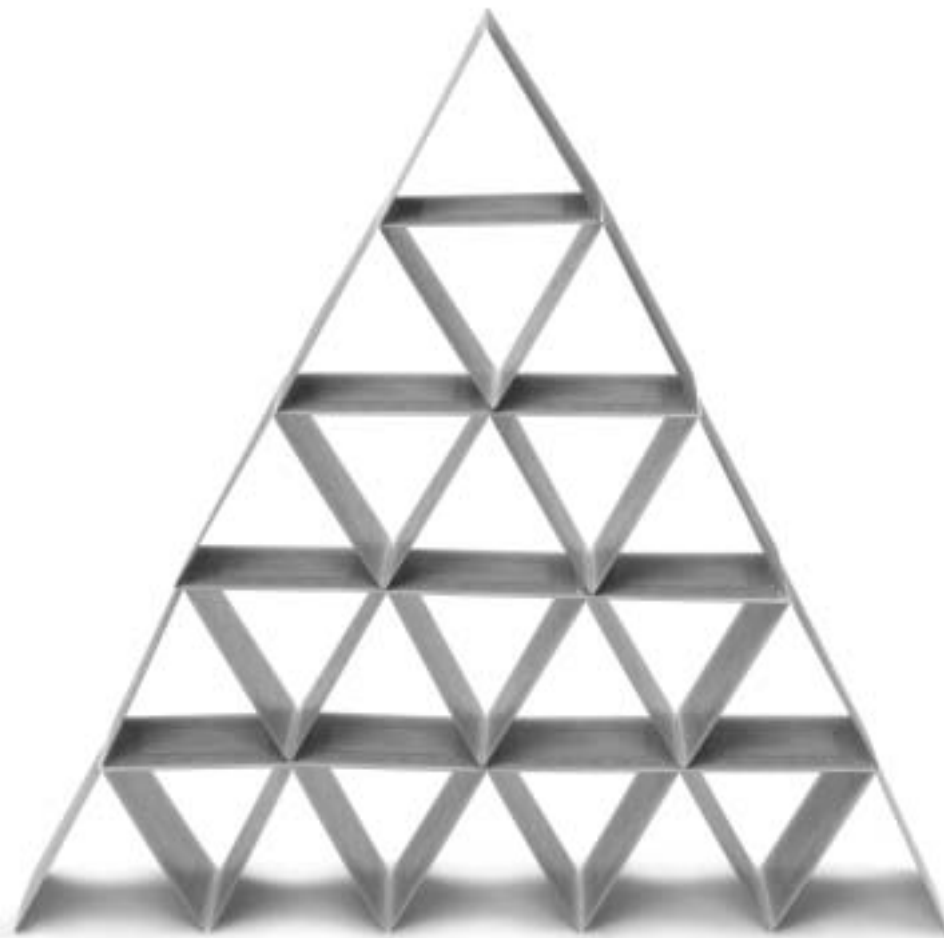


NVQ in Support Services in Health Care Level 2 (3504-02)

Award guidance and record of assessment



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NVQ in Support Services in Health Care Level 2 (3504-02)

Award guidance and record of assessment

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Section 1

Award guidance

Joint Awarding Body Assessment Guidance for the S/NVQ Support Services in Health Care Level 2

The information contained in this section is for the NVQ assessment centre's Quality Assurance Co-ordinator (QAC), Internal Verifier Co-ordinator (IVC), Internal Verifiers (IVs) and assessors. The requirements for assessors and verifiers occupational competence have been specified as part of the Assessment Strategy for the Level 2 NVQ in Support Services in Health Care by Skills for Health, the National Training Organisation for health services-based learning and development.

The following guidance has been produced and agreed jointly by City & Guilds, EdExcel and SQA, and is supported by Skills for Health.

