

Level 3 NVQ in Health (3173)

Standards and assessment requirements



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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 website www.city-and-guilds.co.uk and the online 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) resulting in N/SVQs in Health was undertaken by Skills for Health. N/SVQs are well established in the Health and Social Care sectors and are the required or recommended qualifications for a growing number of the health workforce.

These NVQs form an extended competency framework which focuses on the more specialised skills development required for the health care workforce. These National Occupational Standards are well placed to support a number of current initiatives in health services across all four countries, including the NHS modernisation agenda and the development of the Knowledge and Skills Framework (KSF) and cover the provision of patient-centred services, clinical governance, workforce development and skills escalation.

Contacting the Standards Setting Bodies

The Standards Setting Body (SSB) responsible for having developed the National Occupational Standards (NOS) on which this NVQ is based is:

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

Imported units

Some units in this NVQ have been imported from the National Occupational Standards (NOS) developed by other Standards Setting Bodies (SSBs) eg ENTO. Within the Health NVQs some of the imported units are jointly owned by Skills for Health and the UK Alliance for Social Care. The membership of the UK Alliance for Social Care is: Skills for Care, The Scottish Social Services Council, The Northern Ireland Social Care Council and The Care Council for Wales.

Skills for Care
Albion Court
5 Albion Place
Leeds LS1 6JL
T 0113 245 1716
www.skillsforcare.net

The Scottish Social Services Council
Compass House
11 Riverside Drive
Dundee DD1 4NY
T 01382 2072
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

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

ENTO
Head Office
4th Floor
Kimberley House
47 Vaughan Way
Leicester LE1 3SG
T 0116 2517279
www.ento.co.uk

LANTRA
Head Office
Lantra House
Stoneleigh Park
Nr Coventry
Warwickshire CV8 2LG
T 024 7669 6996
www.lantra.co.uk

Apprenticeship framework

The relevant Apprenticeship for the qualification is the Health and Social Care Apprenticeship Framework. Details of the current framework provision are available on the website of Skills for Health (www.skillsforhealth.org.uk).

The Technical Certificate for this framework is the 3245 Level 3 Certificate in Supporting Care Practice or any prescribed City & Guilds Level 3 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 NVQ is for those working in a Health setting. It is designed for full or part time workers, paid and voluntary, permanent or temporary as well as day or night workers.

There are different qualification pathways at Level 3 which reflect specific work activities embedded in various health worker roles.

Candidate entry requirements

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

This NVQ is 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. These too should be clarified with the appropriate regulator where there is any uncertainty about such restrictions.

Legal considerations

Candidates entering the health 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 may vary, 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

Candidates can choose units of competence which will help them develop and move across into different specialisms or which allow them to extend their competence within a given specialism.

This new suite of Health units will support progression in employment in the following specialist areas:

Health (Advanced Blood Donor Support) level 3 – National Blood Service

Health (Allied Health Profession Support – General) level 3 – staff working in support of Allied health professionals with a general support role – care assistants, rehabilitation assistants, helpers

Health (Allied Health Profession Support – Dietetics) level 3 – staff working in support of dieticians – dietetic assistants/helpers

Health (Allied Health Profession Support – Physiotherapy and Occupational Therapy) level 3 staff working in support of physiotherapists and/or occupational therapists, may also be rehabilitation assistants/helpers

Health (Allied Health Profession Support – Radiotherapy) Level 3 staff working in therapeutic radiography departments such as specialist cancer treatment centres – radiotherapy assistants/helpers

Health (Allied Health Profession Support – Clinical imaging) Level 3 – staff working in X-ray departments/mobile/screening/X ray units – X ray assistants/helpers

Health (Allied Health Profession Support – Speech and Language Therapy) Level 3 – Speech and Language Therapy assistants/helpers

Health (General Healthcare Support) Level 3 – support workers with a general remit, possibly in GP surgeries, community, some acute care areas – care assistants

Health (Decontamination) Level 3 – Sterile Services Departments – SSD technicians, support staff. Individual competences would also be relevant to a variety of staff in clinics/GP practices/dental practices, who need to decontaminate equipment

Health (Clinical Healthcare Skills) Level 3 – support staff in a clinical area but also in community – wherever the patient requiring the function in the competence is being cared for

Health (Maternity/Paediatric Support) Level 3 – maternity and paediatric units/community – care assistants, maternity assistants

Health (Newborn Hearing Screening) Level 3 – outpatient clinics/community practices – health screeners, clinic assistants

Health (Obstetric Theatre Support) Level 3 – maternity operating, theatres – maternity assistants

Health (Perioperative Care – Surgical Support) Level 3 – operating theatre departments/day surgery – care assistants

Health (Perioperative Care – Anaesthetic/PACU Support) Level 3 – operating theatres departments/day surgery – care assistants

Health (Renal Support) Level 3 – renal (kidney) units, community supporting patients on dialysis at home – care assistants

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 etc
- 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 the candidate 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 30 April 2008, whichever is the sooner.

Where centres offer candidates 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 3 Health NVQ has 16 qualification pathways, each of which contains a unique combination of core and optional units of competence. Care must be taken to ensure that the required combination of units is correctly identified for the qualification pathway chosen. In addition, some pathways contain restricted combinations of units which must be carefully checked and acknowledged in the planning process.

All units of competence listed within the qualification structure will be available individually to support continuing professional development with the exception of those for Perioperative Care Support.

Qualification/pathway structures

Health (Advanced Blood Donor Support) Level 3

You need a total of **ten** competences to achieve this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences: you must select at least two of these:				
T/102/8713	127	<i>Either</i> HSC31 ¹	Promote effective communication for and about individuals	CU6
L/103/0869	101	<i>Or</i> CU6 ²	Maintain communications and records within the organisation	HSC31
A/102/8714	137	<i>Either</i> HSC32	Promote, monitor and maintain health, safety and security in the working environment	GEN3
M/103/0329	020	<i>Or</i> GEN3	Maintain health and safety in a clinical/therapeutic environment	HSC32
F/102/8715	140	HSC33	Reflect on and develop your practice	GEN12 and GEN13 in work effectiveness competences
J/102/8716	142	<i>Either</i> HSC34	Promote the well-being and protection of children and young people	HSC35
L/102/8717	145	<i>Or</i> HSC35	Promote choice, well-being and the protection of all individuals	HSC34

¹Competences HSC31, HSC32, HSC33, HSC34 and HSC35 are transferable with the core competences of the Health and Social Care S/NVQ at Level 3. Competences CU6, GEN3 are offered as alternative core competences within the Health Qualification but are not transferable with the Health and Social Care core competences.

²CU competences are from the LANTRA National Occupational Standards

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
General Clinical/Therapeutic Activities competences: you must select at least two of these:				
L/103/0323	012	<i>Either</i> CHS2	Assist in the administration of medication	CHS3
J/103/0837	091	<i>Or</i> CHS3	Administer medication to individuals	CHS2
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
Y/103/0843	072	CHS11	Undertake extended personal care	
D/103/0844	073	CHS12	Undertake treatments and dressings related to the care of lesions and wounds	
T/103/0851	080	CHS19	Undertake physiological measurements	
F/103/0867	097	CHS35	Provide first aid to an individual needing emergency assistance	
K/103/0328	013	CHS36	Provide Basic Life Support	
H/103/0876	108	EUSC1 ³	Take a presenting history from an individual to inform assessment	
K/103/0877	109	EUSC2	Obtain supporting information to inform the assessment of an individual	
M/103/0878	110	FB11 ⁴	Perform routine ECG procedures	
H/103/0327	019	GEN2	Prepare and dress for work in clinical/therapeutic areas	
H/103/0330	021	GEN4	Prepare individuals for clinical/therapeutic activities	
K/103/0331	022	GEN5	Support individuals during and following clinical/therapeutic activities	
M/103/0332	023	GEN6	Prepare environments and resources for use during clinical/therapeutic activities	
T/103/0333	024	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	
A/103/0334	025	GEN8	Assist the practitioner to implement clinical/therapeutic interventions	

³EUSC competences are from the National Workforce Competence Framework for Emergency, Urgent, and Scheduled Care

⁴FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Y/103/0888	113	GEN14	Provide advice and information to individuals on how to manage their own condition	
Y/103/0891	116	GEN17	Contribute to the discharge of an individual into the care of another service	
Pathway specific competences: you must select at least three of these:				
D/103/0830	065	BDS11	Obtain venous blood samples	
H/103/0831	066	BDS12	Test venous blood samples and record results	
K/103/0832	067	BDS13	Determine the individual's requirements and obtain information related to potential donation of blood or blood components	
M/103/0833	068	BDS14	Assess individuals' fitness and suitability to donate blood or blood components	
T/103/0834	069	BDS15	Communicate the assessment decision regarding an individual's fitness and suitability to donate blood or blood components	
A/103/0835	070	BDS16	Insert intravenous needles for the collection of blood or blood components at donation sessions	

Your **final three** competences can be selected from:

- any of the above competences
- any level 3 pathway specific competences other than Perioperative Support
- any of the **Work Effectiveness competences** on page 55.

Health (Allied Health Profession Support – General) Level 3

You need a total of ten competences to achieve this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences: you must select at least two of these:				
T/102/8713	127	<i>Either</i> HSC31 ⁵	Promote effective communication for and about individuals	CU6
L/103/0869	101	<i>Or</i> CU6 ⁶	Maintain communications and records within the organisation	HSC31
A/102/8714	137	<i>Either</i> HSC32	Promote, monitor and maintain health, safety and security in the working environment	GEN3
M/103/0329	020	<i>Or</i> GEN3	Maintain health and safety in a clinical/therapeutic environment	HSC32
F/102/8715	140	HSC33	Reflect on and develop your practice	GEN12 and GEN13 in work effectiveness competences
L/102/8717	145	<i>Either</i> HSC35	Promote choice, well-being and the protection of all individuals	HSC34
J/102/8716	142	<i>Or</i> HSC34	Promote the well-being and protection of children and young people	HSC35
General Clinical/Therapeutic Activities competences: you must select at least two of these:				
L/103/0323	012	<i>Either</i> CHS2	Assist in the administration of medication	CHS3
J/103/0837	091	<i>Or</i> CHS3	Administer medication to individuals	CHS2
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
Y/103/0843	072	CHS11	Undertake extended personal care	
D/103/0844	073	CHS12	Undertake treatments and dressings related to the care of lesions and wounds	
T/103/0851	080	CHS19	Undertake physiological measurements	
F/103/0867	097	CHS35	Provide first aid to an individual needing emergency assistance	

⁵Competences HSC31, HSC32, HSC33, HSC34 and HSC35 are transferable with the core competences of the Health and Social Care S/NVQ at Level 3. Competences CU6, GEN3 are offered as alternative core competences within the Health Qualification but are not transferable with the Health and Social Care core competences.

⁶CU competences are from the LANTRA National Occupational Standards

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
K/103/0328	013	CHS36	Provide Basic Life Support	
H/103/0876	108	EUSC1 ⁷	Take a presenting history from an individual to inform assessment	
K/103/0877	109	EUSC2	Obtain supporting information to inform the assessment of an individual	
M/103/0878	110	FB11 ⁸	Perform routine ECG procedures	
H/103/0327	019	GEN2	Prepare and dress for work in clinical/therapeutic areas	
H/103/0330	021	GEN4	Prepare individuals for clinical/therapeutic activities	
K/103/0331	022	GEN5	Support individuals during and following clinical/therapeutic activities	
M/103/0332	023	GEN6	Prepare environments and resources for use during clinical/ therapeutic activities	
T/103/0333	024	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	
A/103/0334	025	GEN8	Assist the practitioner to implement clinical/therapeutic interventions	
Y/103/0888	113	GEN14	Provide advice and information to individuals on how to manage their own condition	
Y/103/0891	116	GEN17	Contribute to the discharge of an individual into the care of another service	
Pathway specific competences: you must select at least four of these				
M/103/0816	044	AHP15	Maintain the feet of individuals who have been assessed as requiring help with general foot care	
F/103/0819	047	AHP18	Manufacture assistive devices to specification	
D/103/0827	056	AHP26	Provide support to individuals to develop their skills in managing dysphagia	
H/103/0828	057	AHP27	Assist others to monitor individuals' attempts at managing dysphagia	

⁷EUSC competences are from the National Workforce Competence Framework for Emergency, Urgent, and Scheduled Care

⁸FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
R/103/0324	014	CHS5	Undertake agreed pressure area care	
D/103/0889	114	GEN15	Support individuals in undertaking desired activities	
R/103/0890	115	GEN16	Inform an individual of discharge arrangements	
K/103/0894	119	GEN20	Enable carers to support individuals	
M/103/0895	120	HAS3.1 ⁹	Examine the feet of an individual with diabetes and assess risk status	
T/103/0896	121	HAS3.2	Provide advice and referral to help individuals with diabetes care for their feet	
F/102/8682	124	HSC215	Help individuals to keep mobile	
H/102/8674	126	HSC27	Support individuals in their daily living	
K/102/8739	141	HSC330	Support individuals to access and use services and facilities	
L/102/8751	143	HSC343	Support individuals to live at home	
R/102/8752	144	HSC344	Support individuals to retain, regain and develop the skills to manage their lives and environment	
M/102/8760	147	HSC352	Support individuals to continue therapies	
T/102/8789	150	HSC382	Support individuals to prepare for adapt to and manage change	
D/102/8799	153	HSC393	Prepare, implement and evaluate agreed therapeutic group activities	

Your **final two** competences can be selected from:

- any of the above competences
- any level 3 pathway specific competences other than Perioperative Support
- any of the **Work Effectiveness competences** on page 55.

⁹HAS competences are from the Long Term Conditions CGWT Diabetes Care National Workforce Competence Framework

Health (Allied Health Profession Support – Dietetics) Level 3

You need a total of **ten** competences to achieve this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences: you must select at least two of these:				
T/102/8713	127	<i>Either</i> HSC31 ¹⁰	Promote effective communication for and about individuals	CU6
L/103/0869	101	<i>Or</i> CU6 ¹¹	Maintain communications and records within the organisation	HSC31
A/102/8714	137	<i>Either</i> HSC32	Promote, monitor and maintain health, safety and security in the working environment	GEN3
M/103/0329	020	<i>Or</i> GEN3	Maintain health and safety in a clinical/therapeutic environment	HSC32
F/102/8715	140	HSC33	Reflect on and develop your practice	GEN12 and GEN13 in work effectiveness competences
L/102/8717	145	<i>Either</i> HSC35	Promote choice, well-being and the protection of all individuals	HSC34
J/102/8716	142	<i>Or</i> HSC34	Promote the well-being and protection of children and young people	HSC35
General Clinical/Therapeutic Activities competences: you must select at least two of these:				
L/103/0323	012	<i>Either</i> CHS2	Assist in the administration of medication	CHS3
J/103/0837	091	<i>Or</i> CHS3	Administer medication to individuals	CHS2
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
Y/103/0843	072	CHS11	Undertake extended personal care	
D/103/0844	073	CHS12	Undertake treatments and dressings related to the care of lesions and wounds	
T/103/0851	080	CHS19	Undertake physiological measurements	
F/103/0867	097	CHS35	Provide first aid to an individual needing emergency assistance	

¹⁰Competences HSC31, HSC32, HSC33, HSC34 and HSC35 are transferable with the core competences of the Health and Social Care S/NVQ at Level 3. Competences CU6, GEN3 are offered as alternative core competences within the Health Qualification but are not transferable with the Health and Social Care core competences.

¹¹CU competences are from the LANTRA National Occupational Standards

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
K/103/0328	013	CHS36	Provide Basic Life Support	
H/103/0876	108	EUSC1 ¹²	Take a presenting history from an individual to inform assessment	
K/103/0877	109	EUSC2	Obtain supporting information to inform the assessment of an individual	
M/103/0878	110	FB11 ¹³	Perform routine ECG procedures	
H/103/0327	019	GEN2	Prepare and dress for work in clinical/therapeutic areas	
H/103/0330	021	GEN4	Prepare individuals for clinical/therapeutic activities	
K/103/0331	022	GEN5	Support individuals during and following clinical/therapeutic activities	
M/103/0332	023	GEN6	Prepare environments and resources for use during clinical/ therapeutic activities	
T/103/0333	024	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	
A/103/0334	025	GEN8	Assist the practitioner to implement clinical/therapeutic interventions	
Y/103/0888	113	GEN14	Provide advice and information to individuals on how to manage their own condition	
Y/103/0891	116	GEN17	Contribute to the discharge of an individual into the care of another service	
Pathway specific competences: you must select at least four of these:				
Y/103/0809	063	AHP8	Provide support to individuals to manage their body weight	
L/103/0810	064	AHP9	Monitor and evaluate individuals' progress in relation to managing their body weight under direction	
D/103/0813	041	AHP12	Administer nutritional products to individuals	
H/103/0814	042	AHP13	Provide information and advice to individuals on eating to maintain optimum nutritional status	

¹²EUSC competences are from the National Workforce Competence Framework for Emergency, Urgent, and Scheduled Care

¹³FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
K/103/0815	043	AHP14	Monitor and review individual's progress in relation to maintaining optimum nutritional status	
A/103/0849	078	CHS17	Carry out extended feeding techniques to ensure individual's nutritional and fluid intake	

Your **final two** competences can be selected from:

- any of the above competences
- any level 3 pathway specific competences other than Perioperative Support
- any of the **Work Effectiveness competences** on page 55.

Health (Allied Health Profession Support – Physiotherapy and Occupational Therapy) Level 3

You need a total of ten competences to achieve this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences: you must select at least two of these:				
T/102/8713	127	<i>Either</i> HSC31 ¹⁴	Promote effective communication for and about individuals	CU6
L/103/0869	101	<i>Or</i> CU6 ¹⁵	Maintain communications and records within the organisation	HSC31
A/102/8714	137	<i>Either</i> HSC32	Promote, monitor and maintain health, safety and security in the working environment	GEN3
M/103/0329	020	<i>Or</i> GEN3	Maintain health and safety in a clinical/therapeutic environment	HSC32
F/102/8715	140	HSC33	Reflect on and develop your practice	GEN12 and GEN13 in work effectiveness competences
L/102/8717	145	<i>Either</i> HSC35	Promote choice, well-being and the protection of all individuals	HSC34
J/102/8716	142	<i>Or</i> HSC34	Promote the well-being and protection of children and young people	HSC35
General Clinical/Therapeutic Activities competences: you must select at least two of these:				
L/103/0323	012	<i>Either</i> CHS2	Assist in the administration of medication	CHS3
J/103/0837	091	<i>Or</i> CHS3	Administer medication to individuals	CHS2
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
Y/103/0843	072	CHS11	Undertake extended personal care	
D/103/0844	073	CHS12	Undertake treatments and dressings related to the care of lesions and wounds	

¹⁴Competences HSC31, HSC32, HSC33, HSC34 and HSC35 are transferable with the core competences of the Health and Social Care S/NVQ at Level 3. Competences CU6, GEN3 are offered as alternative core competences within the Health Qualification but are not transferable with the Health and Social Care core competences.

