be placed in the portfolio. The evidence they provide will be entered directly on the ELS. I will question Carol about the legal and organisational policies and procedures that affect what she does after the observation and add her responses to Ref 5. Next review date 14.03.05.		Ref 2 Ref 3 Ref 4 Ref 5 Ref 1 Ref 6 Ref 7 Ref 5

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
03.03.05	*Observation* – Carol and I checked it was still ok with Mrs K for me to observe. Carol performed well; she was patient and considerate with a client who can present challenging behaviour on occasions. This will provide some evidence for HSC23 & HSC24 which we will match to the requirements after this unit is complete. Checked confidential product evidence – (service user records) which were all filled in appropriately – legible and correct avoiding value judgements. Carol to write up observation on PER ready for the next review. Questions asked about what legislation and policies/procedures had applied in this situation – answered fully. I will record these on the Question Record before the next review date.	JG CH	Ref 6 Ref 7 Ref 5
14.03.05	**Review** Read and accepted the PER of the observation from 03.03.05 – Carol had missed a couple of points so I added them in at the bottom of the page. All evidence entered onto the ELS. Checked that all pcs, k.u. and appropriate scope covered and that all required dates and signatures were complete. This unit is now complete as there is sufficient, current, valid, reliable, authentic evidence to demonstrate consistent competent practice. Agreed to meet on 18.03.05 to cross-reference evidence presented in this unit to other units for which they will provide evidence.	JG CH	Ref 6

The above is an accurate record of the discussion

Candidate signature   *Carol Heem*   Date   14.03.05

Assessor signature   *John Goulden*   Date   14.03.05

(photocopy as required)

Form N/SVQ7
Performance evidence record

City&Guilds

N/SVQ/unit   Health and Social Care Level 2

Candidate name   Carol Heem

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

Observed by your assessor   ☑

Seen by an expert witness   ☐

Seen by witness   ☐

Self reflective account   ☐

| Evidence ref: 4 |
| Unit numbers: HSC21 |

NB Your assessor may wish to ask you some questions relating to this activity. Ensure they are recorded in the appropriate box overleaf. The person who observed/witnessed your activity must sign and date overleaf.

Links to			Date of activity:	Links to	
Unit ref	Element ref	PC ref	Performance evidence	Scope/range ref	Knowl/u/stand ref
21 21	b a	2a 1	I introduced John to Mr J and explained that he would be watching me and might want to ask her about how I help him. Mr J smiled and agreed. I had to stand in front of Mr J (I always do this) because he needs to see my face clearly as he is deaf in his right ear and also has problems with his left ear. I know this because it was in his care plan and he and his daughter told me. Mr J and I get on well and we have a chat about all sorts of things he likes to call me 'honey' which I am ok with. He likes me to call him by	NA	2 9 3b
21	a	2	his first name, although some clients don't like you to. Mr J has had a stroke so can't get his words right sometimes and I have to be very careful not to finish his sentences for him. He can get angry if people do		
21 21	a c	3+4 6a, b	that. I let him talk and don't interrupt or rush him. He has got worse over time so I have to speak really clearly and check he has heard me. I asked him how he had been feeling since my last visit as he had been a bit poorly with a cold. He said he was better now but that he was worried having been for a hearing check at the hospital. I nodded my head and looked at him in a way to show my interest,		7
21 21 21 21 21 21	b c b b c c	1 3+6a 3+4 4, 5 1 2	curiosity and concern. I repeated back to him that he was worried about something and did he want to talk about it. I sat down and waited for him to tell me what was the matter. He said he was needing a new hearing aid but that the digital one seemed very expensive and he didn't know if it was worth it at his age or whether he could afford it. I suggested that it		9

Unit ref	Element ref	PC ref	Performance evidence	Scope/ range ref	Knowl/ u/stand ref
21	b	6	would be a good idea to get more information and that I could report on his concerns to his daughter and my boss to see if there was anyone else he could talk to or where to get more information. He agreed about Ivan knowing but not his daughter and	N.A.	
21	c	8	I said I would tell him tomorrow. We talked about how he was feeling and whether he was ready for his shower this evening. Mr J likes to shower at night to help him relax, he hates baths. Sometimes if he is cold and not feeling good he just has a bed bath. I always record everything so that we can monitor how he is and facts like he doesn't want his daughter to know his worries.		10 12 13 1
21	a	5			
21	c	9	He decided he would have his shower and joked about John coming in too but we all agreed it would		
21	c	4	be daft. I helped him out of his chair and to the stair lift encouraging him to do as much for himself as possible. John waited until after the shower. I got Mr J a glass of water so he could take his tablets – he does his own medication but I have been asked to check he gets it right – he makes a joke of		24
21	b	7	not being able to count, but he can really. I made a note it was all ok and we said goodbye when Mr J was ready. I reminded him what time I would be back tomorrow. I rang my boss to pass on the concerns		25
21	d	3+4a	and ask advice on the hearing aid problem.		

I confirm that the evidence listed is true.

Assessor/~~Expert/Witness~~* signature	*John Goulden*	Date	29.02.05

*delete as appropriate

Candidate signature	*Carol Heem*	Date	29.02.05

Assessor signature	*John Goulden*	Date	29.02.05

Internal Verifier signature and date (if sampled)

(photocopy as required)

**City&
Guilds**

Ref. 5

N/SVQ/unit	HSC21 Communicate with and complete records for individuals

Candidate name *Carol Heem*

Links to: unit/element/ pc/scope/range/ knowledge	Assessor's questioning record	
	Questions	**Answers**
KS1	Why did you agree to not involve his daughter? **NB This form may be added to so that questioning used, throughout the assessment for the unit, is recorded.**	Because Mr. J . has a right to his own personal information and to decide who may/or may not receive it. It's part of our policies and the law that all information is confidential to the individual unless there is a serious risk to themselves or others. I must respect Mr. J's wishes. 29.02.05

The above is an accurate record of the questioning.