The guidance is structured as follows:

1 Introduction

- 1.1 Becoming a centre and assessing the qualification
- 1.2 Purpose of the Joint Awarding Body assessment guidance for this qualification
- 1.3 The assessment strategy for S/NVQ Support Services in Health Care Level 2
- 1.4 Background to the development of the S/NVQ Support Services in Health Care Level 2 qualification
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2 External quality control

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- 3.1 Imported units
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- 4.1 Expert witnesses
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- 4.3 Co-ordinating assessors
- 4.4 Internal verifiers

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6 Essential reference documents

1 Introduction

1.1 Becoming a centre and accessing the qualification

This guide does not contain details of centre and scheme approval – these are given in the City & Guilds document ‘Providing City & Guilds Qualifications’ Edition 3.3, March 2004 (stock code EN-00-1111) or subsequent issue which can be downloaded from the City & Guilds website www.city-and-guilds.co.uk.

It is important that reference is made to *Appendix 9, Application for City & Guilds Care, Health and Community (formerly Affinity) awards in Health and Social Care, Children’s and Community Services*, which has replaced the document ‘Special requirements for approval of centres applying to offer City & Guilds Affinity S/NVQs 1999’.

Any prospective centre is also advised to contact their nearest City & Guilds office who will guide them through the assessment process.

Details of administration, general regulations, registration and certification procedures and fees, are included in the City & Guilds Directory of N/SVQ Awards. This information also appears on the City & Guilds website.

1.2 Purpose of this Joint Assessment Guidance

This guidance identifies the best approaches to, and practices in, assessment against the National Occupational Standards, (NOS), developed for those working in ancillary roles in health care settings. NOS are developed by Sector Skills Councils, (SSCs), or National Training Organisations, (NTOs), that represent employers and support identified workforce development demands. Skills for Health are the SSC for the NOS on which this S/NVQ qualification is based. This guidance is intended to support centres with the implementation of the qualification and should be applied with reference to other complementary and relevant guidance from the regulatory and awarding bodies eg QCA Code of Practice. (See *Appendix 1*)

1.3 The assessment strategy for the S/NVQ Support Services in Health Care Level 2

This guidance is based on and amplifies the Assessment Strategy developed for the S/NVQ Support Services in Health Care Level 2. Within each section you will be able to find more detailed information on such things as the use of simulation, APEL and imported units etc.

1.4 Background to the development of the S/NVQ Support Services in Health Care qualification

The foundation for the government’s commitment to modernising health services relies on increasing the skills of the whole of the healthcare workforce. The NHS Plan and key initiatives such as Agenda for Change and Improving Working Lives all emphasise the developing roles of the entire workforce and the need for training and qualifications in supporting recruitment, retention and personal development.

Until now, Support Services staff working within the health care sector have had little opportunity to take part in recognised training and development for the work that they undertake. Their ongoing skills development is central to the government's modernisation programmes and has a crucial role to play in ensuring the provision of quality services to patients, clients, carers and others.

The project to develop National Occupational Standards (NOS) was undertaken by Skills for Health and began with approaches from Porters 2000 who raised the issue of relevant qualifications with Department of Health ministers. In the light of this Skills for Health investigated funding to undertake functional and occupational mapping of all support service roles across the sector. The occupational map produced identified 55 key work roles (eg housekeepers, porters, security staff, laundry workers, caterers, cleaners, medical records, ward secretaries, gardeners and various maintenance staff), playing a critical role in ensuring that patients, users and carers experience a quality service.

It was recognised that these categories of staff perform a wide range of frequently overlapping functions and as well as providing benchmarks of good practice, the resulting National Occupational Standards provide a mechanism for identifying the commonalities and boundaries between work roles. This is also reflected in the resulting S/NVQ structure which, built on the achievement of four mandatory and four further units from an extensive range, enables staff and managers to select the most appropriate combination for the support worker's occupational training and development needs, as well as facilitating transferability between occupational roles. The wide range of settings is also recognised in the assessment strategy which introduces the role of the coordinating assessor and the possibility of more extensive use of expert witness testimony.

1.5 The qualification structure

The structure of the qualification has been developed to reflect the breadth of roles often taken on by people in ancillary positions in health service settings.

There are four core units which are relevant to all ancillary workers. These units are therefore compulsory for all those wanting to complete the full qualification.

SS1 Foster people's equality, diversity and rights

SS2 Contribute to the effectiveness of work teams

SS3 Promote, monitor and maintain health, safety and security in the workplace

SS4 Give customers a positive impression of yourself and your organisation

There are thirty three available optional units, from which a further four units must be selected to make up the full qualification. These should be chosen to reflect, most accurately, the candidate's job role. Therefore the full qualification contains eight units.