¹⁵CU competences are from the LANTRA National Occupational Standards

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
T/103/0851	080	CHS19	Undertake physiological measurements	
F/103/0867	097	CHS35	Provide first aid to an individual needing emergency assistance	
K/103/0328	013	CHS36	Provide Basic Life Support	
H/103/0876	108	EUSC1 ¹⁶	Take a presenting history from an individual to inform assessment	
K/103/0877	109	EUSC2	Obtain supporting information to inform the assessment of an individual	
M/103/0878	110	FB11 ¹⁷	Perform routine ECG procedures	
H/103/0327	019	GEN2	Prepare and dress for work in clinical/therapeutic areas	
H/103/0330	021	GEN4	Prepare individuals for clinical/therapeutic activities	
K/103/0331	022	GEN5	Support individuals during and following clinical/therapeutic activities	
M/103/0332	023	GEN6	Prepare environments and resources for use during clinical/therapeutic activities	
T/103/0333	024	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	
A/103/0334	025	GEN8	Assist the practitioner to implement clinical/therapeutic interventions	
Y/103/0888	113	GEN14	Provide advice and information to individuals on how to manage their own condition	
Y/103/0891	116	GEN17	Contribute to the discharge of an individual into the care of another service	
Pathway specific competences: you must select at least four of these:				
M/103/0802	038	AHP1	Implement physiotherapy programmes and treatments under direction with individuals who have severely restricted movement /mobility	

¹⁶EUSC competences are from the National Workforce Competence Framework for Emergency, Urgent, and Scheduled Care

¹⁷FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
T/103/0803	049	AHP2	Implement physiotherapy mobility and movement programmes under direction for individuals to restore optimum movement and functional independence	
A/103/0804	058	AHP3	Implement hydrotherapy programmes for individuals and groups under direction	
F/103/0805	059	AHP4	Provide and fit prescribed assistive devices for individual use	
J/103/0806	060	AHP5	Enable individuals to use assistive devices	
L/103/0807	061	AHP6	Assist others to test individuals' abilities before planning exercise and physical activities	
R/103/0808	062	AHP7	Deliver supervised exercise sessions	
Y/103/0826	055	AHP25	Assist in the assessment of the need for, and the provision of, environmental and social support in the community	
R/102/8752	144	HSC344	Support individuals to retain, regain and develop the skills to manage their lives and environment	
A/102/8759	146	HSC351	Plan, agree and implement development activities to meet individual needs	
A/103/0950	161	MH G3 ^{18 19}	Enable individuals with mental health needs to administer their financial affairs	
F/103/0951	162	MH G6.1	Enable individuals to access housing and accommodation	
J/103/0952	163	MH G6.2	Enable housing and accommodation services to support individuals with mental health needs	

Your **final two** competences can be selected from:

- any of the above competences
- any level 3 pathway specific competences other than Perioperative Support
- any of the **Work Effectiveness competences** on page 55.

¹⁸MH competences are from the Mental Health National Occupational Standards

¹⁹Candidates undertaking competence MH G3 are likely to gather evidence that will be transferable with the Health and Social Care Competence HSC345

Health (Allied Health Profession Support – Radiotherapy) Level 3

You need a total of **ten** competences to achieve this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences: you must select at least two of these:				
T/102/8713	127	<i>Either</i> HSC31 ²⁰	Promote effective communication for and about individuals	CU6
L/103/0869	101	<i>Or</i> CU6 ²¹	Maintain communications and records within the organisation	HSC31
A/102/8714	137	<i>Either</i> HSC32	Promote, monitor and maintain health, safety and security in the working environment	GEN3
M/103/0329	020	<i>Or</i> GEN3	Maintain health and safety in a clinical/therapeutic environment	HSC32
F/102/8715	140	HSC33	Reflect on and develop your practice	GEN12 and GEN13 in work effectiveness competences
L/102/8717	145	<i>Either</i> HSC35	Promote choice, well-being and the protection of all individuals	HSC34
J/102/8716	142	<i>Or</i> HSC34	Promote the well-being and protection of children and young people	HSC35
General Clinical/Therapeutic Activities competences: you must select at least two of these:				
L/103/0323	012	<i>Either</i> CHS2	Assist in the administration of medication	CHS3
J/103/0837	091	<i>Or</i> CHS3	Administer medication to individuals	CHS2
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
Y/103/0843	072	CHS11	Undertake extended personal care	
D/103/0844	073	CHS12	Undertake treatments and dressings related to the care of lesions and wounds	
T/103/0851	080	CHS19	Undertake physiological measurements	

²⁰Competences HSC31, HSC32, HSC33, HSC34 and HSC35 are transferable with the core competences of the Health and Social Care S/NVQ at Level 3. Competences CU6, GEN3 are offered as alternative core competences within the Health Qualification but are not transferable with the Health and Social Care core competences.

²¹CU competences are from the LANTRA National Occupational Standards

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
F/103/0867	097	CHS35	Provide first aid to an individual needing emergency assistance	
K/103/0328	013	CHS36	Provide Basic Life Support	
H/103/0876	108	EUSC1 ²²	Take a presenting history from an individual to inform assessment	
K/103/0877	109	EUSC2	Obtain supporting information to inform the assessment of an individual	
M/103/0878	110	FB11 ²³	Perform routine ECG procedures	
H/103/0327	019	GEN2	Prepare and dress for work in clinical/therapeutic areas	
H/103/0330	021	GEN4	Prepare individuals for clinical/therapeutic activities	
K/103/0331	022	GEN5	Support individuals during and following clinical/therapeutic activities	
M/103/0332	023	GEN6	Prepare environments and resources for use during clinical/ therapeutic activities	
T/103/0333	024	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	
A/103/0334	025	GEN8	Assist the practitioner to implement clinical/therapeutic interventions	
Y/103/0888	113	GEN14	Provide advice and information to individuals on how to manage their own condition	
Y/103/0891	116	GEN17	Contribute to the discharge of an individual into the care of another service	
Pathway specific competences: you must select at least four of these:				
F/103/0917	181	R1 ²⁴	Acquire images, data and reference material for radiotherapy processes	
J/103/0918	184	R4	Produce treatment parameters for standard individual patient external beam radiotherapy using a planning computer	

²²EUSC competences are from the National Workforce Competence Framework for Emergency, Urgent, and Scheduled Care

²³FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
L/103/0919	185	R6	Perform simple treatment dose calculations for external beam radiotherapy	
F/103/0920	182	R11	Deliver external beam megavoltage radiation	
J/103/0921	183	R12	Deliver external beam kilovoltage radiation	

Your **final two** competences can be selected from:

- any of the above competences
- any level 3 pathway specific competences other than Perioperative Support
- any of the **Work Effectiveness competences** on page 55.

²⁴R competences are from the Long Term Conditions Cancer (Radiotherapy) National Workforce Competence Framework

Health (Allied Health Profession Support – Clinical Imaging) Level 3

You need a total of ten competences to achieve this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences: you must select at least two of these:				
T/102/8713	127	<i>Either</i> HSC31 ²⁵	Promote effective communication for and about individuals	CU6
L/103/0869	101	<i>Or</i> CU6 ²⁶	Maintain communications and records within the organisation	HSC31
A/102/8714	137	<i>Either</i> HSC32	Promote, monitor and maintain health, safety and security in the working environment	GEN3
M/103/0329	020	<i>Or</i> GEN3	Maintain health and safety in a clinical/therapeutic environment	HSC32
F/102/8715	140	HSC33	Reflect on and develop your practice	GEN12 and GEN13 in work effectiveness competences
L/102/8717	145	<i>Either</i> HSC35	Promote choice, well-being and the protection of all individuals	HSC34
J/102/8716	142	<i>Or</i> HSC34	Promote the well-being and protection of children and young people	HSC35

NB Candidates wishing to select the breast screening competence M2.0 from the Pathway specific competences below are likely to also address the functional aspects covered by the General Clinical/Therapeutic Competences GEN4, GEN5 and GEN6.

General Clinical/Therapeutic Activities competences: you must select at least two of these:

L/103/0323	012	<i>Either</i> CHS2	Assist in the administration of medication	CHS3
J/103/0837	091	<i>Or</i> CHS3	Administer medication to individuals	CHS2
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
Y/103/0843	072	CHS11	Undertake extended personal care	
D/103/0844	073	CHS12	Undertake treatments and dressings related to the care of lesions and wounds	

²⁵Competences HSC31, HSC32, HSC33, HSC34 and HSC35 are transferable with the core competences of the Health and Social Care S/NVQ at Level 3. Competences CU6, GEN3 are offered as alternative core competences within the Health Qualification but are not transferable with the Health and Social Care core competences.

²⁶CU competences are from the LANTRA National Occupational Standards

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
T/103/0851	080	CHS19	Undertake physiological measurements	
F/103/0867	097	CHS35	Provide first aid to an individual needing emergency assistance	
K/103/0328	013	CHS36	Provide Basic Life Support	
H/103/0876	108	EUSC1 ²⁷	Take a presenting history from an individual to inform assessment	
K/103/0877	109	EUSC2	Obtain supporting information to inform the assessment of an individual	
M/103/0878	110	FB11 ²⁸	Perform routine ECG procedures	
H/103/0327	019	GEN2	Prepare and dress for work in clinical/therapeutic areas	
H/103/0330	021	GEN4	Prepare individuals for clinical/therapeutic activities	
K/103/0331	022	GEN5	Support individuals during and following clinical/therapeutic activities	
M/103/0332	023	GEN6	Prepare environments and resources for use during clinical/ therapeutic activities	
T/103/0333	024	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	
A/103/0334	025	GEN8	Assist the practitioner to implement clinical/therapeutic interventions	
Y/103/0888	113	GEN14	Provide advice and information to individuals on how to manage their own condition	
Y/103/0891	116	GEN17	Contribute to the discharge of an individual into the care of another service	
Pathway specific competences: you must select at least three of these:				
R/103/0811	039	AHP10	Prepare and reproduce permanent images	
Y/103/0812	040	AHP11	Assure the effective functioning of image processing equipment	

²⁷EUSC competences are from the National Workforce Competence Framework for Emergency, Urgent, and Scheduled Care

²⁸FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
J/103/0899	160	M2.0 ²⁹	Position woman and produce basic radiographic images of the breast	
L/103/0922	186	CI.A1 ³⁰	Produce plain radiographic images of the appendicular skeleton for diagnostic purposes	
R/103/0923	187	CI.A2	Produce plain radiographic images of the chest and thorax for diagnostic purposes	
Y/103/0924	188	CI.A3	Produce plain radiographic images of the spine and pelvis for diagnostic purposes	
D/103/0925	189	CI.A4	Produce plain radiographic images of the abdomen for diagnostic purposes	

Your **final three** competences can be selected from:

- any of the above competences
- any level 3 pathway specific competences other than Perioperative Support
- any of the **Work Effectiveness competences** on page 55.

²⁹M competences are from the Long Term Conditions Cancer (Breast Screening) National Workforce Competence Framework

³⁰CI competences are from the Long Term Conditions Cancer (Clinical Imaging) National Workforce Competence Framework

Health (Allied Health Profession Support – Speech and Language Therapy) Level 3

You need a total of ten competences to achieve this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences: you must select at least two of these:				
T/102/8713	127	<i>Either</i> HSC31 ³¹	Promote effective communication for and about individuals	CU6
L/103/0869	101	<i>Or</i> CU6 ³²	Maintain communications and records within the organisation	HSC31
A/102/8714	137	<i>Either</i> HSC32	Promote, monitor and maintain health, safety and security in the working environment	GEN3
M/103/0329	020	<i>Or</i> GEN3	Maintain health and safety in a clinical/therapeutic environment	HSC32
F/102/8715	140	HSC33	Reflect on and develop your practice	GEN12 and GEN13 in work effectiveness competences
L/102/8717	145	<i>Either</i> HSC35	Promote choice, well-being and the protection of all individuals	HSC34
J/102/8716	142	<i>Or</i> HSC34	Promote the well-being and protection of children and young people	HSC35
General Clinical/Therapeutic Activities competences: you must select at least two of these:				
L/103/0323	012	<i>Either</i> CHS2	Assist in the administration of medication	CHS3
J/103/0837	091	<i>Or</i> CHS3	Administer medication to individuals	CHS2
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
Y/103/0843	072	CHS11	Undertake extended personal care	
D/103/0844	073	CHS12	Undertake treatments and dressings related to the care of lesions and wounds	
T/103/0851	080	CHS19	Undertake physiological measurements	

³¹Competences HSC31, HSC32, HSC33, HSC34 and HSC35 are transferable with the core competences of the Health and Social Care S/NVQ at Level 3. Competences CU6, GEN3 are offered as alternative core competences within the Health Qualification but are not transferable with the Health and Social Care core competences.

³²CU competences are from the LANTRA National Occupational Standards

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
F/103/0867	097	CHS35	Provide first aid to an individual needing emergency assistance	
K/103/0328	013	CHS36	Provide Basic Life Support	
H/103/0876	108	EUSC1 ³³	Take a presenting history from an individual to inform assessment	
K/103/0877	109	EUSC2	Obtain supporting information to inform the assessment of an individual	
M/103/0878	110	FB11 ³⁴	Perform routine ECG procedures	
H/103/0327	019	GEN2	Prepare and dress for work in clinical/therapeutic areas	
H/103/0330	021	GEN4	Prepare individuals for clinical/therapeutic activities	
K/103/0331	022	GEN5	Support individuals during and following clinical/ therapeutic activities	
M/103/0332	023	GEN6	Prepare environments and resources for use during clinical/therapeutic activities	
T/103/0333	024	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	
A/103/0334	025	GEN8	Assist the practitioner to implement clinical/therapeutic interventions	
Y/103/0888	113	GEN14	Provide advice and information to individuals on how to manage their own condition	
Y/103/0891	116	GEN17	Contribute to the discharge of an individual into the care of another service	
Pathway specific competences: you must select at least four of these:				
T/103/0817	045	AHP16	Develop and prepare speech and language therapy resources for use by individuals who use total communication systems	

³³EUSC competences are from the National Workforce Competence Framework for Emergency, Urgent, and Scheduled Care

³⁴FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
A/103/0818	046	AHP17	Assist and support individuals to use total communication systems	
T/103/0820	048	AHP19	Plan, design and develop activities and materials to enable individuals to achieve specified communication goals	
A/103/0821	050	AHP20	Provide support to individuals to develop their skills in speech and communication	
F/103/0822	051	AHP21	Enable individuals from diverse linguistic and cultural backgrounds to access Speech and Language Therapy services	
J/103/0823	052	AHP22	Contribute to the planning and evaluation of learning activities	
L/103/0824	053	AHP23	Support pupils with communication and interaction difficulties	
R/103/0825	054	AHP24	Support pupils with cognition and learning difficulties	

Your **final two** competences can be selected from:

- any of the above competences
- any level 3 pathway specific competences other than Perioperative Support
- any of the **Work Effectiveness competences** on page 55.

Health (General Healthcare Support) Level 3

You need a total of ten competences to achieve this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences: you must select at least two of these:				
T/102/8713	127	<i>Either</i> HSC31 ³⁵	Promote effective communication for and about individuals	CU6
L/103/0869	101	<i>Or</i> CU6 ³⁶	Maintain communications and records within the organisation	HSC31
A/102/8714	137	<i>Either</i> HSC32	Promote, monitor and maintain health, safety and security in the working environment	GEN3
M/103/0329	020	<i>Or</i> GEN3	Maintain health and safety in a clinical/therapeutic environment	HSC32
F/102/8715	140	HSC33	Reflect on and develop your practice	GEN12 and GEN13 in work effectiveness competences
L/102/8717	145	<i>Either</i> HSC35	Promote choice, well-being and the protection of all individuals	HSC34
J/102/8716	142	<i>Or</i> HSC34	Promote the well-being and protection of children and young people	HSC35
General Clinical/Therapeutic Activities competences: you must select at least two of these:				
L/103/0323	012	<i>Either</i> CHS2	Assist in the administration of medication	CHS3
J/103/0837	091	<i>Or</i> CHS3	Administer medication to individuals	CHS2
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
Y/103/0843	072	CHS11	Undertake extended personal care	
D/103/0844	073	CHS12	Undertake treatments and dressings related to the care of lesions and wounds	
T/103/0851	080	CHS19	Undertake physiological measurements	

³⁵Competences HSC31, HSC32, HSC33, HSC34 and HSC35 are transferable with the core competences of the Health and Social Care S/NVQ at Level 3. Competences CU6, GEN3 are offered as alternative core competences within the Health Qualification but are not transferable with the Health and Social Care core competences.

³⁶CU competences are from the LANTRA National Occupational Standards

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
F/103/0867	097	CHS35	Provide first aid to an individual needing emergency assistance	
K/103/0328	013	CHS36	Provide Basic Life Support	
H/103/0876	108	EUSC1 ³⁷	Take a presenting history from an individual to inform assessment	
K/103/0877	109	EUSC2	Obtain supporting information to inform the assessment of an individual	
M/103/0878	110	FB11 ³⁸	Perform routine ECG procedures	
H/103/0327	019	GEN2	Prepare and dress for work in clinical/therapeutic areas	
H/103/0330	021	GEN4	Prepare individuals for clinical/therapeutic activities	
K/103/0331	022	GEN5	Support individuals during and following clinical/therapeutic activities	
M/103/0332	023	GEN6	Prepare environments and resources for use during clinical/ therapeutic activities	
T/103/0333	024	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	
A/103/0334	025	GEN8	Assist the practitioner to implement clinical/therapeutic interventions	
Y/103/0888	113	GEN14	Provide advice and information to individuals on how to manage their own condition	
Y/103/0891	116	GEN17	Contribute to the discharge of an individual into the care of another service	

You must select a **further four** competences from:

- any of the above competences, (Core and General Clinical/Therapeutic)
- any of the **Work Effectiveness competences** on page 55.

Your **final two** competences **must** be taken from any level 3 pathway specific competences other than Perioperative Care Support.

³⁷EUSC competences are from the National Workforce Competence Framework for Emergency, Urgent, and Scheduled Care

³⁸FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

Health (Decontamination) Level 3

You need a total of ten competences to achieve this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences: you must select at least two of these:				
T/102/8713	127	<i>Either</i> HSC31 ³⁹	Promote effective communication for and about individuals	CU6
L/103/0869	101	<i>Or</i> CU6 ⁴⁰	Maintain communications and records within the organisation	HSC31
A/102/8714	137	<i>Either</i> HSC32	Promote, monitor and maintain health, safety and security in the working environment	GEN3
M/103/0329	020	<i>Or</i> GEN3	Maintain health and safety in a clinical/therapeutic environment	HSC32
F/102/8715	140	HSC33	Reflect on and develop your practice	GEN12 and GEN13 in work effectiveness competences
L/102/8717	145	<i>Either</i> HSC35	Promote choice, well-being and the protection of all individuals	HSC34
J/102/8716	142	<i>Or</i> HSC34	Promote the well-being and protection of children and young people	HSC35
General Clinical/Therapeutic Activities competences: you must select at least two of these:				
L/103/0323	012	<i>Either</i> CHS2	Assist in the administration of medication	CHS3
J/103/0837	091	<i>Or</i> CHS3	Administer medication to individuals	CHS2
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
Y/103/0843	072	CHS11	Undertake extended personal care	
D/103/0844	073	CHS12	Undertake treatments and dressings related to the care of lesions and wounds	
T/103/0851	080	CHS19	Undertake physiological measurements	

³⁹Competences HSC31, HSC32, HSC33, HSC34 and HSC35 are transferable with the core competences of the Health and Social Care S/NVQ at Level 3. Competences CU6, GEN3, are offered as alternative core competences within the Health Qualification but are not transferable with the Health and Social Care core competences.