Assessor signature *John Goulden*   Date   14.03.05

Internal Verifier signature and date (if sampled)

(photocopy as required)

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Candidate name   Carol Heem

Unit/element number/title   HSC21a   Work with individuals and others to identify the best forms of communication

Item of evidence	Loc	Ref	Link to performance criteria (✓) 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Link to scope/ range ref	Link to knowledge ref
Assignment	P	2																					NA	2,3,6,7,8,9
Witness Testimony	P	3	✓	✓																			"	2
Observation + Questioning	P	4+5	✓	✓	✓	✓	✓																"	1,2,3b,4,8,7,9, 10,12,13, 24+25
Observation + Questioning	P	6+5	✓	✓	✓																		"	12,13,14
Confidential records	O			✓		✓	✓																"	5b

Location key: p = portfolio, o = office (add further categories as appropriate)   (photocopy as required)

Learning and support resources

The following list is not exhaustive, but indicates the documents which are considered essential for centres when delivering N/SVQs:

- The SVQ Criteria and Guidance for Awarding Bodies (SQA) or the NVQ Code of Practice (QCA)
- Assessing NVQs (QCA)
- Internally Verifying NVQs (QCA)
- City & Guilds Guidance on Internal Verification of N/SVQs
- Providing City & Guilds Qualifications (Care, Health and Community centres should also make reference to the Care Health and Community appendix in this document)

Other City & Guilds publications

- Ensuring Quality (all editions)
- Guidance Updates to City & Guilds Care, Health and Community centres: N/SVQ and VRQ Standards Assessment and Process issues
- News and Product Updates
- City & Guilds Smartscreen
- Health and Social Care N/SVQ Level 2 ISBN 07487 9319 4 (published by Nelson Thornes)

Glossary

Definitions and explanations of the terms used in this qualification are provided in the Key Words and Concepts section of every unit.

Key/Core Skills mapping

Mapping of the Key Skills and the Core Skills for this qualification are shown on pages 35-67.

Key

italics	The worker might be able to collect evidence if there is a need or opportunity to carry out the functions within the Key or Core Skill
X	Not required in the standard
*	Could be evidenced if IT is used (IT not explicitly stated in standards)
1	The candidate might not be able to provide evidence across the number and scope of activities (eg 2 documents of 500 words for C2.2 and 1 document of 500 words for C2.3)

Level 2 Key Skills

Key Skills component	What you must do
Application of Number Level 2	
N2.1	Interpret information from a suitable source
N2.2	Use your information to carry out calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae
N2.3	Interpret the results of your calculations and present your findings
Communication Level 2	
C2.1a	Take part in a group discussion
C2.1b	Give a talk of at least four minutes
C2.2	Read and summarise information from at least two documents about the same subject. Each document must be a minimum of words long
C2.3	Write two different types of documents each one giving different information. One document must be at least 500 words long
Improving Own Learning and Performance Level 2	
LP2.1	Help set targets with an appropriate person and plan how these will be met
LP2.2	Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance
LP2.3	Review progress with an appropriate person and provide evidence of your achievements

Key Skills component

What you must do

ICT Level 2

ICT2.1	Search for and select information to meet your needs
ICT2.2	Enter and develop the information to suit the task and derive new information
ICT2.3	Present combined information such as text with image, text with number, image with number

Problem Solving Level 2

PS2.1	Identify a problem, with help from an appropriate person, and identify different ways of tackling it
PS3.2	Plan and try out at least one way of solving the problem
PS3.3	Check if the problem has been solved and identify ways to improve problem solving skills

Working With Others Level 2

WO2.1	Plan work with others
WO2.2	Work Co-operatively towards achieving the identified objectives
WO2.3	Review your contributions and agree ways to improve work with others

Key Skills signposting

NOS	Key Skills			Working with Others	Problem Solving	Improving Own Learning Performance
	Comms	Application of Number	ICT			
Health and Social Care Level 2 core units						
Unit HSC21 Communicate with, and complete records for individuals (Communication, level 2, core)						
HSC21a Work with individuals and others to identify the best forms of communication	C2.1a C2.2	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
HSC21b Listen and respond to individuals' questions and concerns	C2.1a	X	X	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
HSC21c Communicate with individuals	C2.1a	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
HSC21d Access and update records and reports	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 2 core units (continued)						
Unit HSC22 Support the health and safety of yourself and individuals (Health and Safety level 2 core)						
HSC22a Carry out health and safety checks before you begin work activities	C2.1a C2.2¹	X	X	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
HSC22b Ensure your actions support health and safety in the place you work	C2.1a C2.2¹ C2.3¹	X	X	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
HSC22c Take action to deal with emergencies	C2.1a C2.2¹ C2.3¹	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC23 Develop your knowledge and practice (Personal and Professional Development, level 2, core)						
HSC23a Evaluate your work	C2.1a	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	LP2.1 LP2.2

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 2 core units (continued)						
Unit HSC23 Develop your knowledge and practice (Personal and Professional Development, level 2, core) (continued)						
HSC23b Use new and improved skills and knowledge in your work	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	LP2.1 LP2.2 LP2.3
Unit HSC24 Ensure your own actions support the care, protection and well-being of individuals (Principles of Care, level 2, core)						
HSC24a Relate to and support individuals in the way they choose	C2.1a	X	X	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
HSC24b Treat people with respect and dignity	C2.1a	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
HSC24c Assist in the protection of individuals	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X

| | Key Skills | | | | | |
NOS	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 2 optional units						
Unit HSC25 Carry out and provide feedback on specific plan of care plan activities	C2.1a C2.2 C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	LP2.1 LP2.2 LP2.3
Unit HSC26 Support individuals to access and use information	C2.1a C2.2	X	X	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC27 Support individuals in their daily living	C2.1a	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC28 Support individuals to make journeys	C2.1a	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC29 Support individuals to meet their domestic and personal needs	C2.1a	N2.1 N2.2a,b	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X

NOS	Key Skills						
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 2 optional units (continued)						
Unit HSC210 Support individuals to access and participate in recreational activities	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 *PS2.3*	X
Unit HSC211 Support individuals to take part in development activities	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC212 Support individuals during therapy sessions	C2.1a C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC213 Provide food and drink for individuals	C2.1a C2.3[1]	*N2.2* *N2.2a,b*	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 *PS2.3*	X
Unit HSC214 Help individuals to eat and drink	C2.1a C2.2[1] C2.3[1]	*N2.2* *N2.2a,b*	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 *PS2.3*	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 2 optional units (continued)						
Unit HSC215 Help individuals to keep mobile	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC216 Help address the physical comfort needs of individuals	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC217 Undertake agreed pressure area care	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC218 Support individuals with their personal care needs	C2.1a C2.2[1] C2.3[1]	N2.2a,b N2.3	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC219 Support individuals to manage continence	C2.1a C2.2[1]	N2.1 N2.2a,b N2.3	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 2 optional units (continued)						
Unit HSC220 Maintain the feet of individuals who have been assessed as requiring help with general foot care	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC221 Assist in the administration of medication	C2.1a C2.2[1] C2.3[1]	N2.1 N2.2a,b N2.3	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC222 Support individuals prior to, during and after clinical procedures	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC223 Contribute to moving and handling individuals	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC224 Observe, monitor and record the conditions of individuals	C2.1a C2.2[1] C2.3[1]	N2.2 N2.3	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 2 optional units (continued)						
Unit HSC225 Support individuals to undertake and monitor their own health care	C2.1a C2.2[1]	N2.1 N2.2a,b N2.3	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC226 Support individuals who are distressed	C2.1a C2.2[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC227 Contribute to working in collaboration with carers in the caring role	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC228 Contribute to effective group care	C2.1a	X	X	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC229 Gain access to, and ensure individuals' homes are secure	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 2 optional units (continued)						
Unit HSC230 Manage environments and resources during clinical activities	C2.1a C2.2[1] C2.3[1]	N2.1 N2.2a,b,c N2.3	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC232 Protect yourself from the risk of violence at work	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Health and Social Care Level 2 additional units						
Unit HSC233 Relate to, and interact with, individuals	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC234 Ensure your own actions support the equality, diversity, rights and responsibilities of individuals	C2.1a	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2	X
Unit HSC235 Enable individuals to negotiate specific environments	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 2 additional units (continued)						
Unit HSC236 Receive, and store medication and products	C2.1a C2.2[1] C2.3[1]	N2.1 N2.2a,b,c N2.3[1]	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC237 Obtain and test capillary blood samples	C2.1a C2.2[1] C2.3[1]	N2.1 N2.2a,b N2.3[1]	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC238 Obtain and test specimens from individuals	C2.1a C2.2[1] C2.3[1]	N2.1 N2.2a,b N2.3[1]	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC239 Contribute to the care of a deceased person	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1	X
Unit HSC240 Contribute to the identification of the risk of danger to individuals and others	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X