The full award structure is shown at the beginning of Section 3.

2 External quality control

External quality control is provided by the awarding body's external verification process. This includes an approval process to offer the award and the ongoing comprehensive and rigorous monitoring of the centre's delivery of the award. External verifiers will identify a sample of evidence based on the CAMERA model.

Candidates
Assessors
Methods of assessment
Elements within each qualification
Range statements
Assessment sites

Skills for Health will establish an Awarding Body Forum at which feedback from the external verification process will be discussed particularly where it relates to the implementation of this award.

3 Assessment methodology

3.1 Imported units

A considerable number of the units in this qualification have been imported from existing S/NVQs in other associated occupational areas eg

SS5 Support and control visitors to services and facilities (CSC Unit CU4)
SS16 Maintain housekeeping supplies (HTF Unit 2HK3)
SS21 Clean toilets and washrooms manually (CINTO Unit O12)
SS33 Enter, retrieve and print data in a database (CFA Unit 206)

Therefore some candidates may have completed units as part of another S/NVQ, which can be imported into this qualification. The presentation of the original certificate to the centre is all that is required. However, the centre must ensure that the unit previously achieved is identical to the one in the qualification and that authenticity has been established. External verifiers will carry out checks to ensure centres have appropriately applied this process of authentication.

3.2 Accreditation of prior experience / learning (APEL)

Many of the candidates for this qualification may have undertaken training in the past and will be experienced ancillary workers. 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 or certified learning and qualifications.
- It is incorporated into the assessment planning with details of how it 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 award.

In considering the appropriateness of any single piece of **evidence**, the following should be considered:

- Content – the degree to which the content of any previous certificated learning meets the knowledge 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 S/NVQ Support Services in Health Care Level 2.
- 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 the candidates’ work role. If the context was different, assessors will need to satisfy themselves of the candidate’s 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.

3.3 Performance evidence requirements

Usually evidence of candidate performance will be derived from assessor observation or testimony from an expert witness of the candidate carrying out work activities in the workplace. Detailed additional guidance, on a unit basis, is provided on the requirements for the use of both of these or other acceptable performance assessment methods.

3.4 Simulation

Where there is the potential to use simulation this is detailed on a unit basis and should be checked carefully before assuming its use is acceptable for any given unit. The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in cases where

- there is a high risk to the security or safety of individuals, key people in their lives 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 patient confidentiality or privacy.

Where simulations are used they must replicate what would happen if the individual were carrying out the task as part of their normal work role and should therefore include the use of the appropriate resources and equipment. Simulation may not be used to provide all of the evidence presented for a unit.

External verifiers must be informed and agree to any plan to use evidence gained from a simulated activity.

3.5 Witness testimony

Witness testimony can provide evidence to establish consistency in a candidate's practice and/or to evidence events which are difficult to plan to observe. However, it is unlikely to provide sufficient evidence of competence on its own. In order for the assessor to make an informed judgement of the contribution of the witness's testimony to the overall evidence for the unit or qualification, a statement of the witness's status should be included in the candidate's portfolio of evidence. This may take the form of a 'witness status list' or be included as part of the witness testimony itself. The statement should indicate the relationship between the candidate and the witness and should enable the assessor, by defining the role that the witness has played in the gathering of evidence (ie as colleague, worker from a separate agency, patient etc), to judge the extent of the witness's knowledge of the National Occupational Standards and understanding of the work roles involved.

NB The use of witness testimony from relatives or those with whom the candidate has a significant personal relationship is not acceptable.

3.6 Expert witness testimony

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

Expert witness testimony is therefore encouraged as the prime source of candidate performance evidence having parity with assessor observation.

4 The role of and occupational expertise requirements for expert witnesses, assessors, co-ordinating assessors and internal verifiers

4.1 Expert witness

The role of the expert witness is to provide testimony to the competence of the candidate in meeting the National Occupational Standards identified in any given unit. This must relate directly to having observed candidate practice in the workplace.