⁴⁰CU competences are from the LANTRA National Occupational Standards

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
F/103/0867	097	CHS35	Provide first aid to an individual needing emergency assistance	
K/103/0328	013	CHS36	Provide Basic Life Support	
H/103/0876	108	EUSC1 ⁴¹	Take a presenting history from an individual to inform assessment	
K/103/0877	109	EUSC2	Obtain supporting information to inform the assessment of an individual	
M/103/0878	110	FB11 ⁴²	Perform routine ECG procedures	
H/103/0327	019	GEN2	Prepare and dress for work in clinical/therapeutic areas	
H/103/0330	021	GEN4	Prepare individuals for clinical/therapeutic activities	
K/103/0331	022	GEN5	Support individuals during and following clinical/therapeutic activities	
M/103/0332	023	GEN6	Prepare environments and resources for use during clinical/ therapeutic activities	
T/103/0333	024	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	
A/103/0334	025	GEN8	Assist the practitioner to implement clinical/therapeutic interventions	
Y/103/0888	113	GEN14	Provide advice and information to individuals on how to manage their own condition	
Y/103/0891	116	GEN17	Contribute to the discharge of an individual into the care of another service	
Pathway specific competences: you must select all six of these				
F/103/0870	102	DEC1	Collect used equipment from designated collection point	
J/103/0871	103	DEC2	Sort used equipment and dispose of waste from returned items	
L/103/0872	104	DEC3	Prepare, load and operate decontamination equipment	

⁴¹EUSC competences are from the National Workforce Competence Framework for Emergency, Urgent, and Scheduled Care

⁴²FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
R/103/0873	105	DEC4	Prepare re-usable medical devices for sterilization	
Y/103/0874	106	DEC5	Carry out sterilisation and disinfection of re-useable medical devices	
D/103/0875	107	DEC6	Monitor procedures and operate tracking systems and procedures	

Health (Clinical Healthcare Skills) Level 3

You need a total of **ten** competences to achieve this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences: you must select at least two of these:				
T/102/8713	127	<i>Either</i> HSC31 ⁴³	Promote effective communication for and about individuals	CU6
L/103/0869	101	<i>Or</i> CU6 ⁴⁴	Maintain communications and records within the organisation	HSC31
A/102/8714	137	<i>Either</i> HSC32	Promote, monitor and maintain health, safety and security in the working environment	GEN3
M/103/0329	020	<i>Or</i> GEN3	Maintain health and safety in a clinical/therapeutic environment	HSC32
F/102/8715	140	HSC33	Reflect on and develop your practice	GEN12 and GEN13 in work effectiveness competences
L/102/8717	145	<i>Either</i> HSC35	Promote choice, well-being and the protection of all individuals	HSC34
J/102/8716	142	<i>Or</i> HSC34	Promote the well-being and protection of children and young people	HSC35
General Clinical/Therapeutic Activities competences: you must select at least two of these:				
L/102/0323	012	<i>Either</i> CHS2	Assist in the administration of medication	CHS3
J/103/0837	091	<i>Or</i> CHS3	Administer medication to individuals	CHS2
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
Y/103/0843	072	CHS11	Undertake extended personal care	
D/103/0844	073	CHS12	Undertake treatments and dressings related to the care of lesions and wounds	
T/103/0851	080	CHS19	Undertake physiological measurements	
F/103/0867	097	CHS35	Provide first aid to an individual needing emergency assistance	

⁴³Competences HSC31, HSC32, HSC33, HSC34 and HSC35 are transferable with the core competences of the Health and Social Care S/NVQ at Level 3. Competences CU6, GEN3 are offered as alternative core competences within the Health Qualification but are not transferable with the Health and Social Care core competences.

⁴⁴CU competences are from the LANTRA National Occupational Standards

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
K/103/0328	013	CHS36	Provide Basic Life Support	
H/103/0876	108	EUSC1 ⁴⁵	Take a presenting history from an individual to inform assessment	
K/103/0877	109	EUSC2	Obtain supporting information to inform the assessment of an individual	
M/103/0878	110	FB11 ⁴⁶	Perform routine ECG procedures	
H/103/0327	019	GEN2	Prepare and dress for work in clinical/therapeutic areas	
H/103/0330	021	GEN4	Prepare individuals for clinical/therapeutic activities	
K/103/0331	022	GEN5	Support individuals during and following clinical/therapeutic activities	
M/103/0332	023	GEN6	Prepare environments and resources for use during clinical/ therapeutic activities	
T/103/0333	024	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	
A/103/0334	025	GEN8	Assist the practitioner to implement clinical/therapeutic interventions	
Y/103/0888	113	GEN14	Provide advice and information to individuals on how to manage their own condition	
Y/103/0891	116	GEN17	Contribute to the discharge of an individual into the care of another service	
Pathway specific competences: you must select at least four of these				
D/103/0813	041	AHP12	Administer nutritional products to individuals	
H/103/0313	003	BDS2	Obtain and test capillary blood samples	
D/103/0830	065	BDS11	Obtain venous blood samples	
J/103/0840	099	CHS8	Insert and secure urethral catheters and monitor and respond to the effects of urethral catheterisation	
L/103/0841	100	CHS9	Undertake care for individuals with urinary catheters	

⁴⁵EUSC competences are from the National Workforce Competence Framework for Emergency, Urgent, and Scheduled Care

⁴⁶FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
R/103/0842	071	CHS10	Undertake stoma care	
H/103/0845	074	CHS13	Undertake wound drainage care	
K/103/0846	075	CHS14	Remove wound closure materials from individuals	
M/103/0847	076	CHS15	Insert and secure nasogastric tubes	
T/103/0848	077	CHS16	Undertake care for individuals with nasogastric tubes	
A/103/0849	078	CHS17	Carry out extended feeding techniques to ensure individual's nutritional and fluid intake	
A/103/0852	081	CHS20	Undertake examination of the external ear	
F/103/0853	082	CHS21	Undertake assessment of an individual's hearing	
J/103/0854	083	CHS22	Perform intravenous cannulation	
L/103/0855	084	CHS23	Carry out intravenous infusion	
R/103/0856	085	CHS24	Carry out arterial puncture and collect arterial blood	
Y/103/0857	086	CHS25	Carry out blood collection from fixed or central lines	

Your **final two** competences can be selected from:

- any of the above competences
- any level 3 pathway specific competences other than Perioperative Support
- any of the **Work Effectiveness competences** on page 55.

Health (Maternity / Paediatric Support) Level 3

You need a total of ten competences to achieve this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences: you must select at least two of these:				
T/102/8713	127	<i>Either</i> HSC31 ⁴⁷	Promote effective communication for and about individuals	CU6
L/103/0869	101	<i>Or</i> CU6 ⁴⁸	Maintain communications and records within the organisation	HSC31
A/102/8714	137	<i>Either</i> HSC32	Promote, monitor and maintain health, safety and security in the working environment	GEN3
M/103/0329	020	<i>Or</i> GEN3	Maintain health and safety in a clinical/therapeutic environment	HSC32
F/102/8715	140	HSC33	Reflect on and develop your practice	GEN12 and GEN13 in work effectiveness competences
L/102/8717	145	<i>Either</i> HSC35	Promote choice, well-being and the protection of all individuals	HSC34
J/102/8716	142	<i>Or</i> HSC34	Promote the well-being and protection of children and young people	HSC35
General Clinical/Therapeutic Activities competences: you must select at least two of these:				
L/102/0323	012	<i>Either</i> CHS2	Assist in the administration of medication	CHS3
J/103/0837	091	<i>Or</i> CHS3	Administer medication to individuals	CHS2
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
Y/103/0843	072	CHS11	Undertake extended personal care	
D/103/0844	073	CHS12	Undertake treatments and dressings related to the care of lesions and wounds	
T/103/0851	080	CHS19	Undertake physiological measurements	
F/103/0867	097	CHS35	Provide first aid to an individual needing emergency assistance	

⁴⁷NB Competences HSC31, HSC32, HSC33, HSC34 and HSC35 are transferable with the core competences of the Health and Social Care S/NVQ at Level 3. Competences CU6, GEN3 are offered as alternative core competences within the Health Qualification but are not transferable with the Health and Social Care core competences.

⁴⁸CU competences are from the LANTRA National Occupational Standards

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
K/103/0328	013	CHS36	Provide Basic Life Support	
H/103/0876	108	EUSC1 ⁴⁹	Take a presenting history from an individual to inform assessment	
K/103/0877	109	EUSC2	Obtain supporting information to inform the assessment of an individual	
M/103/0878	110	FB11 ⁵⁰	Perform routine ECG procedures	
H/103/0327	019	GEN2	Prepare and dress for work in clinical/therapeutic areas	
H/103/0330	021	GEN4	Prepare individuals for clinical/therapeutic activities	
K/103/0331	022	GEN5	Support individuals during and following clinical/therapeutic activities	
M/103/0332	023	GEN6	Prepare environments and resources for use during clinical/ therapeutic activities	
T/103/0333	024	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	
A/103/0334	025	GEN8	Assist the practitioner to implement clinical/therapeutic interventions	
Y/103/0888	113	GEN14	Provide advice and information to individuals on how to manage their own condition	
Y/103/0891	116	GEN17	Contribute to the discharge of an individual into the care of another service	

Pathway specific competences: you must select at least four of these

NB

- 1 Candidates working in a paediatric context should include either or both of CHS33 and CHS34 within their choices
- 2 Candidates working in a maternity context should include one or more of HSC320, HSC321, HSC37 within their choices

T/103/0865	095	CHS33	Develop relationships with children and young people	
A/103/0866	096	CHS34	Provide help for children and young people to understand their health and well being	

⁴⁹EUSC competences are from the National Workforce Competence Framework for Emergency, Urgent, and Scheduled Care

⁵⁰FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
M/102/8693	029	HSC226	Support individuals who are distressed	
R/102/8718	148	HSC36	Contribute to the assessment of children and young peoples' needs and the development of care plans	
Y/102/8719	149	HSC37	Care for and protect babies	
M/102/8726	135	HSC314	Care for a newly born baby when the mother is unable to do so	
A/102/8728	136	HSC316	Support the needs of children and young people with additional requirements	
F/102/8732	138	HSC320	Support professional advice to help parents to interact with and take care of their newly born baby(ies)	
J/102/8733	139	HSC321	Support and encourage parents and guardians to care for babies during the first year of their lives	
F/102/8794	152	HSC388	Relate to families, parents and carers	

Your **final two** competences can be selected from:

- any of the above competences
- any level 3 pathway specific competences other than Perioperative Support
- any of the **Work Effectiveness competences** on page 55.

Health (Newborn Hearing Screening) Level 3

You need a total of **ten** competences to achieve this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences: you must select at least two of these:				
T/102/8713	127	<i>Either</i> HSC31 ⁵¹	Promote effective communication for and about individuals	CU6
L/103/0869	101	<i>Or</i> CU6 ⁵²	Maintain communications and records within the organisation	HSC31
A/102/8714	137	<i>Either</i> HSC32	Promote, monitor and maintain health, safety and security in the working environment	GEN3
M/103/0329	020	<i>Or</i> GEN3	Maintain health and safety in a clinical/therapeutic environment	HSC32
F/102/8715	140	HSC33	Reflect on and develop your practice	GEN12 and GEN13 in work effectiveness competences
L/102/8717	145	<i>Either</i> HSC35	Promote choice, well-being and the protection of all individuals	HSC34
J/102/8716	142	<i>Or</i> HSC34	Promote the well-being and protection of children and young people	HSC35
General Clinical/Therapeutic Activities competences: you must select at least two of these:				
L/103/0323	012	<i>Either</i> CHS2	Assist in the administration of medication	CHS3
J/103/0837	091	<i>Or</i> CHS3	Administer medication to individuals	CHS2
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
Y/103/0843	072	CHS11	Undertake extended personal care	
D/103/0844	073	CHS12	Undertake treatments and dressings related to the care of lesions and wounds	
T/103/0851	080	CHS19	Undertake physiological measurements	
F/103/0867	097	CHS35	Provide first aid to an individual needing emergency assistance	

⁵¹NB Competences HSC31, HSC32, HSC33, HSC34 and HSC35 are transferable with the core competences of the Health and Social Care S/NVQ at Level 3. Competences CU6, GEN3 are offered as alternative core competences within the Health Qualification but are not transferable with the Health and Social Care core competences.

⁵²CU competences are from the LANTRA National Occupational Standards

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
K/103/0328	013	CHS36	Provide Basic Life Support	
H/103/0876	108	EUSC1 ⁵³	Take a presenting history from an individual to inform assessment	
K/103/0877	109	EUSC2	Obtain supporting information to inform the assessment of an individual	
M/103/0878	110	FB11 ⁵⁴	Perform routine ECG procedures	
H/103/0327	019	GEN2	Prepare and dress for work in clinical/therapeutic areas	
H/103/0330	021	GEN4	Prepare individuals for clinical/therapeutic activities	
K/103/0331	022	GEN5	Support individuals during and following clinical/therapeutic activities	
M/103/0332	023	GEN6	Prepare environments and resources for use during clinical/ therapeutic activities	
T/103/0333	024	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	
A/103/0334	025	GEN8	Assist the practitioner to implement clinical/therapeutic interventions	
Y/103/0888	113	GEN14	Provide advice and information to individuals on how to manage their own condition	
Y/103/0891	116	GEN17	Contribute to the discharge of an individual into the care of another service	
Pathway specific competences: you must select CHS18 plus two others				
M/103/0850	079	CHS18	Undertake a newborn hearing screen using an Automated Otoacoustic Emission screen (AOAE) and an Automated Auditory Brain Stem Response (AABR)	
Y/102/8719	149	HSC37	Care for and protect babies	

⁵³EUSC competences are from the National Workforce Competence Framework for Emergency, Urgent, and Scheduled Care

⁵⁴FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
F/102/8732	138	HSC320	Support professional advice to help parents to interact with and take care of their newly born baby(ies)	
F/102/8794	152	HSC388	Relate to families, parents and carers	
M/102/8807	131	HSC3103	Contribute to raising awareness of health issues	

Your **final three** competences can be selected from:

- any of the above competences
- any level 3 pathway specific competences other than Perioperative Support
- any of the **Work Effectiveness competences** on page 55.

Health (Obstetric Theatre Support) Level 3

You need a total of ten competences to achieve this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences: you must select at least two of these:				
T/102/8713	127	<i>Either</i> HSC31 ⁵⁵	Promote effective communication for and about individuals	CU6
L/103/0869	101	<i>Or</i> CU6 ⁵⁶	Maintain communications and records within the organisation	HSC31
A/102/8714	137	<i>Either</i> HSC32	Promote, monitor and maintain health, safety and security in the working environment	GEN3
M/103/0329	020	<i>Or</i> GEN3	Maintain health and safety in a clinical/therapeutic environment	HSC32
F/102/8715	140	HSC33	Reflect on and develop your practice	GEN12 and GEN13 in work effectiveness competences
L/102/8717	145	<i>Either</i> HSC35	Promote choice, well-being and the protection of all individuals	HSC34
J/102/8716	142	<i>Or</i> HSC34	Promote the well-being and protection of children and young people	HSC35
General Clinical/Therapeutic Activities competences: you must select at least two of these:				
L/103/0323	012	<i>Either</i> CHS2	Assist in the administration of medication	CHS3
J/103/0837	091	<i>Or</i> CHS3	Administer medication to individuals	CHS2
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
Y/103/0843	072	CHS11	Undertake extended personal care	
D/103/0844	073	CHS12	Undertake treatments and dressings related to the care of lesions and wounds	
T/103/0851	080	CHS19	Undertake physiological measurements	
F/103/0867	097	CHS35	Provide first aid to an individual needing emergency assistance	

⁵⁵Competences HSC31, HSC32, HSC33, HSC34 and HSC35 are transferable with the core competences of the Health and Social Care S/NVQ at Level 3. Competences CU6, GEN3 are offered as alternative core competences within the Health Qualification but are not transferable with the Health and Social Care core competences.