Health and Social Care Level 2 additional units (continued)

NOS	Key Skills					
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Unit HSC241 Contribute to the effectiveness of teams	C2.1a	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC242 Receive and pass on messages and information	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC243 Monitor, handle and maintain materials and equipment	C2.1a C2.2[1] C2.3[1]	N2.1 N2.2a,b,c N2.3	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC244 Manage and organise time and activities to support individuals in the community	C2.1a C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X
Unit HSC245 Receive and monitor visitors	C2.1a C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X

| NOS | Key Skills | | | | | |
	Comms	Application of Number	ICT	Working with Others	Problem Solving	Improving Own Learning Performance
Health and Social Care Level 2 additional units (continued)						
Unit HSC246 Maintain a safe and clean environment	C2.2[1] C2.3[1]	X	*	WO2.1 WO2.2 WO2.3	PS2.1 PS2.2 PS2.3	X

Level 2 Core Skills

Communication (Written Communication – Reading) Access 3

a   Identify the purpose of a communication

b   Identify the significant ideas or main points in a piece of information

c   Make a basic evaluation of the communication supported by a single piece of evidence

Communication (Written Communication – Writing) Access 3

a   The techniques used are mainly appropriate for the writer's purpose and audience

b   All essential ideas/information are presented

c   Some evidence of structure is discernible in the communication

d   Spelling, punctuation and syntax are sufficiently accurate to convey meaning

Communication (Oral Communication) Access 3

a   An appropriate range of spoken language structures is used

b   The communication conveys simple information, opinions or ideas

c   An attempt is made to sequence and link information, opinions or ideas

d   Delivery takes account of situation and audience

e   Responses take account of the contributions of others

Numeracy (Using Graphical Information) Access 3

a   Read and use a simple scale

b   Extract simple graphical information

c   Communicate simple graphical information

Numeracy (Using Number) Access 3

a   Work confidently with basic numerical notation

b   Decide the operations to be carried out

c   Carry out basic numerical calculations

Using Information Technology Access 3

a   Perform basic user interface operations on a computer system

b   Apply skills from a limited range of application areas to perform simple processing of familiar data

c   Extract and present information from a familiar electronic data source

Working with Others Access 3

a   Agree allocation of responsibilities taking account of preferences

b   Seek and provide information as required

c   Given some simple criteria, identify strengths and/or weaknesses of own contribution

Problem Solving (Critical Thinking) Access 3

a | Recognise the main features of the situation or issue

b | Identify a process to deal with the situation or issue

Problem Solving (Planning and Organising) Access 3

a | Identify the sequence of steps in the plan

b | Select appropriate resources to carry out plan

c | Carry out the task

Problem Solving (Reviewing and Evaluating) Access 3

Given simple criteria, identify the strengths/weaknesses of the solution

Core Skills signposting

NOS	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	
Health and Social Care Level 2 core units										
Unit HSC21 Communicate with, and complete records for individuals (Communication, level 2, core)										
HSC21a Work with individuals and others to identify the best forms of communication	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3
HSC21b Listen and respond to individuals' questions and concerns	X	X	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	X	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3
HSC21c Communicate with individuals	X	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3

NOS	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	
Health and Social Care Level 2 core units (continued)										
Unit HSC21 Communicate with, and complete records for individuals (Communication, level 2, core) (continued)										
HSC21d Access and update records and reports	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3
Unit HSC22 Support the health and safety of yourself and individuals (Health and Safety level 2 core)										
HSC22a Carry out health and safety checks before you begin work activities	Access 3a Access 3b Access 3c	X	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	X	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3
HSC22b Ensure your actions support health and safety in the place you work	Access 3a Access 3b Access 3c	X	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	X	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3

	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
NOS	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	
Health and Social Care Level 2 core units (continued)										
Unit HSC22 Support the health and safety of yourself and individuals (Health and Safety level 2 core) (continued)										
HSC22c Take action to deal with emergencies	X	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3
Unit HSC23 Develop your knowledge and practice (Personal and Professional Development, level 2, core)										
HSC23a Evaluate your work	Access 3a Access 3b Access 3c	X	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	Access 3a Access 3b[2] Access 3c	Access 3
HSC23b Use new and improved skills and knowledge in your work	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	Access 3a Access 3b[2] Access 3c	Access 3

NOS	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	
Health and Social Care Level 2 core units (continued)										
Unit HSC24 Ensure your own actions support the care, protection and well-being of individuals (Principles of Care, level 2, core)										
HSC24a Relate to and support individuals in the way they choose	Access 3a Access 3b Access 3c	X	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	X	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3
HSC24b Treat people with respect and dignity	X	X	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	X	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3
HSC24c Assist in the protection of individuals	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3

NOS	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	
Health and Social Care Level 2 optional units										
Unit HSC25 Carry out and provide feedback on specific care plan activities	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3
Unit HSC26 Support individuals to access and use information	Access 3a Access 3b Access 3c	X	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3
Unit HSC27 Support individuals in their daily living	X	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	Access 3a Access 3b[2] Access 3c	Access 3

NOS	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	

Health and Social Care Level 2 optional units (continued)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
Unit HSC28 Support individuals to make journeys	X	X	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	Access 3a Access 3b[2] Access 3c	Access 3
Unit HSC29 Support individuals to meet their domestic and personal needs	X	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3
Unit HSC210 Support individuals to access and participate in recreational activities	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	Access 3a Access 3b[2] Access 3c	Access 3