The expert witness must have:

- a working knowledge of National Occupational Standards for the units on which their testimony is based
- current experience ie within the last two years, either as a Practitioner or Manager/Supervisor

and

- either a qualification in assessment of workplace performance eg D32/33, A1/A2 or L20

or

- a professional work role which involves evaluating the everyday practice of support staff for the units on which their testimony is based eg Domestic Supervisor, Catering Manager, Head Porter.

A peer, identified as appropriate as an expert witness, would need to provide their original certificates of qualification in assessing workplace performance such as D32, D33 or A1, A2 or L20 to the centre. Centres will authenticate these by signing and dating a photocopy which must be retained on centre files. The external verifier will need to see original certificates as part of their monitoring process.

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

Centres must record and maintain a record of the required details on a register of all expert witnesses.

Peers identified as appropriate for the role of expert witness, but who do not hold a qualification in the assessment of workplace 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 workplace**, from the Learning and Development NVQ would be an ideal qualification.

Centres must offer mentoring and counter-signatory support from someone who already holds D32/D33 or A1 or A2 or L20. Where a co-ordinating assessor is in place, this would be an ideal role for them to undertake.

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 of observing against the National Occupational Standards.

4.2 Assessors

The assessor is regarded as the key to the assessment of performance evidence in the workplace.

The assessor 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 Continual Professional Development.
- Assessors must hold or be registered and working towards the appropriate assessor qualification. Achievement of the qualification will need to be within the identified timescales eg A1 or A2 to be achieved within 18 months of starting assessing.
- Take responsibility for assessing either a whole qualification or individual units.

Assessors who are not qualified against the appropriate D/A units but have the necessary technical competence and expertise can be supported by a qualified assessor who does not necessarily have the technical expertise or experience, but who has occupational experience in the health sector.

4.3 Co-ordinating assessor

Because of the structure and requirements for occupational competence it is possible that a candidate may have several assessors and expert witnesses. Where this is the case a co-ordinating assessor must be identified who can plan for and draw together all assessment decisions across the whole qualification. This person may also undertake any number of individual unit assessments. If only one assessor is needed for all the units there will be no need for a co-ordinating assessor.

The role of the co-ordinating assessor is to

- integrate and direct the assessment planning with the candidate to ensure that optimum use is made of all evidence judgements by assessors and expert witnesses
- make the overall assessment judgement for units in which assessments rely extensively on expert witness testimony or where parts have been assessed by different assessors
- check and identify that unit assessors/expert witnesses comply with the requirements of their role
- if appropriate, support and countersign the judgements of an assessor or expert witness working towards A1/A2 or L20.

The co-ordinating assessor must

- be occupationally competent in the four core units of the Support Services in Health Care S/NVQ
- hold a qualification in assessment that recognises their ability to manage assessment from diverse sources eg D32/33 and A1.

4.4 Internal verifiers

The role of the internal verifier is to

- provide support and guidance for the centre's assessors
- monitor the quality of assessors' performance to ensure the quality and consistency of assessment
- implement the centre's quality assurance policy and sampling strategy which should reflect the CAMERA model
- sample Unit SS3 – Promote, monitor and maintain health, safety and security in the workplace, from all candidate portfolios selected for sampling as part of the centre's internal verification strategy
- participate in the standardisation of the assessment of unit SS3.

The internal verifier must

- be occupationally competent as a practitioner, manager or trainer in the general context of health care and be knowledgeable in respect of the units they are going to verify
- have credible experience within support services in health care and maintain that credibility of experience and knowledge through clearly demonstrable ongoing Continuing 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 to be gained within 18 months. Those working towards the qualification must be supported by and have their decisions countersigned by a qualified IV. The countersigning IV does not necessarily have to have occupational expertise or experience.

5 Enhanced verification requirements

The monitoring and standardisation of assessment decisions will be achieved by an enhanced system of verification in this qualification.

Internal verifiers will be required to sample Unit SS3 – **Promote, monitor and maintain health, safety and security in the workplace**, from all ongoing/completed portfolios selected for sampling, **in addition** to those units identified within the centre's usual sampling strategy.

The outcome of this enhanced verification activity will contribute to the centre's overall standardisation activities, records of which must be made available to the external verifier during their monitoring visits.

Issues arising from this enhanced verification activity and/or any other issues of implementation will be fed back to the Awarding Body Forum for this S/NVQ by an identified Awarding Body representative.