⁵⁶CU competences are from the LANTRA National Occupational Standards

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
K/103/0328	013	CHS36	Provide Basic Life Support	
H/103/0876	108	EUSC1 ⁵⁷	Take a presenting history from an individual to inform assessment	
K/103/0877	109	EUSC2	Obtain supporting information to inform the assessment of an individual	
M/103/0878	110	FB11 ⁵⁸	Perform routine ECG procedures	
H/103/0327	019	GEN2	Prepare and dress for work in clinical/therapeutic areas	
H/103/0330	021	GEN4	Prepare individuals for clinical/therapeutic activities	
K/103/0331	022	GEN5	Support individuals during and following clinical/therapeutic activities	
M/103/0332	023	GEN6	Prepare environments and resources for use during clinical/ therapeutic activities	
T/103/0333	024	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	
A/103/0334	025	GEN8	Assist the practitioner to implement clinical/ therapeutic interventions	
Y/103/0888	113	GEN14	Provide advice and information to individuals on how to manage their own condition	
Y/103/0891	116	GEN17	Contribute to the discharge of an individual into the care of another service	
Pathway specific competences for this pathway – you must select all five				
T/103/0901	174	PCS3	Assist in preparing patients and equipment for transfer and movement within in the perioperative environment	
A/103/0902	175	PCS4	Assist in positioning patients for clinical procedures within the perioperative environment	

⁵⁷EUSC competences are from the National Workforce Competence Framework for Emergency, Urgent, and Scheduled Care

⁵⁸FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
F/103/0903	176	PCS5	Assist in the support and monitoring of patients within the perioperative care environment	
J/103/0904	177	PCS6	Assist in the measurement and recording of patients' body fluid output, blood loss and wound drainage during the perioperative phase	
L/103/0905	178	PCS7	Carry out delegated activities to assist the registered practitioner in the assessment, planning, implementation, monitoring and evaluation of perioperative patient care	
Your final competence for this pathway must be one of these:				
Y/102/8719	149	HSC37	Care for and protect babies	
M/102/8726	135	HSC314	Care for a newly born baby when the mother is unable to do so	

Health (Perioperative Care – Surgical Support) Level 3

There are 12 mandatory competences in this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences:				
T/102/8713	127	HSC31	Promote effective communication for and about individuals	
A/102/8714	137	HSC32	Promote, monitor and maintain health, safety and security in the working environment	
General Clinical/Therapeutic Activities competences:				
K/103/0328	013	CHS36	Provide Basic Life Support	
Pathway specific competences:				
M/103/0900	173	PCS2	Contribute to the safe use of medical devices and supplementary items used in the perioperative environment	
T/103/0901	174	PCS3	Assist in preparing patients and equipment for transfer and movement within in the perioperative environment	
A/103/0902	175	PCS4	Assist in positioning patients for clinical procedures within the perioperative environment	
F/103/0903	176	PCS5	Assist in the support and monitoring of patients within the perioperative care environment	
J/103/0904	177	PCS6	Assist in the measurement and recording of patients' body fluid output, blood loss and wound drainage during the perioperative phase	
L/103/0905	178	PCS7	Carry out delegated activities to assist the registered practitioner in the assessment, planning, implementation, monitoring and evaluation of perioperative patient care	
R/103/0906	179	PCS8	Assist in the preparation and organisation of equipment and instrumentation for operative procedures in a non-scrubbed surgical role	

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Y/103/0907	180	PCS9	Assist in the provision, monitoring and recording of surgical instrumentation, supplies and equipment for operative and invasive procedures in a non-scrubbed surgical role	
D/103/0908	164	PCS10	Assist in receiving, handling and dispatching clinical specimens	
NB				
The following six competences are recommended for continuing development of candidates pursuing the Perioperative Care (Surgical Support) Pathway.				
Assessment of these competences should be undertaken by a registered nurse or operating theatre practitioner (ODP) with a recognized qualification in Teaching and Assessing in Clinical Practice, eg ENB998				
They are not available to candidates pursuing any other named Pathway				
D/103/0911	167	PCS13	Prepare and dress for scrubbed clinical roles	
H/103/0912	168	PCS14	Prepare surgical instrumentation and supplementary items for the surgical team	
K/103/0913	169	PCS15	Assist in the preparation of patients for operative and clinically invasive procedures	
M/103/0914	170	PCS16	Provide surgical instrumentation and supplementary items for the surgical team and monitor and maintain sterile fields during the operative procedure	
T/103/0915	171	PCS17	Receive and handle clinical specimens within the sterile field	
A/103/0916	172	PCS18	Prepare, apply and attach dressings, wound supports and drains to patients	

Health (Perioperative Care – Anaesthetic/PACU Support) Level 3

There are 12 mandatory competences in this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences:				
T/102/8713	127	HSC31	Promote effective communication for and about individuals	
A/102/8714	137	HSC32	Promote, monitor and maintain health, safety and security in the working environment	
General Clinical/Therapeutic Activities competences:				
K/103/0328	013	CHS36	Provide Basic Life Support	
Pathway specific competences:				
T/103/0901	174	PCS3	Assist in preparing patients and equipment for transfer and movement within in the perioperative environment	
A/103/0902	175	PCS4	Assist in positioning patients for clinical procedures within the perioperative environment	
F/103/0903	176	PCS5	Assist in the support and monitoring of patients within the perioperative care environment	
J/103/0904	177	PCS6	Assist in the measurement and recording of patients' body fluid output, blood loss and wound drainage during the perioperative phase	
L/103/0905	178	PCS7	Carry out delegated activities to assist the registered practitioner in the assessment, planning, implementation, monitoring and evaluation of perioperative patient care	
H/103/0909	165	PCS11	Assist in the preparation of the anaesthetic environment/PACU	
Y/103/0910	166	PCS12	Carry out delegated care activities for patients in the anaesthetic environment/PACU	
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
M/103/0878	110	FB11 ⁵⁹	Perform routine ECG procedures	

⁵⁹FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

Health (Renal Support) Level 3

You need a total of ten competences to achieve this award.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
Core competences: you must select at least two of these:				
T/102/8713	127	<i>Either</i> HSC31 ⁶⁰	Promote effective communication for and about individuals	CU6
L/103/0869	101	<i>Or</i> CU6 ⁶¹	Maintain communications and records within the organisation	HSC31
A/102/8714	137	<i>Either</i> HSC32	Promote, monitor and maintain health, safety and security in the working environment	GEN3
M/103/0329	020	<i>Or</i> GEN3	Maintain health and safety in a clinical/therapeutic environment	HSC32
F/102/8715	140	HSC33	Reflect on and develop your practice	GEN12 and GEN13 in work effectiveness competences
L/102/8717	145	<i>Either</i> HSC35	Promote choice, well-being and the protection of all individuals	HSC34
J/102/8716	142	<i>Or</i> HSC34	Promote the well-being and protection of children and young people	HSC35
General Clinical/Therapeutic Activities competences: you must select at least two of these:				
L/103/0323	012	<i>Either</i> CHS2	Assist in the administration of medication	CHS3
J/103/0837	091	<i>Or</i> CHS3	Administer medication to individuals	CHS2
L/103/0838	098	CHS4	Identify the individual whose skin integrity is at risk and undertake the appropriate tissue viability risk assessment	
Y/103/0843	072	CHS11	Undertake extended personal care	
D/103/0844	073	CHS12	Undertake treatments and dressings related to the care of lesions and wounds	
T/103/0851	080	CHS19	Undertake physiological measurements	

⁶⁰Competences HSC31, HSC32, HSC33, HSC34 and HSC35 are transferable with the core competences of the Health and Social Care S/NVQ at Level 3. Competences CU6, GEN3 are offered as alternative core competences within the Health Qualification but are not transferable with the Health and Social Care core competences.

⁶¹CU competences are from the LANTRA National Occupational Standards

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
F/103/0867	097	CHS35	Provide first aid to an individual needing emergency assistance	
K/103/0328	013	CHS36	Provide Basic Life Support	
H/103/0876	108	EUSC1 ⁶²	Take a presenting history from an individual to inform assessment	
K/103/0877	109	EUSC2	Obtain supporting information to inform the assessment of an individual	
M/103/0878	110	FB11 ⁶³	Perform routine ECG procedures	
H/103/0327	019	GEN2	Prepare and dress for work in clinical/therapeutic areas	
H/103/0330	021	GEN4	Prepare individuals for clinical/therapeutic activities	
K/103/0331	022	GEN5	Support individuals during and following clinical/therapeutic activities	
M/103/0332	023	GEN6	Prepare environments and resources for use during clinical/ therapeutic activities	
T/103/0333	024	GEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities	
A/103/0334	025	GEN8	Assist the practitioner to implement clinical/therapeutic interventions	
Y/103/0888	113	GEN14	Provide advice and information to individuals on how to manage their own condition	
Y/103/0891	116	GEN17	Contribute to the discharge of an individual into the care of another service	
Pathway specific competences: you must select at least four of these:				
D/103/0858	087	CHS26	Carry out, and conclude, dialysis therapy for individuals with established access	
H/103/0859	088	CHS27	Encourage and support individuals undergoing dialysis therapy at home	
Y/103/0860	089	CHS28	Support and enable individual undergoing dialysis and their carers to obtain and maintain dialysis equipment and materials	

⁶²EUSC competences are from the National Workforce Competence Framework for Emergency, Urgent, and Scheduled Care

⁶³FB competences are from the National Workforce Competence Framework for Coronary Heart Disease

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
D/103/0861	090	CHS29	Support and enable individuals undergoing dialysis and their carers to carry out dialysis procedures at home	
H/103/0862	092	CHS30	Obtain and maintain vascular access for, and cease access following, haemodialysis therapy	
K/103/0863	093	CHS31	Assess and agree the efficacy of the dialysis therapy	
M/103/0864	094	CHS32	Agree and implement changes to the dialysis therapy	

Your **final two** competences can be selected from:

- any of the above competences
- any level 3 pathway specific competences other than Perioperative Support
- any of the **Work Effectiveness competences** on page 55.

Work Effectiveness competences for Level 3:

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
L/103/0886	111	GEN12*	Reflect on and evaluate your own values, priorities, interests and effectiveness excluded combination with HSC33 in core competences	HSC33
R/103/0887	112	GEN13*	Synthesise new knowledge into the development of your own practice excluded combination with HSC33 in core competences	HSC33
D/103/0892	117	GEN18	Give presentations to groups	
H/103/0893	118	GEN19	Assist others to plan presentations to enable learning	
A/103/0897	122	HI52 ⁶⁴	Identify and specify data and information requirements	
F/103/0898	123	HI54	Analyse and present data and information to meet specific requirements	
H/103/0926	190	SS31 ⁶⁵	Administer patient appointments	
R/102/8699	031	HSC232	Protect yourself from the risk of violence at work	
H/102/8707	034	HSC241	Contribute to the effectiveness of teams	
K/102/8708	035	HSC242	Receive and pass on messages and information	
M/102/8709	036	HSC243	Monitor, handle and maintain materials and equipment	
H/102/8710	125	HSC244	Manage and organise time and activities to support individuals in the community	
K/102/8739	141	HSC330	Support individuals to access and use services and facilities	
A/102/8793	151	HSC387	Work in collaboration with carers in the caring role	
J/102/8800	154	HSC394	Contribute to the development and running of support groups	

⁶⁴HI competences are from the Health Informatics National Workforce Competence Framework

⁶⁵SS competences are from the Support Services competence framework

*It is recommended that GEN12 and GEN13 are taken together.

U-number	City & Guilds	SSB number/ref	Title of unit	Excluded combination
R/101/5497	155	HSC399	Develop and sustain effective working relationships with staff in other agencies	
D/102/8804	128	HSC3100	Participate in inter-disciplinary team working to support individuals	
H/102/8805	129	HSC3101	Help develop community networks and partnerships	
K/102/8806	130	HSC3102	Work with community networks and partnerships	
Y/102/8820	132	HSC3115	Receive, analyse, process, use and store information	
T/102/2829	133	HSC3117	Conduct an assessment of risks in the workplace	
K/102/8823	134	HSC3119	Promote the values and principles underpinning best practice	
Y/101/2939	156	L11 ⁶⁶	Enable learning through demonstrations and instruction	
R/101/2938	157	L12	Enable individual learning through coaching	
L/101/2937	158	L13	Enable group learning	
A/101/4361	159	L20	Support competence achieved in the workplace	

Value statements

The key purpose for those working in Health settings has been identified by the SSC to be the provision of an integrated, ethical and inclusive service which meets agreed needs and outcomes for people requiring Health care. There is the core assumption that the human rights of individuals will be safeguarded at all times.

Availability of standards

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

⁶⁶L competences are from the ENTO Learning and Development National Occupational Standards

Mapping of old standards to new

This qualification replaces the health specific options within the 3152 Level 3 NVQ and the 3155 Level 3 SVQ. There are no opportunities for the 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 NVQ structures.

Assessment method requirements

The guidance in this section is based on and amplifies the assessment strategy developed for the NVQ in Health.

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.

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 this qualification have been imported from the Health and Social Care N/SVQ. However where they occur in the Health NVQs they have been restructured into single element units, eg

HSC31 Promote effective communication for and about individuals

A small number of other units from other existing NVQs have been imported in addition to the above eg

L20 Support competence achieved in the workplace

Therefore some candidates may have completed units as part of another NVQ, 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 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. 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 previously 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 NVQ.
- **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) usually does not have to be covered, only those aspects which directly relate to the candidates' work roles.

Where 'individual' is mentioned, this means the person actually using the Health services or anyone requiring the intervention of a clinical activity.

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 person 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 relation to at least the core units. Where only 2 of the core competencies are undertaken assessors are expected to observe candidate performance in relation to at least 2 further optional 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 adults' and children'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 adults and children 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 the 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 NVQs 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.

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 a very few units within this NVQ, eg:

CHS35 Provide first aid to an individual needing emergency assistance

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 the adults' confidentiality or privacy.

Where simulations are used they **must** replicate working activities in realistic work environments which mirror what is likely to happen when a health worker is carrying out their normal duties and activities. All simulations must be discussed and agreed with the external verifier prior to use.

Role and occupational expertise requirements

The guidance in this section is based on and amplifies the assessment strategy developed for the N/SVQ Level 3.

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, social care or educational settings, 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 for the core units of the award. Where candidates are only being assessed for 2 of the core units, assessors **must** also undertake observation in 2 of the optional 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.

Additional assessor requirements

In addition to the above requirement, assessors with candidates undertaking units:

AHP22 Contribute to the planning and evaluation of learning activities

AHP23 Support pupils with communication and interaction difficulties

AHP24 Support pupils with cognition and learning difficulties

must meet the following additional requirements:

- Assessors should normally hold or have held, a post within the 5 years prior to their first conducting an assessment which involved one of the following
 - performing the roles covered by the standards they are assessing as an experienced practitioner and over at least a 3 year period; **or**
 - being directly responsible for directing and supervising the work of teaching/classroom assistants in a classroom situation over at least a 3 year period; **or**
 - providing formal guidance and instruction to professional teachers and/or teaching classroom assistants on the effective performance of the functions covered by the standards which they are assessing over at least a 3 year period.

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, 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 NVQ 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 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 relationship is not acceptable.

In some instances it may be appropriate for service users/patients/carers to provide witness testimony for candidates. Assessors need to give clear guidance to candidates about ensuring that no pressure is placed on service users/patients 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/patients 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 healthcare 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 working knowledge of the health, social care and education settings, 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.

Additional internal verifier requirements

In addition to the above requirements, internal verifiers sampling assessments of units:

- AHP22 Contribute to the planning and evaluation of learning activities
- AHP23 Support pupils with communication and interaction difficulties
- AHP24 Support pupils with cognition and learning difficulties.

Should normally have had a minimum of 3 years experience of working in education, in a capacity which involved them making judgements as to the quality of provision offered, and must be familiar with the demands and opportunities afforded by work within a classroom environment. This experience would normally have been gained within the 5 years prior to their first internal verification activity.

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 maintains 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'/patients' rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of service users'/patients' normal healthcare regimes must only be undertaken with informed consent from individuals or their advocate. Equally, any service users'/patients' records, presented as candidate evidence, must remain in their usual location in the work place. Under no circumstances should confidential service user/patient 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 City & Guilds 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 NVQs.

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 and in such instances the scope column does not have to be completed.

Version 1 or 2 can be used for units where the scope/range is identified as a requirement. A customised Version 1 form is available overleaf which has had extra performance criteria fields added to accommodate those units with large numbers of p.c.'s.

Some performance criteria have subheadings 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 available on the next page.

Form N/SVQ12 Summary of achievement



N/SVQ Level 3 NVQ in Health

Candidate name

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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City & Guilds enrolment no

Centre number

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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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)

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)

Exemplar records

Exemplars are provided to give guidance on how to record the assessment process (Form NVQ6), performance and knowledge evidence (Form NVQ7 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.

Form N/SVQ6

Assessment plan and review



Candidate name *Sally Smart*

Assessor name *Dave Jolly*

Unit number/s and title/s *HSC31 Promote effective communication for and about 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	<p>Plan1</p> <p><i>As this will be the first NVQ unit that Sally has done she would like to concentrate on the completion of this unit first. We agreed that I will conduct holistic observations so that we can cross-reference evidence into other units at a later date. Sally is to gain patient consent for the planned observations which I must do as this is a core unit. After going through the performance criteria, scope and knowledge to identify evidence gathering opportunities, we agreed that Sally will:</i></p> <ul style="list-style-type: none"> <i>• ask Shakira Khan (E.W.) for E.W.T. re: contribution to team meeting that I was not at on 10.01.05</i> <i>• bring in her assignment on communication done for her City & Guilds VRQ Supporting Care Practice 3245-03. I will check for currency and match to the knowledge specifications. I made it clear that I will still need to see that Sally can apply this learning to her current practice.</i> <i>• discuss with J the possibility of her giving a witness testimony about Sally's communication with her and her family.</i> <i>• gain consent for me to observe Sally on her usual shift on 20.02.05.</i> <p><i>Review meeting agreed for 27.02.05.</i></p>		<p>Ref 1</p> <p>Ref 2</p> <p>Ref 3</p> <p>Ref 4</p>
20.02.05	<p>Observation <i>of Sally after checking consent had been gained. Sally was confident, reassuring and displayed excellent interpersonal skills. Gave positive feedback to her about which p.c.'s she had evidenced. Sally will record the observation onto a Performance Evidence Record (PER) and we discussed how to write not only what she had done, but also record why. This will contribute towards providing some clearly recorded knowledge evidence. Asked oral questions which I will record, with the responses, ready for next review date.</i></p>	SS DJ	<p>Ref 4</p> <p>Ref 5</p>

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
27.02.05	Unfortunately meeting postponed due to ill health rearranged for 29.02.05.	SS DJ	
29.02.05	<p>Review</p> <p>Read and matched the EWT from Shakira to requirements. Read and identified what k&u the communication assignment can provide.</p> <p>Listened to and accepted a very detailed account spoken by J which gave sufficient information to allow matching to some performance criteria. I had previously discussed with J the purpose of her account.</p> <p>Read and accepted the accuracy of Sally's record of my observation. Recorded the questions and Sally's answers.</p> <p>Entered all this evidence onto the Evidence Location Sheets (ELS) so that we can track progress and identify gaps to ensure precise re-planning. Demonstrated how these work so Sally could understand holistic assessment a little better.</p> <p>Plan 2</p> <p>We still need further evidence to show the consistency of Sally's practice and to cover some outstanding pc's. Agreed that I will observe Sally again with a different patient on 03.03.05. – Sally will check this is OK with them. Sally will show me the care plan records she completes. These must not be placed in the portfolio as they are confidential and therefore the claims to competence will be entered directly onto the ELS. I will question Sally about the legal and organisational policies and procedures that affect what she does after the observation.</p> <p>Next review date.</p> <p>Observation</p>	SS DJ	<p>Ref 1</p> <p>Ref 2</p> <p>Ref 3</p> <p>Ref 4</p> <p>Ref 5</p> <p>Ref 6</p> <p>Ref 7</p> <p>Ref 5</p>
03.03.05	<p>Sally and I checked it was still OK with patient K for me to observe. Sally performed really well; she was patient and considerate with the individual who can present challenging behaviour on occasions. (This will provide some evidence for HSC32 which I will match to the requirements after this unit is complete.)</p> <p>Checked confidential product evidence – care plan records – all completed appropriately – legible and correct avoiding value judgements. Sally to write up record of my observation on PER for the next review. Questions asked about what policy and procedure and legislation applied to this situation – answered fully. I will record on Question Sheet ready for next review.</p>	SS DJ	<p>Ref 6</p> <p>Ref 7</p> <p>Ref 5</p>

Form N/SVQ6
Assessment plan and review (continued)

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
14.03.05	<p>Review</p> <p>Read and accepted the PER as a faithful record of the observation I did on 03.03.05. Sally had missed a couple of evidence opportunities so I added them in at the bottom of the page.</p> <p>All evidence entered onto ELS. Checked that all pc's, ku and sufficient scope covered and that all required dates and signatures were complete and accurate. This unit is now complete as there is sufficient, current, valid, reliable, authentic evidence to demonstrate consistent competent practice.</p> <p>Agreed to meet on 18.03.05 to cross-reference evidence presented for this unit to other units.</p>	<p>Dave Jolly Sally Smart</p>	<p>Ref 6</p>

The above is an accurate record of the discussion

Candidate signature S Smart

Date 14.03.05

Assessor signature D Jolly

Date 14.03.05

(photocopy as required)