	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		
NOS	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	Reviewing and evaluation
Health and Social Care Level 2 optional units (continued)										
Unit HSC211 Support individuals to take part in development activities	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	Access 3a Access 3b[2] Access 3c	Access 3
Unit HSC212 Support individuals during therapy sessions	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	Access 3a Access 3b[2] Access 3c	Access 3
Unit HSC213 Provide food and drink for individuals	X	X	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	X	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	X

NOS	Core Skills									
	Communication			Numeracy		Using IT	Problem Solving			
	Reading	Writing	Oral	Graphical	Number		Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
Health and Social Care Level 2 optional units (continued)										
Unit HSC214 Help individuals to eat and drink	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3
Unit HSC215 Help individuals to keep mobile	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	Access 3a Access 3b[2] Access 3c	
Unit HSC216 Help address the physical comfort needs of individuals	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c	Access 3a Access 3b	X	Access 3

	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
NOS	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	
Health and Social Care Level 2 optional units (continued)										
Unit HSC218 Support individuals with their personal care needs	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c	*	Access 3a Access 3b Access 3c	Access 3a Access 3b	X	*Access 3*
Unit HSC219 Support individuals to manage continence	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c	Access 3a Access 3b	X	*Access 3*
Unit HSC223 Contribute to moving and handling individuals	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c	Access 3a Access 3b	X	*Access 3*

NOS	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	
Health and Social Care Level 2 optional units (continued)										
Unit HSC224 Observe, monitor and record the conditions of individuals	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c	Access 3a Access 3b	X	Access 3
Unit HSC225 Support individuals to undertake and monitor their own health care	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c	*	Access 3a Access 3b Access 3c	Access 3a Access 3b	X	Access 3
Unit HSC226 Support individuals who are distressed	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c	Access 3a Access 3b	X	Access 3

NOS	Core Skills								Problem Solving		Reviewing and evaluation
	Communication			Numeracy		Using IT	Working with others				
	Reading	Writing	Oral	Graphical	Number				Critical thinking	Planning and Organisation	

Health and Social Care Level 2 optional units (continued)

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
Unit HSC227 Contribute to working in collaboration with carers in the caring role	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c	Access 3a Access 3b	*Access 3a* *Access 3b*[2] Access 3c	Access 3
Unit HSC228 Contribute to effective group care	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	X	Access 3a Access 3b Access 3c	Access 3a Access 3b	X	*Access 3*
Unit HSC229 Gain access to, and ensure individuals' homes are secure	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c	Access 3a Access 3b	X	Access 3

NOS	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	

Health and Social Care Level 2 additional units

NOS	Reading	Writing	Oral	Graphical	Number	Using IT	Working with others	Critical thinking	Planning and Organisation	Reviewing and evaluation
Unit HSC233 Relate to, and interact with, individuals	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3
Unit HSC234 Ensure your own actions support the equality, diversity, rights and responsibilities of individuals	X	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	X
Unit HSC236 Enable individuals to negotiate specific environments	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3

NOS	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		Reviewing and evaluation
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	
Health and Social Care Level 2 additional units (continued)										
Unit HSC240 Contribute to the care of a deceased person	X	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	X
Unit HSC241 Contribute to the identification of the risk of danger to individuals and others	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	Access 3
Unit HSC242 Contribute to the effectiveness of teams	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	Access 3a Access 3b[2] Access 3c	Access 3

Health and Social Care Level 2 additional units (continued)

NOS	Core Skills									
	Communication			Numeracy		Using IT	Working with others	Problem Solving		
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	Reviewing and evaluation
Unit HSC243 Receive and pass on messages and information	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	X
Unit HSC244 Monitor, handle and maintain materials and equipment	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	X
Unit HSC245 Manage and organise time and activities to support individuals in the community	X	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	Access 3a Access 3b[2] Access 3c	X

	Core Skills									
NOS	Communication			Numeracy		Using IT	Working with others	Problem Solving		
	Reading	Writing	Oral	Graphical	Number			Critical thinking	Planning and Organisation	Reviewing and evaluation
Health and Social Care Level 2 additional units (continued)										
Unit HSC246 Receive and monitor visitors	X	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	X
Unit HSC247 Maintain a safe and clean environment	Access 3a Access 3b Access 3c	Access 3a Access 3b Access 3c Access 3d	Access 3a Access 3b Access 3c Access 3d Access 3e	X	X	*	Access 3a Access 3b Access 3c[1]	Access 3a Access 3b	X	X

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Unit HSC21
Communicate with, and complete records for individuals (Level 2 core)

Elements of competence

HSC21a   Work with individuals and others to identify the best forms of communication

HSC21b   Listen and respond to individuals' questions and concerns

HSC21c   Communicate with individuals

HSC21d   Access and update records and reports

About this unit

This unit is for you if you work directly with, and have to communicate with individuals in all types of health and social care settings.

Scope

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

Appropriate people could include: line manager; people responsible for records.

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

Extra support can include the use of: key people; interpreters; translators; signers; specialist equipment to aid the individual's communication abilities.

Key people cover family, friends, carers and others with whom the individual has a supportive relationship.

Seek information from: colleagues; records; the individual.

Taking appropriate action could include: repeating the message; getting individuals to repeat the message; using alternative forms of communication; seeking and acquiring additional help from key people and/or others within and outside your organisation.

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

Unit HSC21
Communicate with, and complete records for individuals (Level 2 core)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[1], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

Key words and concepts

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

Appropriate people
Those people from whom you need to gain permission to access records according to legal and organisational requirements.

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

Communication and language needs and preferences
Are the individual's needs and preferences in terms of communicating with you, and you communicating with and responding to them.

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

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

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

Unit HSC21
Communicate with, and complete records for individuals (Level 2 core)

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

Unit HSC21
Communicate with, and complete records for individuals (Level 2 core)

HSC21a
Work with individuals and others to identify the best forms of communication

Performance criteria

You need to show that,
1 you seek information and advice about the **individual's** specific **communication and language needs and preferences**
2 you confirm with individuals their preferred methods of communication and language and any changes in their needs
3 you review your communication skills to see if they are suitable to meet the needs and preferences of individuals
4 where necessary, you seek extra support to ensure that:
   a you are able to communicate with, and understand the individual's views and wishes
   b the individual is able to communicate with and understand you
5 you record, report and share information about the individual's communication and language needs and preferences, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC21
Communicate with, and complete records for individuals (Level 2 core)

HSC21b
Listen and respond to individuals' questions and concerns

Performance criteria

You need to show that,
1 you check and take appropriate action to ensure that individuals have the support they need to communicate their views, wishes and preferences
2 you position yourself so that:
   a you can understand what individuals and key people are trying to convey
   b individuals and key people can understand what you have communicated
3 you use appropriate body language, eye contact and methods of listening that actively encourage individuals and key people to communicate
4 you give individuals sufficient time to communicate without interrupting or finishing off their communication
5 you concentrate, listen and respond appropriately when you are communicating with the individuals and key people
6 you respond appropriately to any questions and concerns that individuals and key people have
7 you seek additional advice and support for individual's and key people's questions and concerns that are beyond your competence to deal with.