6 Essential reference documents

The following list is not exhaustive, but indicates the documents which are considered essential for centres in delivering S/NVQs

- The NVQ *Code of Practice (QCA)* or the SVQ *Criteria and Guidance for Awarding Bodies (SQA)*
- SVQ *Criteria and Guidance for Awarding Bodies*
- *Assessing NVQs (QCA)*
- *Internally Verifying NVQs (QCA)*
- *Joint Awarding Body Guidance on Internal Verification of NVQs (DfES)*
- *Providing City & Guilds Qualifications (City & Guilds)* (Care, Health and Community centres should also make reference to appendix 9 in this document)
- *Special Requirements for approval of centres applying to offer Care, Health and Community City & Guilds S/NVQs*

City & Guilds occasional publications

- *Ensuring Quality* (all current versions)
- *Guidance update to City & Guilds Care, Health and Community (Affinity) centres: S/NVQ and VRQ Standards Assessment and Process Issues*
- *Product updates*

Recording observation or expert witness testimony

Observation or expert witness testimony should be recorded on either the **Candidate Performance Evidence Record (CPER)**, which can be found in the Forms for Photocopying section on page 61 **or**, if agreed with the external verifier, on an existing centre-devised observation or expert witness testimony record. The style of recording should mirror that of the **Candidate Performance Evidence Record** exemplar located on pages 43 to 44.

This encourages a style of recording that will allow cross-referencing to several units and thus encourage a holistic approach to assessment.

Wherever possible, (co-ordinating) assessors should identify opportunities to cross-reference evidence to both the mandatory and optional units during assessment planning sessions. This will allow candidates to maximise the use of their evidence. In order to achieve this, observation and expert witness testimony, will need to be fully recorded as in the **Candidate Performance Evidence Record** exemplar and (co-ordinating) assessors will need to either use or encourage the use of this style of recording.

Observation or expert witness testimony, for **identified optional units** in this award, may be recorded on a centre devised checklist where there are **minimal** opportunities for cross referencing and/or where the assessor or expert witness is only familiar with checklist recording. Checklists must accurately reflect the standards and be completed, signed and dated by the assessor or expert witness. The assessor or co-ordinating assessor will have to make a judgement as to how many observations or expert witness testimonies will be necessary in order to cover all the performance criteria and range and to establish **consistent** practice. Centres are advised to constantly monitor and review the use of the checklist recording method to ensure it does not fragment the assessment process and therefore unnecessarily overburden candidates in generating additional evidence, particularly, for the mandatory units. External verifiers will also review its use and provide advice to centres where it has been inappropriately used or overused.

This alternative form of recording applies to the following units only:

- SS6 Transport supplies of physical resources within the work area
- SS10 Organise the receipt and storage of goods
- SS11 Control and monitor access to premises and property
- SS12 Drive passenger carrying vehicle safely
- SS14 Collect, transport and dispose of health care waste
- SS16 Maintain housekeeping supplies
- SS17 Prepare beds and handle linen and bed coverings
- SS18 Monitor and maintain the cleanliness of environments
- SS19 Clean floors manually
- SS20 Clean furniture, fittings and vertical surfaces manually
- SS21 Clean toilets and washrooms manually
- SS22 Classify items and make up loads
- SS23 Clean items by washing processes
- SS24 Press and finish simple garments and items
- SS25 Repair, alter and maintain items
- SS27 Maintain hygiene in food storage, preparation and cooking
- SS28 Prepare, cook and assemble food for service
- SS29 Provide a table or tray service
- SS30 Clean and service a range of areas

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Section 2

Evidence collection and assessment

What is a National Vocational Qualification?

The information in this section is for the candidates and all those involved in their assessment and verification.

NVQs are made up of a number of different units. When you have successfully completed the relevant units, you get your NVQ. The certificate will be awarded by City & Guilds. However, even if you only complete some of the units, you can still get credit for this. You will get a formal record which will list all the units you have completed.