Form N/SVQ7

Performance evidence record



N/SVQ

Health Level 3

Candidate name *Sally Smart*

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: H5C31

NB Your assessor may wish to ask you some questions relating to this activity. Ensure that 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: 20.02.04	Links to	
Unit ref	Element ref	PC ref	Performance evidence	Scope/ range ref	Knowl/ u/stand ref
31		2+3	<p>T has had hearing difficulties from birth, which has resulted in delayed speech development. He communicates through speech, although this can be difficult to understand. He also uses British Sign Language to assist him when needed and appropriate.</p> <p>T had agreed that Dave could observe me discussing and preparing for his next Care Plan Review. I double-checked this was still OK and then we went and found a private and quiet room to ensure that there was minimal background noise that could interfere with our communication. I made sure that the light was appropriate and that I sat in front of him so he could see my face clearly. This is important as T also lip reads. I checked with him that he had his hearing aid on and that it was working. T indicated that this was something he wanted to talk about.</p> <p>I got out T's file which I had retrieved from the office system. This would remind both of us about what had already been discussed and agreed. We discussed a wide range of areas, looking carefully at T's needs. T has recently needed to change his hearing aid as he has had many problems with it. This has caused T a great deal of distress as he has found it difficult to communicate with others. He had found this particularly difficult with one new member of staff. We agreed what would be the easiest methods for him and staff/group in the short term whilst the aid was being sorted. We agreed how this would be shared and how I would advocate on his behalf regarding problems with the hearing aid.</p>	NA	
31		7		2	
31		17		16	
31		18		12	
31		8			
		10			
31		1		2	
31		6a,b	3		

Form N/SVQ7
Performance evidence record (continued)

Unit ref	Element ref	PC ref	Performance evidence	Scope/range ref	Knowl/u/stand ref
31		9 12	I used this situation to also discuss some complaints received from other patients. I watched T's facial expressions and his body language to gauge his reaction. I also made sure he was clear about what I had said, summarising and reflecting back throughout. I made sure that my own verbal and non-verbal communication was appropriate and demonstrated sensitivity and active listening.		15
31 31		11 10			
31		12 14	T was clearly upset and it took me some time to get a calm response. I explained to T that his actions had been perceived as aggressive by some other residents. We agreed that there needed to be a change in the way in which he expressed himself in public situations when he was feeling upset or frustrated. T felt that recent problems with communication had made him very short tempered. We discussed this at length and I recorded the important points. It is important to ensure everything is recorded clearly and factually to ensure that rights and responsibilities are explicit. I used the correct documentation in line with legal and our organisational requirements. Throughout I kept showing T what was written to check his understanding and to ensure he was happy with what I had written. I made sure it was factually correct and indicated where it was opinion so that there was no confusion for anyone else who might need to use the records.		9 14
31		20			
31		25a, b,c	Summarised our agreement and made sure T knows he has my understanding and support.		1
31		27			
31		4	I returned T's file to the office, filed it correctly and securely to ensure confidentiality. I discussed the matter with my senior and we agreed that I would discuss with the staff at hand over.		5
31		24			
31		22 28			18 19 22

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

Assessor/Expert/Witness* signature D Jolly Date 20.02.05

*delete as appropriate

Candidate signature S Smart Date 20.02.05

Assessor signature D Jolly Date 20.02.05

Internal Verifier signature and date (if sampled)

(photocopy as required)

Form N/SVQ8
Questioning record



Ref. 5

N/SVQ/unit HSC31 Promote effective communication for and about individuals

Candidate name Sally Smart

Links to: unit/element/ pc/scope/range/ knowledge	Assessor's questioning record	
	Questions	Answers
K1+4	How do you keep up to date with the legal and organisational requirements for working with individuals who have particular language and communication preferences?	<p>Staff file which includes</p> <ul style="list-style-type: none"> • legislation • organisational policy • codes of practice • good practice, ideas/articles. <p>Team Meeting</p> <ul style="list-style-type: none"> • agenda item to which I always try to contribute by bringing in articles from a journal I read. <p>29/02/05</p>

Assessor signature *D Jolly*

Date 14.03.05

Internal Verifier signature and date (if sampled)

(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 NVQ Code of Practice (QCA) or the SVQ criteria and guidance for Awarding Bodies (SQA)
- Joint Awarding Bodies or City & Guilds guidance on Internal Verification of N/SVQs
- Providing City & Guilds Qualifications (Care, Health & Community Centres should make reference to the Care, Health & Community Appendix in this document).

Other City & Guilds publications:

- Ensuring Quality (all editions)
- Guidance Updates to City & Guilds Care, Health & Community Centres: N/SVQ and VRQ Standards, Assessment and Process Issues
- News and Product Updates
- City & Guilds Smartscreen.

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

Key skills

The number in each box relates to the appropriate level of Key Skills

Unit no	Application of number	Communication	Information Technology	Improving own learning and performance	Problem solving	Working with others	Personal Skills Development
AHP1	-	Level 1	Level 1	-	-	-	-
AHP2	-	Level 1	Level 1	-	-	Level 1	-
AHP3	-	Level 2	Level 1	-	-	-	-
AHP4	-	Level 2	Level 1	-	-	-	-
AHP5	Level 1	Level 2	Level 1	-	-	-	-
AHP6	-	Level 1	Level 1	-	Level 3	Level 2	-
AHP7	-	Level 1	Level 1	-	-	-	-
AHP8	Level 2	Level 1	Level 1	-	-	-	-
AHP9	Level 2	Level 1	Level 1	-	-	-	-
AHP10	Level 2	Level 1	Level 1	-	Level 3	-	-
AHP11	-	-	-	-	-	-	-
AHP12	Level 3	Level 2	Level 1	-	-	-	-

Unit no	Application of number	Communication	Information Technology	Improving own learning and performance	Problem solving	Working with others	Personal Skills Development
AHP13	Level 3	Level 2	Level 3	-	-	-	-
AHP14	Level 3	Level 1	Level 1	-	-	Level 1	-
AHP15	-	Level 1	Level 1	-	-	-	-
AHP16	-	Level 2	Level 3	-	-	Level 1	-
AHP17	-	Level 1	Level 1	-	-	-	-
AHP18	-	Level 2	Level 1	-	-	Level 1	-
AHP19	-	Level 2	Level 3	-	-	-	-
AHP20	-	Level 1	Level 1	-	-	-	-
AHP21	-	Level 1	Level 1	-	-	Level 2	-
AHP22	-	Level 2	-	Level 1	Level 1	Level 3	-
AHP23	-	Level 2	-	-	-	Level 2	-
AHP24	-	Level 2	-	Level 1	-	Level 2	-
AHP25	-	Level 2	Level 1	-	-	Level 1	-
AHP26	-	Level 1	-	-	-	Level 2	-

Unit no	Application of number	Communication	Information Technology	Improving own learning and performance	Problem solving	Working with others	Personal Skills Development
AHP27	-	Level 1	-	-	-	Level 2	-
BDS2	Level 1	Level 1	Level 1	-	-	-	-
BDS11	-	Level 1	-	-	-	-	-
BDS12	Level 1	Level 1	-	-	-	-	-
BDS13	-	Level 1	Level 1	-	-	-	-
BDS14	-	Level 2	-	-	-	-	-
BDS15	-	Level 2	-	-	-	Level 1	-
BDS16	-	Level 2	-	-	Level 1	Level 1	-
CHS2	-	Level 1	-	-	-	-	-
CHS3	-	Level 2	-	-	Level 1	Level 1	-
CHS4	-	Level 1	Level 1	-	Level 2	-	-
CHS5	-	Level 1	Level 1	-	Level 1	Level 2	-
CHS8	-	Level 1	Level 1	-	-	-	-
CHS9	Level 1	Level 1	-	-	-	-	-

Unit no	Application of number	Communication	Information Technology	Improving own learning and performance	Problem solving	Working with others	Personal Skills Development
CHS10	Level 1	-	-	-	-	-	-
CHS11	Level 1	-	-	-	-	-	-
CHS12	Level 1	-	-	-	-	-	-
CHS13	Level 1	-	-	-	-	-	-
CHS14	Level 1	-	-	-	-	-	-
CHS15	Level 1	Level 1	-	-	-	-	-
CHS16	Level 1	Level 1	-	-	-	-	-
CHS17	-	Level 1	-	-	Level 1	-	-
CHS18	-	Level 1	-	-	Level 1	-	-
CHS19	-	Level 1	-	-	Level 1	Level 1	-
CHS20	-	Level 1	-	-	-	Level 1	-
CHS21	-	Level 1	-	-	-	Level 1	-
CHS22	-	Level 1	-	-	Level 1	Level 1	-
CHS23	-	Level 1	-	-	Level 1	Level 1	-

Unit no	Application of number	Communication	Information Technology	Improving own learning and performance	Problem solving	Working with others	Personal Skills Development
CHS24	-	Level 1	-	-	Level 1	-	-
CHS25	-	Level 1	-	-	Level 1	Level 2	-
CHS26	-	Level 1	-	-	Level 1	Level 1	-
CHS27	-	Level 1	Level 2	-	Level 1	-	-
CHS28	Level 1	Level 1	Level 2	-	Level 1	-	-
CHS29	Level 2	Level 1	Level 2	-	Level 1	Level 2	-
CHS30	-	Level 1	-	-	Level 1	Level 2	-
CHS31	-	Level 1	-	-	Level 1	-	-
CHS32	-	Level 2	-	-	Level 1	Level 2	-
CHS33	-	Level 2	-	-	-	-	-
CHS34	-	Level 2	-	-	-	-	-
CHS35	-	Level 2	-	-	-	-	-
CHS36	Level 1	Level 1	-	-	-	-	-
CI.A1	-	Level 1	-	-	-	-	-

Unit no	Application of number	Communication	Information Technology	Improving own learning and performance	Problem solving	Working with others	Personal Skills Development
CI.A2	-	Level 1	-	-	-	-	-
CI.A3	-	Level 1	-	-	-	-	-
CI.A4	-	Level 1	-	-	-	-	-
CU6	-	Level 3	Level 2	-	Level 1	-	-
DEC1	-	Level 1	-	-	Level 1	-	-
DEC2	Level 1	Level 1	-	-	-	-	-
DEC3	Level 1	Level 1	-	-	-	-	-
DEC4	-	Level 1	-	-	-	Level 1	-
DEC5	Level 1	Level 1	-	-	-	-	-
DEC6	Level 1	Level 1	-	-	-	-	-
EUSC1	-	Level 1	Level 1	-	-	-	-
EUSC2	-	Level 1	Level 1	-	-	-	-
FB11	-	Level 1	-	-	Level 1	Level 1	-
GEN1	-	Level 1	-	-	-	-	-

Unit no	Application of number	Communication	Information Technology	Improving own learning and performance	Problem solving	Working with others	Personal Skills Development
GEN2	-	-	-	-	-	-	-
GEN3	-	Level 1	-	-	Level 2	-	-
GEN4	-	-	-	-	-	-	-
GEN5	-	Level 1	Level 1	-	-	-	-
GEN6	-	Level 1	Level 1	-	-	-	-
GEN7	-	Level 1	-	-	Level 2	-	-
GEN8	-	Level 2	Level 1	-	-	Level 1	-
GEN12	-	-	-	-	Level 3	-	-
GEN13	-	-	-	Level 3	-	-	-
GEN14	-	Level 2	Level 2	-	-	-	-
GEN15	-	Level 2	Level 1	-	-	Level 2	-
GEN16	-	Level 2	-	-	-	-	-
GEN17	-	Level 2	-	-	-	Level 1	-
GEN18	-	Level 3	Level 4	-	-	-	-

Unit no	Application of number	Communication	Information Technology	Improving own learning and performance	Problem solving	Working with others	Personal Skills Development
GEN19	-	Level 3	Level 4	-	-	Level 4	-
GEN20	-	Level 1	Level 1	-	-	Level 3	-
HAS3.1	-	Level 1	-	-	-	Level 1	-
HAS3.2	-	Level 1	-	-	-	Level 1	-
HI52	-	Level 1	-	-	-	-	-
HI54	Level 3	Level 2	Level 2	-	-	-	-
L11	Level 2	Level 3	Level 2	Level 2	Level 2	Level 3	-
L12	Level 2	Level 3	Level 2	Level 2	Level 2	Level 3	-
L13	Level 3	Level 4	Level 3	Level 3	Level 3	Level 4	-
L20	Level 2	Level 4	Level 2	Level 3	Level 4	Level 4	-
M2.0	-	Level 1	-	-	-	-	-
MHG3	-	Level 2	-	-	-	-	-
MHG6.1	-	Level 1	Level 1	-	-	Level 2	-
MHG6.2	-	Level 1	Level 1	-	-	Level 2	-

Unit no	Application of number	Communication	Information Technology	Improving own learning and performance	Problem solving	Working with others	Personal Skills Development
PCS2	-	-	-	-	-	Level 1	-
PCS3	-	Level 1	-	-	Level 1	Level 1	-
PCS4	-	Level 1	Level 1	-	-	Level 1	-
PCS5	-	Level 1	-	-	Level 1	Level 2	-
PCS6	Level 2	Level 1	-	-	-	-	-
PCS7	Level 2	-	Level 1	-	Level 1	Level 1	-
PCS8	-	-	-	-	Level 1	Level 1	-
PCS9	-	-	-	-	Level 2	Level 1	-
PCS10	-	Level 1	-	-	Level 1	Level 1	-
PCS11	Level 1	-	-	-	-	-	-
PCS12	Level 1	Level 1	-	-	-	-	-
PCS13	-	-	-	-	-	-	-
PCS14	Level 2	Level 1	Level 1	-	-	-	-
PCS15	-	Level 1	-	-	-	Level 1	-

Unit no	Application of number	Communication	Information Technology	Improving own learning and performance	Problem solving	Working with others	Personal Skills Development
PCS16	-	Level 1	-	-	Level 1	Level 2	-
PCS17	-	Level 1	-	-	-	-	-
PCS18	-	Level 1	-	-	-	-	-

Core Skills

The letter in each box relates to the appropriate level of Core Skills

Unit no	Communication	Information Technology	Problem solving	Numeracy	Working with others
AHP1	Int 1	-	Access 3	-	-
AHP2	Int 1	-	Access 3	-	-
AHP3	Int 1	-	Int 1	-	-
AHP4	Int 1	-	Access 3	Access 3	-
AHP5	Int 1	-	Access 3	-	-
AHP6	Int 1	-	Int 1	Access 3	Int 1
AHP7	Access 3	-	Int 1	Access 3	-
AHP8	Int 1	-	Int 1	Access 3	-
AHP9	Int 1	-	Int 1	Access 3	-
AHP10	-	-	Access 3	-	-
AHP11	Access 3	-	-	-	-
AHP12	Int 1	-	Access 3	Access 3	-
AHP13	Int 1	-	Int 1	Access 3	-

Unit no	Communication	Information Technology	Problem solving	Numeracy	Working with others
AHP14	Int 1	-	Int 1	Access 3	-
AHP15	Int 1	-	Int 1	-	-
AHP16	Int 1	Int 1	Int 1	-	-
AHP17	Int 1	Int 1	Int 1	-	-
AHP18	Int 1	-	-	-	Int 1
AHP19	Int 1	-	Int 1	-	-
AHP20	Int 1	-	Access 3	-	-
AHP21	Int 1	-	Int 1	-	Int 1
AHP22	Higher	-	Access 3	Int 1	Int 2
AHP23	Int 2	-	-	-	Int 2
AHP24	Higher	-	-	Int 1	Int 2
AHP25	Int 1	-	Int 1	-	-
AHP26	Int 1	-	-	-	Access 3
AHP27	Int 1	-	-	-	Access 3
BDS2	Int 1	-	Int 1	-	-

Unit no	Communication	Information Technology	Problem solving	Numeracy	Working with others
BDS11	Access 3	-	Access 3	-	-
BDS12	Int 1	-	Access 3	-	-
BDS13	Int 1	-	Access 3	-	-
BDS14	Int 1	-	Int 1	-	-
BDS15	Int 1	-	-	-	-
BDS16	Int 1	-	Access 3	-	-
CHS2	Int 1	-	Access 3	Access 3	Access 3
CHS3	Int 1	-	Int 1	Access 3	-
CHS4	Int 1	-	Int 1	-	Access 3
CHS5	Int 1	-	Int 1	-	Access 3
CHS8	Int 1	-	Access 3	-	-
CHS9	Int 1	-	-	Int 1	-
CHS10	Int 1	-	-	-	-
CHS11	Int 1	-	-	-	-
CHS12	Int 1	-	-	-	-

Unit no	Communication	Information Technology	Problem solving	Numeracy	Working with others
CHS13	Int 1	-	-	-	-
CHS14	Int 1	-	-	-	-
CHS15	Int 1	-	-	Int 1	-
CHS16	Int 1	-	-	Int 1	-
CHS17	Int 1	-	Access 3	-	-
CHS18	Int 1	-	Access 3	-	-
CHS19	Int 1	-	Access 3	Int 1	-
CHS20	Int 1	-	Access 3	-	-
CHS21	Int 1	Int 1	Access 3	-	-
CHS22	Int 1	-	-	-	-
CHS23	Int 1	-	Access 3	-	-
CHS24	Int 1	-	Access 3	-	-
CHS25	Access 3	-	Access 3	-	-
CHS26	Int 1	-	Int 1	-	-
CHS27	Int 1	-	Access 3	-	-

Unit no	Communication	Information Technology	Problem solving	Numeracy	Working with others
CHS28	Int 1	-	Access 3	-	-
CHS29	Int 1	-	Access 3	-	-
CHS30	Int 1	-	Int 1	-	Int 1
CHS31	Int 1	-	Access 3	-	-
CHS32	Int 2	-	Int 1	-	Int 1
CHS33	Int 1	-	-	-	-
CHS34	Int 1	-	-	-	-
CHS35	Int 1	-	-	-	-
CHS36	Int 1	-	-	Access 3	-
CI.A1	Int 1	-	Int 1	-	Access 3
CI.A2	Int 1	-	Int 1	-	Access 3
CI.A3	Int 1	-	Int 1	-	Access 3
CI.A4	Int 1	-	Int 1	-	Access 3
CU6	Higher	Int 1	Access 3	-	Access 3
DEC1	-	-	-	-	-

Unit no	Communication	Information Technology	Problem solving	Numeracy	Working with others
DEC2	-	-	-	-	-
DEC3	-	-	-	-	-
DEC4	-	-	-	-	-
DEC5	-	-	-	-	-
DEC6	-	-	-	-	-
EUSC1	Int 1	-	-	-	-
EUSC2	Int 1	Int 1	-	-	Int 1
FB11	Int 1	Int 1	Int 1	-	-
GEN1	Access 3	-	-	-	-
GEN2	-	-	-	-	-
GEN3	-	-	Int 1	-	-
GEN4	Int 1	-	Access 3	Int 1	Int 1
GEN5	Access 3	-	Access 3	-	Int 1
GEN6	Int 1	-	Access 3	-	Int 1
GEN7	Access 3	-	Access 3	-	-