Unit HSC21
Communicate with, and complete records for individuals
(Level 2 core)

HSC21c
Communicate with individuals

Performance criteria

You need to show that,
1 you support individuals to use their preferred means of communication and language
2 you communicate with individuals and key people at a pace, in a manner, and at a level appropriate to the individuals' understanding, needs and preferences
3 you provide active support to enable individuals to communicate and participate in communications
4 you ensure the focus of the communication is with the individual whilst acknowledging the input from others
5 you adapt your communications:
   a to meet the individual's changing needs and preferences
   b when individuals and key people have difficulty understanding what you want to communicate
6 at the appropriate times within the communication, you:
   a clarify points and check that you understand what is being communicated
   b confirm/check that individuals and key people understand what you are saying
7 you take appropriate action to address any misunderstandings
8 you respect the individual's and key people's rights to confidentiality of information, within legal and organisational procedures
9 you record what you have done, any problems you have had and any outcomes arising from the communications, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC21
Communicate with, and complete records for individuals (Level 2 core)

HSC21d
Access and update records and reports

Performance criteria

You need to show that,
1 you seek permission from the **appropriate people** to access records where needed
2 you access and complete the correct records according to:
   a confidentiality agreements
   b legal requirements
   c organisational policies, procedures and practices
   d the activities you have undertaken
3 you record or pass on information about the individual's needs and preferences, including those about language and communication
4 you report accurate and sufficient information to the appropriate people, about:
   a any problems you had carrying out the care of individuals and what you did about these
   b any signs and symptoms that indicate changes in the individual's condition and care needs
   c any difficulties you have in accessing and updating records and reports
5 you support individuals to understand why and what you have reported and recorded
6 you ensure the security of access to records and reports according to legal and organisational procedures.

Unit HSC21
Communicate with, and complete records for individuals
(Level 2 core)

Knowledge specification for the whole of this unit

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

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

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

Values
1 legal and organisational requirements on equality, diversity, discrimination and **rights** when communicating with and completing records and reports about individuals
2 how to provide **active support** to enable individuals to communicate their needs, views and preferences
3 methods and ways of communicating that:
  a support equality and diversity
  b support the rights of people to communicate in their preferred method, media and language
  c are effective when dealing with, and challenging discrimination when communicating with, individuals and key people.

Legislation and organisational policy and procedures
4 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when communicating with and completing records and reports about individuals
5 current local, UK and European legislation, and organisational requirements, procedures and practices for:
  a accessing records and information about an individual's communication and language needs and preferences
  b recording, reporting, confidentiality and sharing information, including data protection
  c communicating with individuals.

Unit HSC21
Communicate with, and complete records for individuals (Level 2 core)

Theory and practice

6   actions to take when you observe any key changes in the individuals' communication skills and abilities, what they are trying to communicate and their hearing

7   factors that can affect the communication skills, abilities and development of the individuals with whom you are working

8   ways to communicate with the people you work with, how to find out about the individual's communication and language needs, wishes and preferences

9   the importance of:
      a   focusing on the individual
      b   active listening
      c   space and positioning when communicating
      d   body language and eye contact when communicating
      e   giving individuals sufficient time to communicate
      f   using the individual's preferred means of communication and language
      g   checking that you and the individuals understand what has been communicated
      h   how to adapt the way you communicate

10   recording and reporting requirements for individuals and for your activities

11   where, why and how to get permissions to access records and reports

12   how to, and why you need to complete records accurately, comprehensively and in ways that can be understood by those who need to access and use the records and reports

13   the reasons for ensuring confidentiality and security of records and reports

14   how to and why you need to share information with individuals, key people and others.

Unit HSC21
Communicate with, and complete records for individuals (Level 2 core)

Unit evidence requirements

Award title: SVQ Health and Social Care Level 2
Unit number: HSC21
Unit title: Communicate with, and complete records for individuals

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

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

Special considerations:
Simulation **is not permitted** for this unit.

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

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

Required sources of performance and knowledge evidence:
Observation is the **required** assessment method to be used to evidence some parts of each element in this unit.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:
The following performance criteria may be difficult to evidence by observation:

HSC21a   performance criteria 4
HSC21b   performance criteria 6, 7
HSC21d   performance criteria 4

Unit HSC21
Communicate with, and complete records for individuals
(Level 2 core)

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

- **Expert witness testimony:** Your assessor may identify an occupational expert from your workplace who can provide a testimony about your work performance.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg communication guidelines.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg individual care plans/reviews, observation records.

- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg effective ways of communicating with individuals.

- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Makaton Certificate, Communication skills training certificate.

- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg record keeping and the importance of confidentiality and data protection.

- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Form N/SVQ10
Evidence location and summary sheet

Candidate name

Unit/element number/title   HSC21a   Work with individuals and others to identify the best forms of communication

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

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Form N/SVQ10
Evidence location and summary sheet

Candidate name

Unit/element number/title   HSC21b   Listen and respond to individuals' questions and concerns

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

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Guilds**

Candidate name

Unit/element number/title   HSC21c   Communicate with individuals

Item of evidence	Loc	Ref	Link to performance criteria (✓)																				Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

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Form N/SVQ10
Evidence location and summary sheet

Candidate name

Unit/element number/title   HSC21d   Access and update records and reports

Item of evidence	Loc	Ref	Link to performance criteria (✓)																				Link to scope/range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

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Unit HSC22
Support the health and safety of yourself and individuals
(Level 2 core)

Elements of competence

HSC22a   Carry out health and safety checks before you begin work activities
HSC22b   Ensure your actions support health and safety in the place you work
HSC22c   Take action to deal with emergencies

About this unit

For this unit you need to keep yourself, individuals and others for whom you are responsible, safe and secure within the working environment.

Scope

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

Accidents could be due to: falls; hazards in the environment; illness; disability; weaknesses; sensory and cognitive impairment; frailty.

First aid could include the need to deal with severe bleeding; cardiac arrest shock; faints or loss of consciousness; epileptic seizure; choking and difficulty with breathing; falls – potential and actual fractures; burns and scalds; poisoning; electrocution.

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

Others: people within your organisation; people outside your organisation who provide health and care services and support the needs of individuals.

Security emergencies could include: bomb scares; intruders; missing people; lost keys.