An NVQ is a certificate recognising achievement by an individual. The NVQ in Support Services in Health Care is based on national standards agreed by Skills for Health, the National Training Organisation for Community-based Learning and Development

Each NVQ is made up of a number of different **units of competence**. Each unit describes the standard of a broad area of work. A detailed description with each unit tells you what is covered by that unit. Each unit is broken down into a number of **elements**. Taken together the elements show what needs to be done to achieve the whole unit.

To gain an NVQ in Support Services in Health Care you must complete the required number of units. The structure of qualifications falls into one of three types:

Type 1 (Example: Level 2 Operating Department Support)

Mandatory units

Type 2 (Example: Level 2 Support Services in Health Care)

Mandatory units

+

Option units

Type 3 (Example: Level 3 Community Development Work)

Mandatory units

+

Option group 'A'

+

Option group 'B'

The structure for the Level 2 NVQ in Support Services in Health Care is described on page 73.

Looking at a unit

How can I find units and elements in my NVQ?

Look through the NVQ in Support Services in Health Care assessment recording documents and find the title of a unit and element. Write one unit and an element in that unit on the form below.

Finding your way around a unit

Parts of an NVQ	Fill in your answers here
Unit title	
Element title	
Performance criteria (ie what you need to do)	
Range of performance evidence (ie the list of circumstances – eg people, things – for which you need to show you can carry out the performance criteria)	
Notes on this element	
Knowledge and understanding (ie what you need to know and understand)	
Evidence requirements (How you may demonstrate the performance criteria)	

You will see that there are some gaps on your form. Look again at the element you have chosen.

Write down:

- one of the performance criteria
- an example of range
- an example of knowledge, understanding and skills.

Finding your way around an element

Each element has a number of parts to it. The box below describes how the parts fit together.

Parts of an element	Description
Element title	this describes a work task
Performance criteria (what you need to do)	these are detailed descriptions of how the work should be done – your assessor will use them to judge your work
Range (list of situations in which you need to carry out the performance criteria)	these are the situations in which you have to be able to show your skills
Knowledge and understanding	the important things you need to know to do your work the list of knowledge may cover the whole unit, rather than just one element
Evidence requirements	these describe the way evidence can be gathered to show competence

Evidence collecting

How do you plan for assessment?

It is for you and your assessor to decide how you will prove that you are competent. You will need to collect evidence to do this. You have responsibility for achieving your own NVQ, with support and advice from others. You can fill in the names of the people helping you on the form below.

Who's who and what they do

Fill in the names

Who	What they do
You the candidate	You will already have expertise in the area you have chosen to do an NVQ, or you will be on a training programme. You will be registered by your assessment centre with an awarding body
The name of my assessor(s) is/are: _____ _____ _____	<ul style="list-style-type: none">• Help plan assessment• Qualified to assess candidates• May be your supervisor or line manager in the workplace or an individual from a local assessment centre• Will assess you by a range of methods, which may include observation, questions, looking at products of your work• The assessor will record the results of any assessments and update your action plan• Will judge your work and decide whether your skills and knowledge meet the level required by the NVQ
Telephone: _____	
The name of my internal verifier is: _____ _____	<ul style="list-style-type: none">• Signs off your individual units• Checks the work of your assessor• Makes sure that standards are upheld• May talk to you about your evidence
Telephone: _____	
The name of my adviser is: (optional) _____ _____	In some centres, you may be given another contact to go to for advice about your NVQ. Your adviser can help you to: <ul style="list-style-type: none">• understand the qualification• decide on types of evidence to include in your portfolio• keep in touch with your assessor
Telephone: _____	

Steps to planning

There are three key steps to planning how to tackle your NVQ. These are outlined below.

- One** ► **Matching your skills**
- Two** ► **Making decisions about learning and assessment**
- Three** ► **Planning the detail**

One ► Matching your skills

How do you match your work to the units?

To do this self-assessment you may find it helpful to ask yourself these questions:

Questions	Sample answers	Your own answers
Why do I want to do an NVQ or a unit?	I want my skills recognised. I am aiming for promotion.	
Do I understand the NVQ?	No, but I can look up information about it in this introduction and ask my assessor.	
What skills and knowledge do I have?	I have been doing this job for three years. I have attended some in- house training courses.	
What qualifications have I got?	I have a qualification in health & safety.	