Unit no	Communication	Information Technology	Problem solving	Numeracy	Working with others
GEN8	Int 1	Int 1	-	-	Int 1
GEN12	-	-	Int 2	-	-
GEN13	-	-	Int 2	-	-
GEN14	Int 1	-	-	-	-
GEN15	Int 1	-	Int 1	-	-
GEN17	Int 1	Int 1	Access 3	-	Int 1
GEN18	Int 1	Int 1	-	-	-
GEN19	Int 1	Int 1	Access 3	Int 1	Int 1
GEN20	Int 1	-	Int 1	-	-
HAS3.1	Int 1	-	Int 1	-	-
HAS3.2	Int 1	-	Int 1	-	-
HI52	Int 1	-	Int 1	-	Int 1
HI54	Int 1	Int 1	Int 1	Int 1	-

Unit no	Communication	Information Technology	Problem solving	Numeracy	Working with others
HSC27	Access 3	-	Access 3	-	Access 3
HSC215	Access 3	-	Access 3	-	Access 3
HSC226	Access 3	-	Access 3	-	Access 3
HSC232	-	-	-	-	-
HSC239	-	-	-	-	-
HSC241	Access 3	-	Access 3	-	Access 3
HSC242	Access 3	-	Access 3	-	Access 3
HSC243	Access 3	-	Access 3	-	Access 3
HSC244	Access 3	-	Access 3	-	Access 3
HSC31	Int2	-	Int 1	-	Int 1
HSC32	Int2	-	Int 1	-	Int 1
HSC33	Int2	-	Int 1	-	Int 1
HSC34	Int2	-	Int 1	-	Int 1
HSC35	Int2	-	Int 1	-	Int 1
HSC36	Int2	-	Int 1	-	Int 1

Unit no	Communication	Information Technology	Problem solving	Numeracy	Working with others
HSC37	Int2	-	Int 1	-	Int 1
HSC314	Int2	-	Int 1	Int 1	Int 1
HSC316	Int2	-	Int 1	-	Int 1
HSC320	Int2	-	Int 1	-	Int 1
HSC321	Int2	-	Int 1	-	Int 1
HSC330	Int2	-	Int 1	-	Int 1
HSC343	Int2	-	Int 1	Int2	Int 1
HSC344	Int2	-	Int 1	-	Int 1
HSC351	-	-	-	-	-
HSC352	-	-	-	-	-
HSC382	Int2	-	Int 1	-	Int 1
HSC383	Int2	-	Int 1	-	Int 1
HSC387	Int2	-	Int 1	-	Int 1
HSC388	-	-	-	-	-
HSC393	-	-	-	-	-

Unit no	Communication	Information Technology	Problem solving	Numeracy	Working with others
HSC394	-	-	-	-	-
HSC399	Int2	-	Int 1	Int 1	Int 1
HSC3100	Int2	-	Int 1	-	Int 1
HSC3101	-	-	-	-	-
HSC3102	-	-	-	-	-
HSC3103	-	-	-	-	-
HSC3115	-	-	-	-	-
HSC3117	-	-	-	-	-
HSC3119	Higher	Int 1	Int 2	-	Higher
L11	Int2	Int 1	Int 1	Int 1	Int 2
L12	Int2	Int 1	Int 1	Int 1	Int 2
L13	Higher	Int 2	Int 3	Int 1	Higher
L20	Higher	Int 1	Higher	Int 1	Higher
M2.0	Int 1	-	Int 1	-	Access 3
MHG3	Int 1	-	-	-	-

Unit no	Communication	Information Technology	Problem solving	Numeracy	Working with others
MHG6.1	Int 1	-	Int 1	-	Int 1
MHG6.2	Int 1	-	Int 1	-	Int 1
PCS2	-	-	-	-	-
PCS3	-	-	-	-	-
PCS4	-	-	-	-	-
PCS5	-	-	-	-	-
PCS6	-	-	-	-	-
PCS7	-	-	-	-	-
PCS8	-	-	-	-	-
PCS9	-	-	-	-	-
PCS10	-	-	-	-	-
PCS11	Access 3	-	-	-	-
PCS12	Access 3	-	-	Access 3	-
PCS13	-	-	-	-	-
PCS14	-	-	-	-	-

Unit no	Communication	Information Technology	Problem solving	Numeracy	Working with others
PCS15	-	-	-	-	-
PCS16	-	-	-	-	-
PCS17	-	-	-	-	-
PCS18	-	-	-	-	-

Unit CU6

Maintain communications and records within the organisation (Level 3)

About this workforce competence

This competence is concerned with the correct handling and communication of information.

This involves receiving, storing and communicating information relevant to your particular job role.

Links

This competence links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004).

Dimension: IK1 Information Processing.

Level: 1

Origin

This competence is CU6 developed by Lantra.

Scope

Agreed communication method

Includes using: verbal methods, non-verbal methods such as record books, IT systems.

Communicate

Includes: passing on of a message, formal processing of information, completing of standard records, using an agreed method.

Records

Includes those relating to: production, health and safety or sales.

Others

Includes: colleagues, suppliers, customers, contractors, supervisors or managers.

Information

Includes: information you need to carry out your role, information requested by others.

Unit CU6

Maintain communications and records within the organisation (Level 3)

Performance criteria

You need to:

- 1 correctly request **information** in accordance with work requirements
- 2 **communicate** information to **others** clearly and accurately
- 3 accurately take and pass on messages at an appropriate time
- 4 accurately acknowledge and record the receipt of information
- 5 take the correct measures to maintain the confidentiality of information
- 6 correctly identify **records** and ensure they are suitable to their intended purpose
- 7 complete the transfer of records to another location in accordance with the correct procedures
- 8 ensure entries to records are legible, accurate and complete
- 9 store all records in the correct location when not in use
- 10 correctly re-file all records after use
- 11 promptly report any problems with maintaining, storing or retrieving records to the appropriate person.

Unit CU6

Maintain communications and records within the organisation (Level 3)

Knowledge and understanding

You need to apply:

- K1 a working knowledge of the information which is required for production and other purposes
- K2 a working knowledge of the right time at which information should be requested and passed on
- K3 a working knowledge of ways of communicating effectively
- K4 a working knowledge of methods of modifying communication suitable to the individual concerned
- K5 a working knowledge of the different purposes for which information may be required, and the degree of detail necessary for these different purposes
- K6 a working knowledge of why it is important to take messages accurately and the potential effects of not so doing
- K7 a working knowledge of the extent to which messages may differ in urgency
- K8 a working knowledge of the reasons why the receipt of information should be acknowledged and recorded
- K9 a working knowledge of the reasons why confidentiality of certain information must be maintained
- K10 a working knowledge of effective ways of maintaining confidentiality
- K11 a working knowledge of the types and purposes of records kept by the organisation
- K12 a working knowledge of internal procedures for filing, storing and transferring records
- K13 a working knowledge of formats for entering information into specific records
- K14 a working knowledge of the importance of making clear and accurate entries into records
- K15 a working knowledge of issues of confidentiality in relation to records
- K16 a working knowledge of problems which may occur with record keeping and to whom this should be reported.

Unit CU6

Maintain communications and records within the organisation (Level 3)

Unit evidence requirements

Award title: Health Level 3

Unit number: CU6

Unit title: Maintain communications and records within the organisation

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.

Required sources of performance and knowledge evidence:

Observation is the **required** assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria 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 by your assessor:

CU6 performance criteria 11

Unit CU6

Maintain communications and records within the organisation (Level 3)

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 electronic records.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg individual's case notes, 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.
- **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 communication and customer services courses or certificates.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg case studies on problems to do with maintaining, storing or retrieving records.
- **Witness testimony:** Colleagues, allied professionals, service users/patients and carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit GEN3

Maintain health and safety in a clinical/therapeutic environment (Level 2, Level 3)

About this workforce competence

This workforce competence covers the maintenance of health and safety in a clinical or therapeutic environment.

This includes control of cross-infection by ensuring effective cleaning rooms, work areas, equipment and surfaces when required and following agreed cleaning schedules, where appropriate. It also covers monitoring and maintaining the cleanliness of the environment and reporting shortfalls to the person in charge of the care area. Monitoring and adjusting environmental factors, assessing risk and managing and handling emergencies related to the clinical/therapeutic environment are also included.

Links

This workforce competence links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004).

Dimension: Core 3 – Health, Safety and Security.

Level: 2

Origin

This workforce competence has been developed for General Healthcare by Skills for Health.

It is compatible with parts of units HSC247 and HSC32 from the joint care suite of National Occupational Standards but has a more clinical focus.

Key words and concepts

Additional protective equipment

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

Contaminated

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

Exposure prone procedures

Are procedures that involve contact with bodily fluids from an individual that may be infected.

Unit GEN3

Maintain health and safety in a clinical/therapeutic environment (Level 2, Level 3)

Personal protective clothing

Includes items such as plastic aprons, gloves – both clean and sterile, eyewear, footwear, dresses, trousers and shirts and all-in-one trouser suits, gowns.

These may be single-use disposable clothing or reusable clothing.

Clinical work areas

Includes: ward area, treatment room, operating theatre, sterile services department, work areas that are used by individuals eg living rooms, bedrooms, day rooms.

Problems

May include: faulty equipment; damage to fixtures and fittings; inability to access places that need cleaning.

Scope

Cleaning

Includes:

- a cleaning the clinical work area before and after surgical procedures
- b after discharge of patients
- c or when a substance – such as body fluids – has been spilt.

It involves using cleaning equipment relevant to the cleaning task.

Cleaning equipment

Includes that used for manual and powered cleaning of the work area before and after surgical and therapeutic procedures.

Cleaning materials and agents

Include:

- a disposable wipes
- b disinfectants and detergents.

Environmental emergencies

Include:

- a fire
- b water leaks
- c chemical spillage.

Environmental factors

Include:

- a temperature
- b light
- c humidity
- d ventilation
- e pollutants
- f ionising radiation and non-ionising radiation.

Unit GEN3

Maintain health and safety in a clinical/therapeutic environment (Level 2, Level 3)

Hazardous materials

Include:

- a compressed gases
- b chemicals
- c ionising radiation
- d infectious materials
- e blood
- f sharps and needles.

Standard precautions and health and safety measures

A series of interventions which will minimise or prevent infection and cross infection, including

- a hand washing/cleansing before during and after the activity
- b use of personal protective clothing and additional protective equipment when appropriate.

It also includes:

- a handling contaminated items
- b disposing of waste and untoward incident procedures.

Unit GEN3

Maintain health and safety in a clinical/therapeutic environment (Level 2, Level 3)

Performance criteria

You need to:

- 1 apply **standard precautions** for infection control and other relevant **health and safety measures**
- 2 ensure you wear **personal protective clothing** relevant to the activity and additional protective equipment when dealing with **exposure prone procedures**
- 3 identify risks prior to starting work activities, evaluate and report the risks identified and respond appropriately
- 4 use and store all equipment and materials in accordance with manufacturers' instructions and organisational policies and procedures
- 5 keep work areas as safe and free from hazards as is possible during work activities and report any situations where risks arise that prevent work going ahead or continuing, restricting access to risk area until the area has been assessed as safe
- 6 place waste containers in positions that will minimise hazards to staff and visitors and dispose of full waste containers promptly and in accordance with departmental procedures
- 7 carry out **cleaning** of areas according to the cleaning schedule or as requested, using the correct equipment for **cleaning** according to the surface and the cleaning task
- 8 follow manufacturer's instructions and departmental COSHH risk assessments on dilutions, use of **cleaning equipment**, materials and agents and additional protective equipment
- 9 use the **cleaning equipment**, materials and agents in a manner that minimises risk to yourself and others taking appropriate action when problems arise during **cleaning**
- 10 set up hazard warnings when the cleaned surfaces are likely to cause risk to people
- 11 return **cleaning equipment** and cleaning materials in good working order and condition to the appropriate place after use
- 12 equipment is safely stored and does not block any entry/exits or emergency equipment
- 13 observe and monitor the general cleanliness of the environment and report to the appropriate person when there is concern over the level of cleanliness
- 14 identify all people entering the department area and establish their right to entry
- 15 minimise your movement within controlled areas and restrict access to others
- 16 maintain segregation of designated clean and other areas within the department
- 17 monitor and regulate environmental factors to maintain acceptable levels
- 18 respond appropriately to environmental emergencies
- 19 complete all documentation relating to health and safety, accurately and legibly in line with organisational policy.

Unit GEN3

Maintain health and safety in a clinical/therapeutic environment (Level 2, Level 3)

Knowledge and understanding

You need to apply:

Legislation, policy and good practice

- K1 a factual awareness of the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to maintaining health and safety in a clinical environment, including:
 - a health and safety at work
 - b safe working methods
 - c control of infection
 - d use of hazardous materials (COSHH)
 - e waste disposal
 - f use of medical devices and product liability
 - g security within the workplace
- K2 a working understanding of your responsibilities and accountability in relation to the current European and national legislation, national guidelines and local policies and protocols
- K3 a factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- K4 a working understanding of the importance of applying standard precautions and the potential consequences of poor practice
- K5 a working understanding of the causes of infection and cross-infection
- K6 a working understanding of:
 - a exposure prone procedures in which additional protective equipment is needed
 - b the types of additional protective equipment available
 - c the suitability of different types of additional protective equipment for different situations
 - d the importance of wearing adequate and appropriate additional protective equipment.

Risk assessment

- K7 a working understanding of the risks which are present in clinical work areas and how they can be minimised
- K8 a working understanding of how to identify risk when planning work activities and undertaking work in a way which minimises them
- K9 a working understanding of how to undertake a risk assessment in your clinical work area
- K10 a working understanding of the health, safety and security risks which may occur and the appropriate action to take when they do (eg take action oneself to limit the effect of the risk, call someone else more able to deal with the risk).

Unit GEN3

Maintain health and safety in a clinical/therapeutic environment (Level 2, Level 3)

Waste and spillage

- K11 a working understanding of the different types of waste and spillage, and the colour coded container for disposal of each type
- K12 a working understanding of the importance of correctly disposing of:
 - a non-clinical waste
 - b clinical waste
 - c single-use medical devices
 - d re-useable medical devices for processing.

Cleaning

- K13 a factual awareness of how the cleanliness of the clinical work area contributes to health and safety and infection control and the special requirements within you own work area
- K14 a working understanding of the times at which cleaning is required, and the extent of cleaning which should be undertaken
- K15 a factual understanding of the times when cleaning areas of the department would be inappropriate and the reasons for this
- K16 a working understanding of circumstances in which agreement to cleaning should be sought from another member of the team
- K17 a factual awareness of which cleaning equipment and materials should be used on different surfaces and for different cleaning tasks
- K18 a working understanding of methods of diluting cleaning agents, the importance of correct dilution, the potential consequences of incorrect dilution and the water temperature required for dilutions to be effective
- K19 a working understanding of safe methods for using and storing cleaning equipment and materials.

Environmental factors

- K20 a working understanding of the relationship between patient care and desired levels of environmental factors
- K21 a working understanding of how to measure, adjust and maintain acceptable levels of temperature, light, humidity, ventilation, pollutants, ionising radiation and non-ionising radiation
- K22 a working understanding of the risks associated with radiation in the workplace
- K23 a working understanding of the radiation protection precautions undertaken in the workplace
- K24 a working understanding of the reporting procedures for breakdowns in levels of environmental factors
- K25 a working understanding of situations in which levels of environmental factors may need to be compromised.

Unit GEN3

Maintain health and safety in a clinical/therapeutic environment (Level 2, Level 3)

Handling environmental emergencies

- K26 a working understanding of the different types of environmental emergencies that may occur in the clinical environment
- K27 a working understanding of the appropriate safety procedures for different kinds of emergencies
- K28 a working understanding of which type of fire extinguisher/blanket to use in each type of fire (electrical, chemical, combustible material).

Records and documentation

- K29 a working understanding of the records that have to be kept in relation to health, safety and security
- K30 a working understanding of the importance of completing records accurately, legibly and completely, and passing them on to the relevant person for further action where appropriate
- K31 a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff.

Specific to decontamination facilities/controlled environment

- K32 a working understanding of the difference between clean and other areas of the decontamination facility
- K33 a working understanding of how to maintain the environment to enable the unit to meet the requirements specified in the Standards and Practice Manual issued by the ISSM (The Institute of Sterile Services Management)
- K34 a working understanding of reasons why access to various areas of the department is restricted
- K35 a working understanding of how to ensure the traceability of all equipment received into the controlled environment
- K36 a working understanding of why it is important to maintain positive air pressure in the controlled environment
- K37 a factual understanding of the basic system of filtered air circulation with positive pressure changes to other areas
- K38 a working understanding of why stock is transferred through hatch or air locks
- K39 a working understanding of why stock holding is limited in the controlled environment
- K40 a factual understanding of the risk to articles posed by particles in the controlled environment.

Unit GEN3

Maintain health and safety in a clinical/therapeutic environment (Level 2, Level 3)

Unit evidence requirements

Award title: Health Level 2, Level 3

Unit number: GEN3

Unit title: Maintain health and safety in a clinical/therapeutic environment

Evidence requirements for this unit:

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

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

Special considerations:

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

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

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health.

Required sources of performance and knowledge evidence:

Observation is the **required** assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria 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 by your assessor:

GEN 3 performance criteria 5 (part), 18

Unit GEN3

Maintain health and safety in a clinical/therapeutic environment (Level 2, Level 3)

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 risk assessment records(Including COSHH assessment).
- **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 reports where risk has occurred.
- **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 responsibilities under European and national legislation.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Infection Control Certificate, Health and Safety Certificate (COSHH).
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg case study about actions taken due to environmental emergency.
- **Witness testimony:** Colleagues, allied professionals, service users/patients and carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC31

Promote effective communication for and about individuals (Level 3)

About this competence

This competence covers promoting effective communication for and about individuals.

This involves identifying ways of communicating effectively on difficult, complex and sensitive issues, supporting others to communicate and updating and maintaining records and reports.

Links

This workforce competence links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004).

Dimension: Core 1 Communication.

Level: 3

Origin

This competence is from the joint health and social care suite of National Occupational Standards (Level 3 core). It has been adapted to Skills for Health house style but is fully transferable.

Key words and concepts

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.

Arrange

Arranging the environment, furniture etc to enable effective communication.

Communication and language needs and preferences

Are the individuals' needs and preferences in terms of their preferred language and ways of communicating with you, and you communicating 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 lives who can make a difference to their health and well-being.

Unit HSC31

Promote effective communication for and about individuals (Level 3)

Others

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

Reactions

Reactions include non-verbal and verbal cues that indicate that the individual is distressed, does not understand etc.

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.

Specific aids

Specific aids that will enable individuals with speaking, sight or hearing difficulties, additional needs or learning difficulties, to receive and respond to information.

Scope

Communication and language needs and preferences

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.

Difficult, complex and sensitive communications

Are likely to be: distressing; traumatic; frightening; threatening; pose a risk to and/or have serious implications for the individuals and/or key people; communications that might be difficult to understand and assimilate; communications on sensitive issues would include issues of a personal nature.

Extra support

Can include the use of: key people; interpreters; translators; signers; specialist equipment to aid the individuals' communication abilities.