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

Unit HSC22
Support the health and safety of yourself and individuals (Level 2 core)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[1], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

Key words and concepts

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

Accident
Unforeseen major and minor incidents where an individual is injured.

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

Emergencies
Immediate and threatening danger to individuals and/or others.

Hazard
A hazard is something with potential to cause harm.

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

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

---

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

Unit HSC22
Support the health and safety of yourself and individuals
(Level 2 core)

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

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

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

Unit HSC22
Support the health and safety of yourself and individuals
(Level 2 core)

HSC22a
Carry out health and safety checks before you begin work activities

Performance criteria

You need to show that,
1 you make sure that you are aware of, and follow, organisational health, safety and security procedures before you start work
2 before you begin any work activities you:
   a check and use any risk assessments
   b examine the areas in which you work and any equipment you have to use to ensure that they are safe, **hazard** free and conform to legal and organisational requirements for health and safety
   c remove, where possible, hazards that might pose a health and safety risk to yourself and others
3 you take account of **individuals'** needs, wishes, preferences and choices, whilst ensuring your own and the safety of individuals, **key people** and **others** when carrying out your work activities
4 you operate within the limits of your own role and responsibilities, in relation to health and safety
5 where necessary, you seek additional support to resolve health and safety problems
6 you report health and safety issues to the appropriate people and complete health, safety and security records, according to legal and organisational requirements.

Unit HSC22
Support the health and safety of yourself and individuals
(Level 2 core)

HSC22b
Ensure your actions support health and safety in the place you work

Performance criteria

You need to show that,
1 you identify and work with others to minimise potential risks in the place where you are working
2 you ensure that your own health and hygiene does not pose a threat to others
3 you ensure that the appropriate people know where you are at all times
4 you check for hazards and health, safety and security **risks** whilst you are working, taking appropriate action if there is the likelihood of an **accident**, injury or harm
5 you check that people who are present have a right to be there
6 you use approved methods and procedures when undertaking potentially hazardous work activities, including:
   a using correct moving and handling techniques
   b wearing correct personal protective clothing appropriate to the situation, environment and activities
   c using and storing equipment and materials
   d dealing with spillages and disposal of waste
7 you report any health and safety issues in the place you are working that may put yourself and others at risk.

Unit HSC22
Support the health and safety of yourself and individuals (Level 2 core)

HSC22c
Take action to deal with emergencies

Performance criteria

You need to show that,
1 you take appropriate and immediate action to deal with health and environmental emergencies, including:
    a fire
    b security
    c serious and minor accidents
    d first aid
2 you summon assistance appropriate to the emergency
3 you support individuals during emergencies
4 you provide ongoing support and assistance within your own competence until someone who is qualified to deal with the emergency is available
5 you support others who may be affected by the emergency
6 you record and report on incidents and emergencies accurately, completely, within confidentiality agreements, and according to organisational and legal requirements.

Unit HSC22
Support the health and safety of yourself and individuals (Level 2 core)

Knowledge specification for the whole of this unit

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

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

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

Values
1 legal and organisational requirements on equality, diversity, discrimination and **rights** when working with individuals and dealing with emergencies
2 how to provide **active support** and promote the individual's rights, choices and well-being whilst ensuring healthy and safe working practices and dealing with emergencies.

Legislation and organisational policy and procedures
3 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties for health, safety and when dealing with emergencies
4 current local, UK and European legislation, and organisational requirements, procedures and practices for:
   a data protection including recording, reporting, confidentiality and sharing information and how to complete records for accidents and emergencies
   b health, safety and risk assessment for the environment, your work activities and for the individuals with whom you are working
   c the protection of individuals from danger, harm and abuse
   d your responsibility for keeping yourself and others safe
   e use and storage of hazardous and non-hazardous substances and equipment
   f infection control.

Unit HSC22
Support the health and safety of yourself and individuals (Level 2 core)

Theories and practice

5   how to access and use records and information relating to health and safety

6   actions to take when you observe any key changes in the individuals conditions

7   methods of using equipment and materials safely (including the use of chemicals and other hazardous substances)

8   methods of storing different equipment and materials safely and securely

9   methods of minimising the risk of contamination and infection

10   how to deal and work with hazardous and non-hazardous materials, equipment and waste, in order to minimise the risks of contamination and danger

11   how to store equipment and materials safely

12   how to move and handle people, items and objects safely

13   types of personal protective clothing and equipment that you should and might have to use in your work and the reasons for using such clothing and equipment

14   aspects of your own health and hygiene that might pose a threat to individuals, key people and the place in which you work

15   risks and hazards that might cause the individual, yourself and others to have an accident, fall, be injured and become ill

16   common reasons why accidents happen in the care environment and with the individuals with whom you work

17   the susceptibility of specific groups of individuals to falls, spillages and breaking items and the reasons for this

18   the different kinds of emergency there may be in your work environment and with the individuals for whom you are responsible.

Unit HSC22
Support the health and safety of yourself and individuals
(Level 2 core)

Unit evidence requirements

Award title: SVQ Health and Social Care Level 2
Unit number: HSC22
Unit title: Support the health and safety of yourself and individuals

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

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

Special considerations:
Simulation **is permitted** for element **HSC22c Take action to deal with emergencies** in this unit.

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

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

Required sources of performance and knowledge evidence:
Observation is the **required** assessment method to be used to evidence some parts of each element in this unit.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:
The following performance criteria may be difficult to evidence by observation:

HSC22a   performance criteria 5
HSC22b   performance criteria 4

Unit HSC22
Support the health and safety of yourself and individuals
(Level 2 core)

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

- **Expert witness testimony:** Your assessor may identify an occupational expert from your workplace who can provide a testimony about your work performance.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg risk assessments.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg accident reports.

- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg safe storage and use of equipment and materials.

- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg First Aid certificate, Health and Safety certificate.

- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg Accessing and using records and information in relation to health and safety, review of own health and hygiene identifying aspects that might cause a threat to others at work.

- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Form N/SVQ10
Evidence location and summary sheet

Candidate name

Unit/element number/title   HSC22a   Carry out health and safety checks before you begin work activities

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

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Form N/SVQ10
Evidence location and summary sheet

City&
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Candidate name

Unit/element number/title   HSC22b   Ensure your actions support health and safety in the place you work

Item of evidence	Loc	Ref	Link to performance criteria (✓)																				Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)   (photocopy as required)

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City&
Guilds

Form N/SVQ10
Evidence location and summary sheet

Candidate name

Unit/element number/title   HSC22c   Take action to deal with emergencies

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)   (photocopy as required)

103   Unit HSC22

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Unit HSC23

Develop your knowledge and practice (Level 2 core)

Elements of competence

HSC23a   Evaluate your work
HSC23b   Use new and improved skills and knowledge in your work

About this unit

This unit requires you to evaluate your skills and knowledge, seek help to develop these and use new knowledge and skills when carrying out the activities for which you are responsible.