Using the skills match form

The form shown on the following page is to help you make a list of areas where you are already skilled and those where you need more help. Your assessment centre may provide you with their own version of this form.

Either on your own, or with your assessor, list the units of the NVQ you are doing using the assessment recording document. Under the questions *How often do you do this activity?* and *How strong are your skills in this activity?* tick the statements which most apply to you.

When you have filled in these columns you can use the information to decide with your assessor which units to start with. This will help you to plan how to get your NVQ.

Some hints for where to start

Look at all the units in a qualification

Start with the units where

- there is a good match with the work you normally do
- you do these tasks often
- your skills are strong.

Don't start where you find

- the units are not like your day to day work
- you never do these tasks
- your skills need more development.

You should ask your assessor for some advice about more training.

Now you know where to start you can fill in the *ready for assessment* column. Reading the next section will help you with this.

Skills match form

Candidate _____						Sheet no _____	
NVQ title _____							
Unit number	How often do you do this activity? ✓			How strong are your skills in this activity? ✓			Ready for assessment ✓
	Often	Sometimes	Never	Strong	Fair	Need development	
Training and development I need Description							Date
Candidate's signature _____						Date _____	
Assessor's signature _____						Date _____	

Two ► Making decisions about assessment and learning

How do you make decisions about assessment?

Ask yourself these questions:

Questions	Sample answers	Your own answers
Which units should I begin with?	The three units where I already have experience in most of the elements.	
When do I start?	I can start being observed now.	
What evidence of my skills can I collect myself?	Any records of my work. I could write or tape a diary of my work to discuss with my assessor.	
Who else can give me evidence?	Colleagues, my supervisor, service users and their relatives.	
When do I review my progress?	After my first observation, with my assessor. Then at regular intervals after that.	

If you want to know more about evidence see pages 28-31.

How do you make decisions about learning?

There might be reasons why you need to develop additional skills to achieve a particular unit or element. These could include:

- the tasks described are not part of your normal work role
- you need to improve your skills to achieve the standard described in the unit.

NVQs are not a pass or fail test. Your assessor will judge you 'competent' or 'not yet competent'. If you are judged not yet competent, you will need to get help from your assessor and your assessment centre. They will know of ways to help you improve your skills. If you have someone else working with you on the NVQ, such as an adviser, they will also be able to help you.

Answering these questions will help you decide what to do:

Questions	Sample answers	Your own answers
Which are the elements or units where I need training?	The two elements which are unlike the work I normally do.	
What sort of training will I get?	I should ask my assessor. I think that I could learn by watching and working with a colleague who does a slightly different job to me.	
When will I be able to learn these skills?	I can arrange to shadow my colleague from next week.	

Now you have answered these questions you can finish the skills match form. You have the answers for the section on **training and development I need**.

Three ► Planning the detail

How do you agree a plan for assessment?

You are now a long way towards a plan with deadlines for achieving the NVQ. You and your assessor will now need to record how you are going to be assessed. You may think that this is all up to your assessor, but in fact you know best what you do in your daily routines. So it is important that you work out your assessment plan together.

Some more questions to ask yourself:

Questions	Sample answers	Your own answers
Do I understand what happens when I'm assessed?	I think so, but I'll check the diagram ' How are NVQs assessed? ' at the end of this guide, on page 34 or I'll ask my assessor.	
Am I clear about what I do and what my assessor will help me with?	I know my assessor will help me plan, observe me, ask me questions and look at any other evidence I can provide. The table ' who's who and what they do ' shown earlier on page 20 gives me a list of what everyone does.	
Which assessment methods will be used?	I thought I'd need to be observed, but I see that there are other ways of being assessed as well. The list is on page 31 of this guide.	

Writing your plan

Now that you have thought about your assessments, you and your assessor will need to start writing a plan and record your assessment process. An example of a unit assessment record is shown on page 41. Your assessor will explain what it is for and how it is used.

There are different ways of writing a plan and your assessor may choose to use different methods at different times or for different units. Often you will be planning for the whole unit, sometimes for smaller parts of it, for example, elements or even the range. Yet again depending on your work you might be able to plan for a group of units. The candidate assessment record can be used in all these ways. Don't be afraid to make planning or progress notes on the text of the standards.