Key people

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

Unit HSC31

Promote effective communication for and about individuals (Level 3)

Performance criteria

You need to:

- 1 obtain, record and pass on information about the **individual's communication and language needs and preferences**
- 2 work with individuals to understand their preferred methods of communication and language and ensure that any **specific aids** they require are available
- 3 identify different styles and methods of communicating to meet the needs and preferences of individuals and key people
- 4 seek information and advice from **key people** where:
 - a you have difficulty communicating with individuals using their preferred communication methods and language
 - b the issues to be communicated are outside your expertise
- 5 seek information on:
 - a the issues to be communicated with the individuals and key people
 - b how to deal with any potential reactions to the communication
- 6 change your approach and seek additional help:
 - a to meet the individual's changing needs
 - b where the communication methods are inappropriate or ineffective
- 7 select, use and **arrange** the environment to facilitate effective communication and aid understanding
- 8 check that individuals have the appropriate support to communicate their views, wishes and preferences
- 9 use appropriate styles and methods of communicating to meet the needs and preferences of individuals and key people
- 10 communicate in ways which:
 - a are sensitive to the individual's needs, concerns and reactions
 - b are appropriate to the content and purpose of the communication
- 11 give individuals sufficient time to understand the content of the communication
- 12 observe and respond appropriately to the individual's **reactions** during communications
- 13 work with individuals to help clarify any misunderstandings
- 14 support individuals to deal with the content and their reactions to the communication
- 15 take appropriate action when individuals' reactions to the information may result in risk or harm to the individual, **others** and yourself
- 16 record and report the processes and outcomes from the communication according to confidentiality agreement and legal and organisational requirements
- 17 support individuals to:
 - a express how they want to communicate with others
 - b communicate using their preferred methods of communication and language
- 18 ensure that any specific aids are set up to enable individuals to communicate
- 19 support others who are communicating with individuals to:
 - a understand them
 - b communicate using, or through others that are able to use, the individuals' preferred methods of communication and language

Unit HSC31

Promote effective communication for and about individuals (Level 3)

- 20 encourage individuals to:
 - a engage with others and to respond appropriately
 - b express their feelings and emotions in acceptable ways
 - c overcome barriers to communication
 - d find alternative methods of communication
- 21 identify legal and organisational requirements and procedures for recording and reporting on individuals
- 22 identify, record and pass on information about the individual's communication and language needs
- 23 seek permission from the appropriate people to access records
- 24 access and update records and reports on your work with the individuals accurately, comprehensively and according to legal, organisational procedures and requirements
- 25 record and report:
 - a any signs and symptoms that indicate a change in the condition and care needs of the individual and in their support requirements
 - b any decisions you have made and actions you have taken about the individual's support needs and condition
 - c any conflicts that have arisen and actions taken to resolve these
- 26 record and report any difficulties you have in accessing and updating records and reports
- 27 involve and support individuals to contribute and understand records and reports concerning them
- 28 ensure the security and access to records and reports are according to confidentiality agreements and legal and organisational procedures.

Unit HSC31

Promote effective communication for and about individuals (Level 3)

Knowledge and understanding

You need to apply:

Values

- K1 a working knowledge of legal and organisational requirements on equality, diversity, discrimination and **rights**:
 - a relating to individuals' and key people's language and communication preferences
 - b on equal treatment for language and communication
 - c when completing records and reports
- K2 a working knowledge of how to provide **active support** to enable individuals and key people to communicate their needs, views and preferences using their preferred method and media of communication and language
- K3 a working knowledge of methods and ways of communicating that:
 - a support equality and diversity
 - b are effective when dealing with, and challenging discrimination when communicating with, individuals and key people.

Legislation and organisational policy and procedures

- K4 a working knowledge of codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when communicating on difficult, complex and sensitive issues and recording and reporting
- K5 a working knowledge of current local, national 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 HSC31

Promote effective communication for and about individuals (Level 3)

Theories and practice

- K6 a working knowledge of where to go and the best ways to find out about and get advice about individuals' communication and language needs, wishes and preferences
- K7 a working knowledge of how and where to access information and support that can inform your knowledge and practice about communication and language skills
- K8 a working knowledge of theories relevant to the individuals with whom you work, about:
- K9 a working knowledge of human growth and development and its affect on communication and language skills and abilities
- K10 a working knowledge of in relation to specific conditions in your area of practice that can affect communication and language of individuals and key people
- K11 a working knowledge of how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work
- K12 a working knowledge of power and how it can be used and abused when communicating on difficult, sensitive and complex issues
- K13 a working knowledge of factors that can affect the communication skills, abilities and development of the individuals with whom you are working and any resultant behaviour that might occur
- K14 a working knowledge of methods to support individuals to communicate
- K15 a working knowledge of specific aids to communication that may be used in your area of work
- K16 a working knowledge of how to arrange the environment and position yourself to maximise communication and interaction
- K17 a working knowledge of conflicts and dilemmas created by difficulties in communication and language in your area of work
- K18 a working knowledge of how to work with, and resolve conflicts that you are likely to meet when communicating with individuals and key people
- K19 a working knowledge of the skills, styles and methods of communicating difficult, complex and sensitive messages and how to deal with the outcomes
- K20 a working knowledge of the environments that are most appropriate for communicating difficult, complex and sensitive messages
- K21 a working knowledge of where, why and how to access permissions to access records and reports
- K22 a working knowledge of the difference between fact, opinion and judgement and why it is important when recording and reporting information about individuals
- K23 a working knowledge of how to, and why you need to complete records accurately, completely and in ways that can be understood by those who need to access and use the records and reports.

Unit HSC31

Promote effective communication for and about individuals (Level 3)

Unit evidence requirements

Award title: Health Level 3

Unit number: HSC31

Unit title: Promote effective communication for and about 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.

Required sources of performance and knowledge evidence:

Observation is the **required** assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria 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 by your assessor:

HSC31 performance criteria 4, 6, 15, 18, 20c, 20d, 25, 26

Unit HSC31

Promote effective communication for and about individuals (Level 3)

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 non-confidential diary entries.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio eg care/individual plans, letters.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg confidentiality, data protection, organisational policy and procedure.
- **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 Record Keeping Training Certificate, Effective Communication Training Certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg how and in what ways you have provided active support, using methods that are effective and support equality and diversity.
- **Witness testimony:** Colleagues, allied professionals and service users/patient may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC32

Promote, monitor and maintain health, safety and security in the working environment (Level 3)

About this competence

This competence covers keeping yourself, individuals and others for whom you are responsible, safe and secure within your working environment and minimising risks arising from emergencies.

Links

This workforce competence links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004).

Dimension: Core 3 Health, Safety and Security.

Level: 2

Origin

This competence is from the joint health and social care suite of National Occupational Standards (Level 3 core). It has been adapted to Skills for Health house style but is fully transferable.

Key words and concepts

Accident

Unforeseen major and minor incidents where an individual is injured.

Emergencies

Immediate and threatening danger to individuals and others.

Hazards

Something with the potential to cause harm.

Incidents

Occurrences that require immediate attention to avoid possible danger and harm to people, goods and/or the environment.

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 lives who can make a difference to their health and well-being.

Unit HSC32

Promote, monitor and maintain health, safety and security in the working environment (Level 3)

Others

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

Right to enter

Those people who have a right to be on the property, it excludes people who may have a court order against them and those who have no need to be on the premises

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.

Risk assessments

A document that identifies actual and potential risks and specifies actions related to specific activities and functions

Risks

The likelihood of the hazards potential being realised.

The working environment

This will include all environments in which you work.

Unit HSC32

Promote, monitor and maintain health, safety and security in the working environment (Level 3)

Scope

Accidents

Include: falls; hazards in the environment; illness; disability; weaknesses; sensory and cognitive impairment; frailty.

Incidents

Include: intruders; chemical spillages; lost keys, purses etc, missing individuals; individuals locked out; contamination risk; aggressive and dangerous encounters; bomb scares.

Key people

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

Risks

Include: the possibility of danger, damage and destruction to the environment and goods; the possibility of injury and harm to people

The working environment

Include: within an organisation's premises; in premises of another organisation; in someone's home; out in the community.

Working practices

Include: activities; procedures; use of materials or equipment; working techniques.

Unit HSC32

Promote, monitor and maintain health, safety and security in the working environment (Level 3)

Performance criteria

You need to:

- 1 follow organisational safety and security procedures
- 2 check people's **right to enter**, be in and around the premises and the environment in which you are working
- 3 take appropriate actions to deal with people who do not have a right to enter, be in and around the premises and the environment in which you are working
- 4 before starting and during work activities, you identify and minimise health, safety and security **risks**, seeking additional support where necessary
- 5 monitor work areas and **working practices** to ensure that they:
 - a are safe and free from **hazards**
 - b conform to legal and organisational requirements for health and safety
- 6 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
- 7 take appropriate action, following legal and organisational requirements, to:
 - a ensure that equipment and materials are used and stored correctly and safely
 - b deal with the spillage of hazardous and non hazardous materials
 - c dispose of waste immediately and safely
- 8 follow, and support others to understand and follow correct safety procedures
- 9 report health and safety issues to the appropriate people and complete health, safety and security records, within confidentiality agreements and according to legal and organisational requirements
- 10 identify and work with others to identify, minimise and manage potential risks and hazards in the working environment and when undertaking work activities
- 11 operate within the limits of your own role and responsibilities, in relation to health and safety
- 12 use, and support others to use:
 - a safe procedures and techniques for moving and handling
 - b approved methods and procedures when carrying out potentially hazardous work activities
 - c appropriate **risk assessments**
- 13 identify and report, encourage and support others to identify and report any issues in the working environment, that may put yourself and others at risk
- 14 act as a role model in promoting health, safety and security
- 15 take appropriate action where there is the likelihood of an **accident** or injury
- 16 ensure that the appropriate people know where you are at all times
- 17 support others to complete health and safety records correctly
- 18 take appropriate and immediate action to deal with health and environmental **emergencies** and **incidents**, summoning assistance immediately when this is necessary
- 19 identify and make informed decisions about actions to take when risk factors and hazards may cause an incident or emergency
- 20 provide ongoing support and assistance within your own competence until someone who is qualified to deal with the emergency is available
- 21 make the area around the person with the emergency as private and safe as possible

Unit HSC32

Promote, monitor and maintain health, safety and security in the working environment (Level 3)

- 22 follow, and help others to follow, the correct safety procedures in incidents and emergencies
- 23 offer appropriate support to others involved in the incident and emergency
- 24 record and report on incidents and emergencies accurately, completely, within confidentiality agreements, and according to organisational and legal requirements.

Unit HSC32

Promote, monitor and maintain health, safety and security in the working environment (Level 3)

Knowledge and understanding

You need to apply:

Values

- K1 a working knowledge of legal and organisational requirements on equality, diversity, discrimination and **rights** when working with individuals, key people and others when monitoring and promoting health and safety
- K2 a working knowledge of how to provide **active support** and promote individuals' rights, choices and well-being whilst promoting healthy and safe working practices and minimising risks from incidents and emergencies.

Legislation and organisational policy and procedures

- K3 a working knowledge of codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others in relation to health, safety and dealing with incidents and emergencies
- K4 a working knowledge of current local, national and European legislation and organisational requirements, procedures and practices for:
 - a data protection, including recording, reporting, storage, security and sharing of information
 - b risk assessment and management
 - c the protection of yourself, individuals, key people and others from danger, harm and abuse
 - d monitoring and maintaining health, safety and security in the working environment
 - e dealing with incidents and emergencies
- K5 a working knowledge of the purpose of, and arrangements for supervision when involved in incidents and emergencies.

Unit HSC32

Promote, monitor and maintain health, safety and security in the working environment (Level 3)

Theory and practice

- K6 a working knowledge of how and where to access information and support that can inform your practice on health, safety and dealing with incidents and emergencies
- K7 a working knowledge of the effects of stress and distress on yourself, individuals, key people and others
- K8 a working knowledge of conditions and issues you are likely to face in your work with individuals and key people.
- K9 a working knowledge of methods of supporting individuals to:
 - a express their needs and preferences
 - b understand and take responsibility for promoting their own health and care
 - c assess and manage risks to their health and well-being
- K10 a working knowledge of how to work with, and resolve conflicts that you are likely to meet
- K11 a working knowledge of methods of:
 - a monitoring activities and the environment to minimise risk and keep the environment free from hazards
 - b storing different equipment and materials safely and securely
 - c minimising the risk of contamination and infection
- K12 a working knowledge of how to deal and work with hazardous and non-hazardous materials, equipment and waste, in order to minimise the risks of contamination and danger to yourself, individuals, key people and others with whom you work and are responsible for
- K13 a working knowledge of procedures, techniques and the differing types of equipment to enable you to lift, move and handle people, materials and items safely
- K14 a working knowledge of how to assess risks to yourself, individuals, key people and others
- K15 a working knowledge of the type of security and health incidents and emergencies that might happen in your area of work and working environment
- K16 a working knowledge of the appropriate action to take for different security and health incidents and emergencies
- K17 a working knowledge of your own capabilities to deal with an accident and emergency, and when and how to summon additional help
- K18 a working knowledge of how to promote health and safety to others, including the modelling of good practice.

Unit HSC32

Promote, monitor and maintain health, safety and security in the working environment (Level 3)

Unit evidence requirements

Award title: Health Level 3

Unit number: HSC32

Unit title: Promote, monitor and maintain health, safety and security in the working environment

Evidence requirements for this unit:

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

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

Special considerations:

The identified scope is sufficiently broad to allow candidates to evidence this unit in their normal work role, however should no accidents, incidents or emergencies occur, **simulation is permitted**.

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.

Required sources of performance and knowledge evidence:

Observation is the **required** assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria 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 by your assessor.

HSC32 performance criteria 3, 15, 18, 19, 20, 21, 22, 23

Unit HSC32

Promote, monitor and maintain health, safety and security in the working environment (Level 3)

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 risk assessments, notices.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio eg accident/incident reports.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg hazardous work activities, safety and security procedures.
- **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, Certificate in Conflict Management.
- **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 safe storage of materials and equipment, promoting health and safety.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC33

Reflect on and develop your practice (Level 3)

About this competence

This competence covers reflecting on, evaluate and taking action to enhance your own knowledge and practice

Links

This workforce competence links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004).

Dimension: Core 2 – Personal and People Development.

Level: 1

Origin

This competence is from the joint health and social care suite of National Occupational Standards (Level 3 core). It has been adapted to Skills for Health house style but is fully transferable.

Key words and concepts

Constructive feedback

Comments about your strengths or areas that need developing, they are useful for improving your practice.

Development opportunities

Opportunities that enable you to develop and practice more effectively.

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 individuals' lives 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.

Personal and professional development

Knowledge and practice of any type that will enable you to develop within your job role both as a person and as a practitioner.

Unit HSC33

Reflect on and develop your practice (Level 3)

Practice

Practice covers every aspect of the work you do including your skills, knowledge, attitudes and behaviour. It also involves experiences and personal beliefs that might affect your practice.

Reflect

This is the process of thinking about every aspect of your practice including identifying where and how it could be improved.

Rights

The rights that individuals and key 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.

Scope

Constructive feedback

Include that communicated: verbally; in written form; electronically; in other forms of communication. With individuals and key people communications should: use 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.

Development opportunities

Include: training; educational programmes; coaching; personal and professional support.

Key people

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

Supervision and support

Includes: formal; informal; provided from within your organisation; provided from outside your organisation.

Unit HSC33

Reflect on and develop your practice (Level 3)

Performance criteria

You need to:

- 1 analyse and **reflect** on what is required for competent, effective and safe **practice**, and provide **active support** for **individuals** and **key people**
- 2 continually monitor, evaluate and reflect on:
 - a your knowledge and skills
 - b your attitudes and behaviour
 - c any experiences and personal beliefs that might affect your work
 - d how well you practice and what could be improved
 - e the processes and outcomes from your work
- 3 seek **constructive feedback** to enable you to develop your practice, from:
 - a individuals
 - b key people
 - c **others** with whom you work or have contact within your work
 - d your supervisors
- 4 identify any actions you need to take to develop and enhance your practice
- 5 identify the supervision and support systems available to you within and outside your organisation
- 6 seek and use appropriate supervision and support to reflect on and identify ways to enhance your practice
- 7 prioritise aspects of your practice that need to be enhanced
- 8 take action, with supervision and support, to access **development opportunities** that will enhance your knowledge and practice
- 9 review:
 - a how well the development opportunities meet your practice needs
 - b in what ways your practice has been improved by the development opportunities
- 10 use supervision and support to continually assess the implications from any development opportunity on your continuing **personal and professional development** needs
- 11 keep up-to-date records of your personal and professional development, within confidentiality agreements and according to legal and organisational requirements.

Unit HSC33

Reflect on and develop your practice (Level 3)

Knowledge and understanding

You need to apply:

Values

- K1 a working knowledge of legal and organisational requirements on equality, diversity, discrimination and **rights** when working with individuals and others to improve your knowledge and practice
- K2 a working knowledge of dilemmas and conflicts that you may face in your practice.

Legislation and organisational policy and procedures

- K3 a working knowledge of codes of practice and conduct, and standards and guidance relevant to your own role and the roles, responsibilities, accountability and duties of others about personal and professional development
- K4 a working knowledge of current local, UK and European legislation, and organisational requirements, procedures and practices for accessing training and undertaking personal and professional development activities
- K5 a working knowledge of the purpose of, and arrangements for, your supervision and appraisal.

Theory and practice

- K6 a working knowledge of how and where to access information and support on knowledge and best practice relevant to your area of work, the individuals and key people with whom you work and the skills and knowledge you need to practice effectively
- K7 a working knowledge of principles underpinning personal and professional development and reflective practice
- K8 a working knowledge of how to work in partnership with individuals, key people and others to enable you to develop and enhance your knowledge and practice
- K9 a working knowledge of development opportunities that can enhance your practice
- K10 a working knowledge of lessons learned from inquiries into serious failure of health and social care practice, and from successful interventions
- K11 a working knowledge of approaches to learning that will allow you to transfer your knowledge and skills to new and unfamiliar contexts.

Unit HSC33

Reflect on and develop your practice (Level 3)

Unit evidence requirements

Award title: Health Level 3

Unit number: HSC33

Unit title: Reflect on and develop your 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.

Required sources of performance and knowledge evidence:

Observation is the **required** assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria 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 by your assessor:

HSC33 performance criteria 1, 2, 10

Unit HSC33

Reflect on and develop your practice (Level 3)

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 skills analysis records.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio eg CPD records, appraisals, supervision 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 ways in which development opportunities have supported practice and knowledge needs.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice eg Diversity and Rights Training Certificate, Health and Safety Certificate, Adult Protection Training Certificate.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg how different approaches to learning have supported the transference of knowledge and skills to your 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.

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Unit HSC34

Promote the well-being and protection of children and young people (Level 3)

About this competence

This competence covers promoting the life chances and well-being of children and young people.

This includes working with children and young people in ways that promote their rights and responsibilities, supporting children and young people to express their views and preferences about their health and well-being, and contributing to the protection of children and young people.

Links

This workforce competence links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004).