Scope

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

Feedback could be provided: orally; in written form; electronically and it should be communicated using the individual's preferred spoken language and the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

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

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

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[1], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. These can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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

Unit HSC23
Develop your knowledge and practice (Level 2 core)

Key words and concepts

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

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

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

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

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

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

Unit HSC23
Develop your knowledge and practice (Level 2 core)

HSC23a
Evaluate your work

Performance criteria

You need to show that,
1 you assess how well you carry out your work activities
2 you support **individuals** and **key people** to give you feedback on your work
3 you identify how your values, belief systems and experiences may affect your work with individuals
4 you identify any skills, knowledge and support that would help you to carry out your work activities more effectively
5 you access and use appropriate support and information to improve your work.

Unit HSC23
Develop your knowledge and practice (Level 2 core)

HSC23b
Use new and improved skills and knowledge in your work

Performance criteria

You need to show that,
1 you use the evaluation of your skills and knowledge to improve your
   work activities
2 you work with others to:
   a identify new skills and knowledge relevant to, and which can improve your
      work activities
   b access any training you may need to gain the new and improved skills
      and knowledge
3 you discuss, develop and review, with appropriate people, the usefulness of the
   new and improved skills and knowledge to your work activities
4 you confirm with the appropriate people that it is safe and legal before applying
   new skills and knowledge
5 you use new and improved skills and knowledge that have been agreed are
   appropriate to your work activities
6 you evaluate, and support individuals and key people to evaluate if, and how your
   new and improved skills and knowledge have enhanced your work.

Unit HSC23
Develop your knowledge and practice (Level 2 core)

Knowledge specification for the whole of this unit

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

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

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

Values
1   legal and organisational requirements on equality, diversity, discrimination and **rights** when working with individuals and others to improve your knowledge and practice.

Legislation and organisational policy and procedures
2   codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties in relation to developing your skills and knowledge and improving your practice
3   current local, UK and European legislation, and organisational requirements, procedures and practices for accessing training and undertaking personal and professional development activities
4   The purpose of, and arrangements for your supervision and appraisal.

Theories and practice
5   purpose and ways to access professional development activities and opportunities
6   how to keep your skills and knowledge up-to-date
7   organisations that provide development opportunities to meet your needs and how to access these
8   how to plan training, development opportunities and other support to develop your skills and knowledge
9   how to learn from:
    a your own and others' practice
    b other sources of information and support
10 study and other abilities that will enable you acquire new skills and knowledge, apply these to your own practice and evaluate their effectiveness
11 how to evaluate your own values, skills and knowledge
12 how to work with individuals, key people and others to evaluate your practice and improve you skills and knowledge.

Unit HSC23
Develop your knowledge and practice (Level 2 core)

Unit evidence requirements

Award title: SVQ Health and Social Care Level 2
Unit number: HSC23
Unit title: Develop your knowledge and practice

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

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

Special considerations:
Simulation **is not permitted** for this unit.

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

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

Required sources of performance and knowledge evidence:
Observation is the **required** assessment method to be used to evidence some parts of each element in this unit.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria for each element in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Unit HSC23
Develop your knowledge and practice (Level 2 core)

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

- **Expert witness testimony:** Your assessor may identify an occupational expert from your workplace who can provide a testimony about your work performance.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg continuing professional development records, skills analysis.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg personal appraisals/supervision/reviews.

- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg procedures and practices for accessing training, evaluating own values, skills and knowledge.

- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Moving and Handling Certificate, First Aid Certificate.

- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg assessment of work activities, reflection on training/development of skills and value in work activities.

- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Form N/SVQ10
Evidence location and summary sheet

Candidate name

Unit/element number/title   HSC23a   Evaluate your work

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

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Form N/SVQ10
Evidence location and summary sheet

Candidate name

Unit/element number/title   HSC23b   Use new and improved skills and knowledge in your work

Item of evidence	Loc	Ref	Link to performance criteria (✓)																				Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

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Unit HSC24
Ensure your own actions support the care, protection and well-being of individuals (Level 2 core)

Elements of competence

HSC24a   Relate to and support individuals in the way they choose
HSC24b   Treat people with respect and dignity
HSC24c   Assist in the protection of individuals

About this unit

For this unit you must demonstrate that you value and treat people equally and with respect and dignity, encouraging and respecting the individual's preferences and protecting them from danger, harm and abuse.

Scope

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

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

Changes that may be observed could include the individual's condition, behaviour, appearance or mental state.

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

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour.

Harm could be/have been: short term; medium term; long term.

Key people cover family, friends, carers and others with whom the individual has a supportive relationship, including people within and outside your organisation who provide health and care services and support the needs of individuals.

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

Unit HSC24
Ensure your own actions support the care, protection and well-being of individuals (Level 2 core)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[1], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They are embedded in this unit and should be applied in your practice and through your knowledge demonstrated in any other standard you are working towards.

Key words and concepts

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

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

Abuse
Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm.

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

Danger
The possibility that harm may occur.

Harm
The effects of an individual being physically, emotionally or sexually injured or abused.

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

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

Unit HSC24

Ensure your own actions support the care, protection and well-being of individuals (Level 2 core)

Key people

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

Unit HSC24

Ensure your own actions support the care, protection and well-being of individuals (Level 2 core)

HSC24a
Relate to and support individuals in a way they choose

Performance criteria

You need to show that,
1 you find out about the **individual's** needs, wishes and preferences
2 you develop appropriate relationships that enable you to carry out your work activities
3 you support individuals to identify how they want you to carry out your work activities
4 you provide **active support** that enables individuals to use their strengths and potential
5 you respect individuals' choices and desire to care for themselves
6 you work to resolve conflicts and if you cannot, you seek extra support and advice to help you meet the individual's needs, wishes and preferences
7 you observe any changes that could affect the individual's care needs
8 you report any observed changes to the **appropriate people**.

Unit HSC24
Ensure your own actions support the care, protection and well-being of individuals (Level 2 core)

HSC24b
Treat individuals with respect and dignity

Performance criteria

You need to show that,
1 you treat and value each person as an individual
2 you respect the dignity and privacy of individuals
3 you respect the individual's diversity, culture and values
4 you work in ways that:
   a recognise the individual's beliefs and preferences
   b put the individual's preferences at the centre of everything you do
   c do not discriminate against any individual
   d ensure that the service you provide is delivered equally and inclusively
5 you provide active support to enable individuals to participate as much as they are able
6 you identify and take appropriate action when behaviours and practice discriminate against individuals
7 you seek extra support and advice when you are having difficulty supporting equality and diversity
8 you ensure that individuals have the appropriate information about how to offer comments on their care.