Dimension: Core 6 Equality and Diversity.

Level: 3

Origin

This competence is from the joint health and social care suite of National Occupational Standards (Level 3 core). It has been adapted to Skills for Health house style but is fully transferable.

Key words and concepts

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 children and young people 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.

Carers

Any person who cares for the physical, social and mental well-being of the children and young people.

Children and young people

Children and young people from birth to 18 years of age who require health and care services and where the children and young people are 'looked after' or still eligible to receive children and young people's services until they reach 21. If still in the educational provision this age range can raise to 25. Where children and young people use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term child/young person within this standard covers the children and young people and their advocate.

Unit HSC34

Promote the well-being and protection of children and young people (Level 3)

Danger

The possibility of harm and abuse happening.

Equity

Treating everyone equally.

Exploitative behaviour

Manipulative behaviour that is abusive and focuses on the vulnerabilities of children and young people.

Families

Include the people who are biologically related to children and young people and those who through relationships have become an accepted part of their family.

Harm

The affects of a child/young person being physically or mentally injured or abused.

Inclusion

Allows everyone to be included in anything being undertaken and does not discriminate in any way.

Level of development and understanding

Covers the physical, social, emotional and intellectual level of children and young people.

Life chances

Aspects of children and young people's life that can inhibit or promote the chance they have to maximise and realise their full potential, educationally and socially.

Others

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

Parents

The biological and step parents of the children and young people.

Personal safety

To keep yourself safe from any type of danger, abuse, harm, neglect or exploitation.

Pre-speech

The sounds made by children prior to them being able to speak using words.

Unit HSC34

Promote the well-being and protection of children and young people (Level 3)

Rights

The rights that children and young 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 a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language.

Risks

The likelihood of danger, harm and/or abuse arising from anything or anyone.

Signs and symptoms of harm and abuse

Physical, behavioural and emotional indicators which may signify possible harm and abuse.

Spiritual well-being

State of wholeness, when every aspect of life is in balance and the child/young person feels confident, creative, fulfilled and integrated, both inwardly and in relation to other people. It is a process of growth and development that gives to the individual meaning, purpose, direction and value in daily life.

Scope

Actions that could adversely affect the use of evidence in future investigations

Include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals.

Preferred communication methods and language

Include: the child/young person'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

Include: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Information

Include: any plans; care needs assessments; records and reports.

Risks

Include: the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Statements that could adversely affect the use of evidence in future investigations

Include: changing information; removing information; adding to information.

Unit HSC34

Promote the well-being and protection of children and young people (Level 3)

Performance criteria

You need to:

- 1 use **children and young people's** preferred communication methods and language, taking into account their age, abilities and **level of development and understanding**
- 2 treat and value each child/young person as an individual
- 3 respect the dignity and privacy of children and young people
- 4 respect the children and young people's diversity, culture and values
- 5 work in ways that do not discriminate but promote **equity and inclusion**
- 6 work with children and young people in ways which demonstrate to them that you:
 - a recognise and value their beliefs, preferences and experiences
 - b put their views and preferences at the centre of everything you do
 - c recognise the impact that losses, experiences and life events have had on their lives and development
 - d recognise their right to complain and be supported in doing so
- 7 provide **active support** to enable children and young people to:
 - a maximise their participation and independence
 - b take age appropriate responsibility
- 8 identify and take appropriate action when behaviours and practice of **others** discriminate against children and young people
- 9 ensure that children and young people have the appropriate information about how to complain and the support they can receive for this
- 10 seek extra support and advice when you are having difficulty supporting the equality, diversity, rights and responsibilities of children and young people
- 11 provide active support to enable children and young people to communicate their needs, views, preferences and aspirations about:
 - a their emotional, social and physical well-being
 - b their cultural and **spiritual well-being**
 - c their education, talents and interests
 - d their relationships with **parents, families, carers**, friends and others
 - e what they want to achieve in the immediate, short and longer term
- 12 support children and young people to understand any **risks** associated with the needs, views, preferences, aspirations and expectations they have communicated
- 13 observe actions and behaviour and take account of **pre-speech** and non-verbal behavioural cues when working with children who are unable to express their needs, views, wishes, aspirations and preferences because of their age and/or level of development and understanding
- 14 work with children and young people to:
 - a promote their self-esteem, sense of security and belonging
 - b raise their expectations and aspirations realistically
- 15 support children and young people to be involved in decisions and have as much control over their lives as possible, taking account of their age, needs, safety and any restrictions placed upon them

Unit HSC34

Promote the well-being and protection of children and young people (Level 3)

- 16 support parents, families and carers to understand the needs, views, preferences, aspirations and expectations of children and young people taking account of any restrictions placed upon them
- 17 you contribute to inter-agency and partnership working to identify and promote the well-being and **life chances** of children and young people
- 18 promote children and young people's awareness of **personal safety**
- 19 ensure that your own practice:
 - a provides the necessary protection for children and young people
 - b challenges and takes appropriate action to recognise dangerous, abusive, discriminatory and **exploitative behaviour**
- 20 ensure you are aware of and take action to minimise risks and harm that children and young people can experience from visual, written and electronic forms of communication and media
- 21 contribute to setting and maintaining safe, consistent and understandable boundaries for children and young people in relation to acceptable behaviour
- 22 work with those within and outside your organisation to support parents, families and carers to identify and understand any factors that may present a risk of **harm and abuse** to children and young people
- 23 take appropriate action where children and young people:
 - a are likely to become, or are involved in offending and offensive behaviour
 - b may be subjected to the offending and offensive behaviour of others
- 24 respond positively and appropriately to incidents of bullying, self harm and reckless behaviour
- 25 develop trusting relationships in which children and young people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
- 26 recognise **signs and symptoms of danger, harm and abuse** and use your organisation's systems and procedures to report these
- 27 respond, communicate and record promptly to relevant people within and outside your organisation, your concerns about signs and symptoms of abuse, avoiding actions that could adversely affect the use of evidence in future investigations and court
- 28 use supervision to:
 - a communicate what happened and your actions
 - b the support you need to enable you to cope with your thoughts and feelings about the suspected harm and abuse
- 29 complete accurate, timed and dated records and reports, on suspicions of danger, harm and abuse:
 - a within confidentiality agreements
 - b according to legal and organisational requirements
 - c that avoid statements that could adversely affect the use of evidence in future investigations and court.

Unit HSC34

Promote the well-being and protection of children and young people (Level 3)

Knowledge and understanding

You need to apply:

Values

- K1 a working knowledge of legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- K2 a working knowledge of how to provide active support and place children and young people's preferences and best interest at the centre of everything you do
- K3 a working knowledge of how to ensure that you protect the rights and the interests of children and young people taking account of any limitations on the child's/young person's rights and those of parents
- K4 a working knowledge of how to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people's needs, wishes and preferences to be met
- K5 a working knowledge of dilemmas between:
 - a the children and young people's views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection
 - b your own values and those of the children and young people, their parents, families, carers and key people
 - c your own professional values and those of others within and outside your organisation
- K6 a working knowledge of methods that are effective:
 - a in promoting equality and diversity
 - b when dealing with and challenging discrimination.

Unit HSC34

Promote the well-being and protection of children and young people (Level 3)

Legislation and organisational policy and procedures

- K7 a working knowledge of codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for valuing and respecting children and young people, parents, families and carers, taking account of their views and preferences and protecting them from danger, harm and abuse
- K8 a working knowledge of current local, national and European legislation and organisational requirements, procedures and practices for:
 - a data protection, including recording, reporting, storage, security and sharing of information
 - b health and safety
 - c risk assessment and management
 - d dealing with comments and complaints
 - e promoting the well-being and protection of children and young people
- K9 a working knowledge of legal, statutory requirements policies and procedures relating to:
 - a the promotion and safeguarding of children and young people
 - b promoting secure and permanent relationships for children and young people
 - c parental rights and responsibilities
 - d working in integrated ways to promote children and young people's well-being
 - e working with parents, families and carers to promote the well-being and life chances of children and young people
 - f the rights of children and young people nationally and through the UN convention on the Rights of the Child
- K10 a working knowledge of frameworks and guidance on:
 - a assessment
 - b education
 - c health
- K11 a working knowledge of practice and service standards relevant to your work setting and relating to valuing and respecting children and young people, their parents, families and carers, taking account of their views and preferences and protecting them from danger, harm and abuse
- K12 a working knowledge of how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers
- K13 a working knowledge of the purpose of, and arrangements for, your supervision and appraisal.

Unit HSC34

Promote the well-being and protection of children and young people (Level 3)

Theory and practice

- K14 a working knowledge of how and where to access information and support that can inform your practice relating to valuing and respecting children and young people, taking account of their views and preferences and protecting them from danger, harm and abuse
- K15 a working knowledge of government reports, inquiries and research reports into serious failures to protect children and young people
- K16 a working knowledge of theories relevant to the children and young people with whom you work, about:
 - a human growth and development
 - b identity and self-esteem
 - c loss and change
 - d power and how it can be used and abused
 - e the effects of stress and distress
 - f working with children and young people with additional needs
- K17 a working knowledge of the role of relationships and support networks in promoting the well-being of the children and young people with whom you work
- K18 a working knowledge of factors that affect the health, well-being, behaviour, skills, abilities and development of children and young people and parents, families and carers
- K19 a working knowledge of methods of:
 - a effective communication and engagement with children and young people, their parents, families and carers
 - b involving children and young people in assessing, planning, implementing, reviewing their health and care services and plans, taking into account their needs, views, aspirations and expectations, in ways that are appropriate to the age of the child and young person and their development level and understanding
 - c working with children and young people who have been abused, bullied, persecuted, who are at risk of harm (including self-harm) or danger and of becoming involved in offending behaviour
- K20 a working knowledge of factors that cause risks and those that ensure safe and effective care for children and young people
- K21 a working knowledge of the importance of stable family, adult and peer relationships
- K22 a working knowledge of the impact of disruption, including placement disruption
- K23 a working knowledge of the type of support for disabled children, young people and parents
- K24 a working knowledge of signs and symptoms of danger, harm and abuse
- K25 a working knowledge of correct actions to take when you suspect danger, harm or abuse has been disclosed
- K26 a working knowledge of the types of evidence that are valid in investigations and court; actions that could contaminate the use of evidence and how to avoid these
- K27 a working knowledge of recording and reporting requirements for different purposes and audiences, emphasising the importance of accuracy and timed and dated records.

Unit HSC34

Promote the well-being and protection of children and young people (Level 3)

Unit evidence requirements

Award title: Health Level 3

Unit number: HSC34

Unit title: Promote the well-being and protection of children and young people

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.

Required sources of performance and knowledge evidence:

Observation is the **required** assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria 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 by your assessor:

HSC34 performance criteria 8, 19b, 22, 23, 24, 26, 27, 28, 29

Unit HSC34

Promote the well-being and protection of children and young people (Level 3)

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 diary entries.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio eg care/individual plans, letters.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg confidentiality, data protection, rights of children.
- **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 Safe-guarding Children and Young People 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 working with others outside the organisation – parents, family, other carers.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit HSC35

Promote choice, well-being and the protection of all individuals (Level 3)

About this competence

This competence covers the protection of individuals whilst respecting their diversity, difference, preferences and choice.

Links

This workforce competence links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004).

Dimension: Core 6 Equality and Diversity.

Level: 3

Origin

This competence is from the joint health and social care suite of National Occupational Standards (Level 3 core). It has been adapted to Skills for Health house style but is fully transferable.

Key words and concepts

Constructive feedback

Comments about your strengths or areas that need developing, they are useful for improving your practice.

Development opportunities

Opportunities that enable you to develop and practice more effectively.

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 lives 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.

Personal and professional development

Knowledge and practice of any type that will enable you to develop within your job role both as a person and as a practitioner.

Practice

Practice covers every aspect of the work you do including your skills, knowledge, attitudes and behaviour. It also involves experiences and personal beliefs that might affect your practice.

Unit HSC35

Promote choice, well-being and the protection of all individuals (Level 3)

Reflect

This is the process of thinking about every aspect of your practice including identifying where and how it could be improved.

Rights

The rights that individuals and key 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.

Scope

Actions that could adversely affect the use of evidence in future investigations

Include: asking inappropriate and/or leading questions; not following organisation and legal procedures; putting undue pressure on individuals.

Communicate

Includes 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

Danger

Includes: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse

Includes: neglect; physical, emotional and sexual abuse; bullying; self harm; reckless behaviour.

Key people

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

Risks

Include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self harm; bullying; abuse; reckless behaviour.

Statements that could adversely affect the use of evidence in future investigations

Include: changing information; removing information; adding to information.

Unit HSC35

Promote choice, well-being and the protection of all individuals (Level 3)

Performance criteria

You need to:

- 1 develop and maintain relationships that promote the views, preferences and independence of **individuals** and **key people**
- 2 support individuals to communicate their views and preferences regarding their current and future health and well-being needs and priorities
- 3 work with individuals to identify the care and support:
 - a they can and wish to undertake themselves
 - b that can be provided through the individual's support networks
 - c that needs to be provided by yourself and **others** within and outside your organisation
- 4 provide **active support** to meet the holistic needs and preferences of individuals
- 5 carry out the activities for which you are responsible in ways that:
 - a promote individuals' rights and preferences
 - b complement and support the activities of individuals, key people and others within and outside your organisation
- 6 support the rights of individuals and key people to access information and resources to meet their needs and preferences
- 7 work to resolve conflicts, seeking additional support and advice in areas that are outside your competence to deal with
- 8 support and respond appropriately to individuals and key people making comments and complaints about their care
- 9 respect the dignity and privacy of individuals and key people
- 10 treat and value each person as an individual and ensure that the support you give takes account of their needs and preferences
- 11 work with individuals and key people in ways that provide support that is consistent with individuals' beliefs, culture, values and preferences
- 12 provide active support to enable individuals to participate in activities and maintain their independence
- 13 support others with whom you work, to work in ways that:
 - a recognise and respect individuals' beliefs and preferences
 - b take account of individuals' preferences in everything they do
 - c acknowledge and respect diversity and difference
- 14 reflect on, and challenge:
 - a your own assumptions, behaviour and ways of working
 - b the assumptions of others, their behaviour and ways of working
 - c procedures, practices and information that are discriminatory
- 15 seek advice when you are having difficulty promoting equality and diversity
- 16 use all available information to identify the **risks** of actual and likely **danger**, **harm** and **abuse** for individuals, key people and others with whom you work

Unit HSC35

Promote choice, well-being and the protection of all individuals (Level 3)

- 17 ensure that:
 - a your own practice and actions are sensitive to situations, issues and behaviour that may lead to the danger, harm and abuse of individuals and key people
 - b you provide necessary protection for individuals, balancing their rights and those of key people, and taking account of any restrictions placed upon anyone
 - c you recognise and challenge dangerous, abusive, discriminatory or exploitative behaviour appropriately
- 18 recognise **signs and symptoms of danger, harm and abuse** and use your organisation's systems and procedures to report these
- 19 develop relationships in which individuals are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
- 20 respond appropriately to disclosures of risk of danger, harm and abuse, avoiding actions that could adversely affect the use of evidence in future investigations and court
- 21 support individuals and key people to understand your responsibilities to:
 - a pass on information about actual and likely danger, harm and abuse
 - b protect them and others from danger, harm and abuse
- 22 use supervision and support to enable you to cope with your thoughts and feelings about any suspected and/or disclosed danger, harm and abuse
- 23 complete accurate, timed and dated records and reports, on suspicions of danger, harm and abuse:
 - a within confidentiality agreements
 - b according to legal and organisational requirements
 - c that avoid statements that could adversely affect the use of evidence in future investigations and court.

Unit HSC35

Promote choice, well-being and the protection of all individuals (Level 3)

Knowledge and understanding

You need to apply:

Values

- K1 a working knowledge of legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information
- K2 a working knowledge of how to provide active support and place the preferences and best interest of individuals at the centre of everything you do
- K3 a working knowledge of dilemmas between:
 - a individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities for their care and protection
 - b individuals' views, preferences and expectations and how these can and are being met
 - c your own values and those of the individuals and key people
 - d your own professional values and those of others within and outside your organisations
- K4 a working knowledge of how to work in partnership with individuals, key people and those within and outside your organisation to enable the individuals' needs, wishes and preferences to be met
- K5 a working knowledge of methods that are effective:
 - a in promoting equality and diversity
 - b when dealing with and challenging discrimination.

Legislation and organisational policy and procedures

- K6 a working knowledge of codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for valuing and respecting individuals and key people, taking account of their views and preferences and protecting them from danger, harm and abuse
- K7 a working knowledge of current local, national and European legislation and organisational requirements, procedures and practices for:
 - a data protection, including recording, reporting, storage, security and sharing of information
 - b health and safety
 - c risk assessment and management
 - d dealing with comments and complaints
 - e the protection of yourself, individuals, key people and others from danger, harm and abuse
 - f working with others to provide integrated services
- K8 a working knowledge of practice and service standards relevant to your work setting and relating to valuing and respecting individuals and key people, taking account of their views and preferences and protecting them from danger, harm and abuse
- K9 a working knowledge of how to access records and information on the needs, views and preferences of individuals and key people
- K10 a working knowledge of the purpose of, and arrangements for your supervision and appraisal.

Unit HSC35

Promote choice, well-being and the protection of all individuals (Level 3)

Theory and practice

- K11 a working knowledge of how and where to access information and support that can inform your practice relating to valuing and respecting people, taking account of their views and preferences and protecting them from danger, harm and abuse
- K12 a working knowledge of theories relevant to the individuals with whom you work, about:
 - a human growth and development
 - b identity and self-esteem
 - c loss and change
 - d power and how it can be used and abused
- K13 a working knowledge of the effects of stress and distress
- K14 a working knowledge of the role of relationships and support networks in promoting the well-being of individuals
- K15 a working knowledge of factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people with whom you work
- K16 a working knowledge of methods of supporting individuals to:
 - a express their needs and preferences
 - b understand and take responsibility for promoting their own health and care
 - c identify how their care needs should be met
 - d assess and manage risks to their health and well-being
- K17 a working knowledge of factors that may lead to danger, harm and abuse
- K18 a working knowledge of how to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse
- K19 a working knowledge of signs and symptoms of danger, harm and abuse
- K20 a working knowledge of correct actions to take when you suspect danger, harm and abuse or where it has been disclosed
- K21 a working knowledge of the types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence
- K22 a working knowledge of methods that are effective in forming, maintaining and ending relationships with individuals and key people
- K23 a working knowledge of different ways of communicating with individuals, families, carers, groups and communities about choice, well-being and protection.

Unit HSC35

Promote choice, well-being and the protection of all individuals (Level 3)

Unit evidence requirements

Award title: Health Level 3

Unit number: HSC35

Unit title: Promote choice, well-being and the protection of all individuals

Evidence requirements for this unit:

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HSC35 performance criteria 7, 8, 14, 15, 17c, 18, 20, 22, 23

Unit HSC35

Promote choice, well-being and the protection of all individuals (Level 3)

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- **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 Diversity and Rights Training Certificate, Adult Protection 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 responding to disclosures.
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