Unit HSC24
Ensure your own actions support the care, protection and well-being of individuals (Level 2 core)

HSC24c
Assist in the protection of individuals

Performance criteria

You need to show that,
1 you seek and acquire information about:
   a assessment of individuals in relation to actual or likely danger, harm and abuse
   b any difference of views that affect the activities you are responsible for and how to deal with them
   c the individual's preferences, abilities and support to cope with actual or likely danger, harm and abuse
   d your specific role in protecting the individuals from actual or likely danger, harm and abuse
   e the procedures that you have to follow for working with the danger and harm to the individual or others
2 you clarify with individuals your responsibilities to disclose information about actual and likely danger, harm and abuse
3 you develop trust with individuals and key people so that they are able to raise and communicate concerns about actual or likely danger, harm and abuse to themselves and others
4 you observe any signs or symptoms that indicate that individuals:
   a have been harmed or abused
   b are being harmed or abused
   c are in danger of harm or abuse
5 you respond to situations and behaviour in ways that avoid putting yourself and others at unnecessary risk
6 you promptly alert appropriate people and organisations when you discover or suspect individuals and others who are in danger, within confidentiality agreements and according to legal and organisational requirements
7 you record and report the specific activities that you have carried out to protect individuals and others from danger, harm or abuse, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC24
Ensure your own actions support the care, protection and well-being of individuals (Level 2 core)

Knowledge specification for the whole of this unit

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

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

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

Values
1 legal and organisational requirements on equality, diversity and discrimination when working with individuals, key people and others
2 the rights that individuals have to:
   a be respected
   b be treated equally and not be discriminated against
   c be treated as an individual
   d be treated in a dignified way
   e privacy
   f be protected from danger and harm
   g be cared for in a way that meets their needs, takes account of their choices and also protects them
   h access information about themselves
   i to communicate using their preferred methods of communication and language
3 the rights and responsibilities individuals have for their own care and protection
4 the ways health and social care values may differ from those of the individuals you are working with
5 how to provide active support
6 how to find out and support individuals needs, rights, preferences and well-being
7 methods and ways of working that:
   a promote equality and diversity
   b are effective when dealing with and challenging discrimination.

Unit HSC24

Ensure your own actions support the care, protection and well-being of individuals (Level 2 core)

Legislation and policy

8 codes of practice and conduct; standards and guidance relevant to your own and others' roles, responsibilities, accountability and duties when valuing and respecting people; taking account of their views and preferences and protecting them from danger, harm and abuse

9 current local, UK and European legislation, and organisational requirements, procedures and practices for:
   a accessing records and information
   b recording, reporting, confidentiality and sharing information, including data protection
   c health, safety and protection of yourself, individuals, key people and others
   d assessing and managing risks associated with your work
   e reporting compliments, comments and complaints
   f dealing with suspicions and disclosure of danger harm and abuse
   g the protection of individuals from danger, harm and abuse

10 the purpose of, and arrangements for your supervision when dealing with abuse and protection.

Theories and practice

11 where to go to access information that can inform your practice

12 factors that can affect the behaviour, skills, abilities and development of the individuals with whom you are working

13 actions to take when you observe key changes in the conditions and circumstances of individuals

14 methods that encourage individuals to use their strengths and potential and take as much control over their lives as possible

15 identify factors that may lead to danger, harm and abuse

16 how to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse

17 signs and symptoms of danger, harm and abuse

18 understand the correct actions to take when danger, harm and abuse has been disclosed

19 how to access information that can inform your practice in relation to the protecting individuals

20 methods of working with, and resolving conflicts that you are likely to meet within your work

21 recording and reporting requirements for specific individuals.

Unit HSC24

Ensure your own actions support the care, protection and well-being of individuals (Level 2 core)

Unit evidence requirements

Award title: SVQ Health and Social Care Level 2
Unit number: HSC24
Unit title: Ensure your own actions support the care, protection and well-being of individuals

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

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

Special considerations:
Simulation **is not permitted** for this unit.

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

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

Required sources of performance and knowledge evidence:
Observation is the **required** assessment method to be used to evidence some parts of each element in this unit.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:
The following performance criteria may be difficult to evidence by observation:

HSC24a performance criteria 6, 7
HSC24b performance criteria 6, 7
HSC24c performance criteria 6

Unit HSC24
Ensure your own actions support the care, protection and well-being of individuals (Level 2 core)

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

- **Expert witness testimony:** Your assessor may identify an occupational expert from your workplace who can provide a testimony about your work performance.

- **Work products:** These are non-confidential records made, or contributed to, by you.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg observation reports, care/individual plans, reviews.

- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg how you resolve conflict, factors that affect behaviour.

- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Dealing with harm and abuse certificate, Challenging behaviour training certificate.

- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg methods that encourage individuals to use their own strengths and potential.

- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Form N/SVQ10
Evidence location and summary sheet

City & Guilds

Candidate name

Unit/element number/title   HSC24a   Relate to and support individuals in the way they choose

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

(photocopy as required)

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Form N/SVQ10
Evidence location and summary sheet

City&
Guilds

Candidate name

Unit/element number/title   HSC24b   Treat people with respect and dignity

Item of evidence	Loc	Ref	Link to performance criteria (✓)																				Link to scope/range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)   (photocopy as required)

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Form N/SVQ10
Evidence location and summary sheet

City&Guilds

Candidate name

Unit/element number/title   HSC24c   Assist in the protection of individuals

Item of evidence	Loc	Ref	Link to performance criteria (✓)																			Link to scope/ range ref	Link to knowledge ref
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Location key: p = portfolio, o = office (add further categories as appropriate)

(photocopy as required)

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Further information

Further information regarding centre/scheme approval or any aspect of assessment of our qualifications should be referred to the relevant City & Guilds regional/national office:

Region	Telephone	Facsimile
City & Guilds Scotland	0131 226 1556	0131 226 1558
City & Guilds North East	0191 402 5100	0191 402 5101
City & Guilds North West	01925 897900	01925 897925
City & Guilds Yorkshire	0113 380 8500	0113 380 8525
City & Guilds Wales	02920 748600	02920 748625
City & Guilds West Midlands	0121 359 6667	0121 359 7734
City & Guilds East Midlands	01773 842900	01773 833030
City & Guilds South West	01823 722200	01823 444231
City & Guilds London and South East	020 7294 2820	020 7294 2419
City & Guilds Southern	020 7294 2724	020 7294 2412
City & Guilds East	01480 308300	01480 308325
City & Guilds Northern Ireland/Ireland	028 9032 5689	028 9031 2917
City & Guilds Customer Relations Unit	020 7294 2800	020 7294 2400

Website **www.city-and-guilds.co.uk**

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