Remember, your assessor and assessment centre will know all about plans and how to record them and will have their own tried and tested way of doing things. They will have agreed all this with the external verifier who works for the awarding body (see page 67). Helping you plan and review your work is an important part of your assessor's job and they will use the candidate assessment record to outline these activities and your progress.

Review

You will meet regularly with your assessor to discuss progress, review your plan and decide next steps. Your assessor will write down the next steps on your candidate assessment record so that it becomes an active record of your work towards the NVQ.

Feedback

Your assessor will give you feedback on your evidence and how it is contributing to the assessment. This will be written on your candidate assessment record.

Summary

- One** ► **Matching your skills**
- Two** ► **Making decisions about learning and assessment**
- Three** ► **Planning the detail**

You have now completed the three steps to assessment planning.

To plan successfully, remember to consider the following questions:

What? Who? How? When? Where?

An assessment plan should answer:

What are you going to do?

Who will be involved, eg, service users, colleagues etc?

How are you going to be assessed, or collect your evidence?

When will it take place and when will it be reviewed?

Where will it take place?

Assessors and candidates must sign and date plans.

There are forms for recording the names and signatures of assessors and other people involved in your work (participants) on page 56.

Collecting your evidence

You may use a variety of types of evidence to demonstrate that you have met the standards for Support Services in Health Care. For most units, you must provide performance evidence – this is evidence that has been generated from real work activities, such as:

- direct observations by your assessor
- witness testimonies (statements from other people who have observed your work)
- notes from meetings
- correspondence
- records
- printouts.

In addition, you may also provide evidence of questioning by your assessor, case studies, assignments or projects and simulations – although simulations are only permitted in certain situations and, where this is the case, it will be specified within the particular unit of the award.

More information about the sources of evidence of your performance and knowledge can be found on pages 69 to 71. ('Terms used in relation to evidence requirements').

What can you do to collect evidence?

You have seen on the previous page that there are a number of ways to collect your evidence for your NVQ. As a candidate you are surrounded by a wide range of possible sources of evidence. The diagram below shows you some examples.

The all round view of evidence



Selecting your evidence

As well as using all of the opportunities you can to collect your evidence, you will need to be selective. You will not necessarily want to put a copy of everything you've done into your collection of evidence; it is better to select the best pieces of evidence and only those which relate to your NVQ. A good way of thinking about this is to compare it to putting your holiday photographs in an album; although you might keep all of your photographs, you would select only the best ones to put into the album.

You may find it useful to keep a separate file or folder for other reference documents. For example, you might have handouts or notes from a training course, or kept a copy of a relevant newspaper article which helps you with your NVQ. As this is not your own work it is not evidence to put into your collection.

Recording your evidence

When you made your plan you will have looked at the work you do normally and at the variety of people, situations and settings. You will have thought about what you will be doing over the next few weeks and how the work links to the NVQ. You will have decided with your assessor how the evidence will be collected and made an assessment plan. So how is the evidence recorded?

If you want to know more about the ways of collecting evidence, revisit pages 30-31.

Your file, collection of evidence or portfolio

Evidence, which is produced by you and your assessor, is added to your own file or collection of items of evidence. Sometimes people refer to this file or collection of evidence as a **portfolio**. You do not need to start again with each new element or unit. Evidence collected for one element can also be used for another, so long as it is relevant to the new element. One of the reasons that items of evidence are given a number is that they could be tracked across a number of units if that is part of your plan. Your assessor or assessment centre will be able to explain to you how this is done. NVQs are not a test of your ability to organise and track evidence. However, it will be easier to assess a file or portfolio that is clearly organised.

Your centre will advise you about how to keep a list of the evidence and may give you a form to do this. This list or index is very useful to help you and your assessor keep track of what you have in your collection of evidence.

Notes will be made about observations and any questioning or discussion. The **candidate performance evidence record sheets** are shown on pages 61 and 62. You will work out with your assessor how these sheets are going to be completed. If you write notes on the sheet, your assessor may add comments and they will sign it to indicate that they agree with your record.

Evidence items are given a number and entered in the right-hand column of the candidate assessment record. All your evidence items should be titled and numbered, and recorded on the Element Evidence Location Summary Sheet.

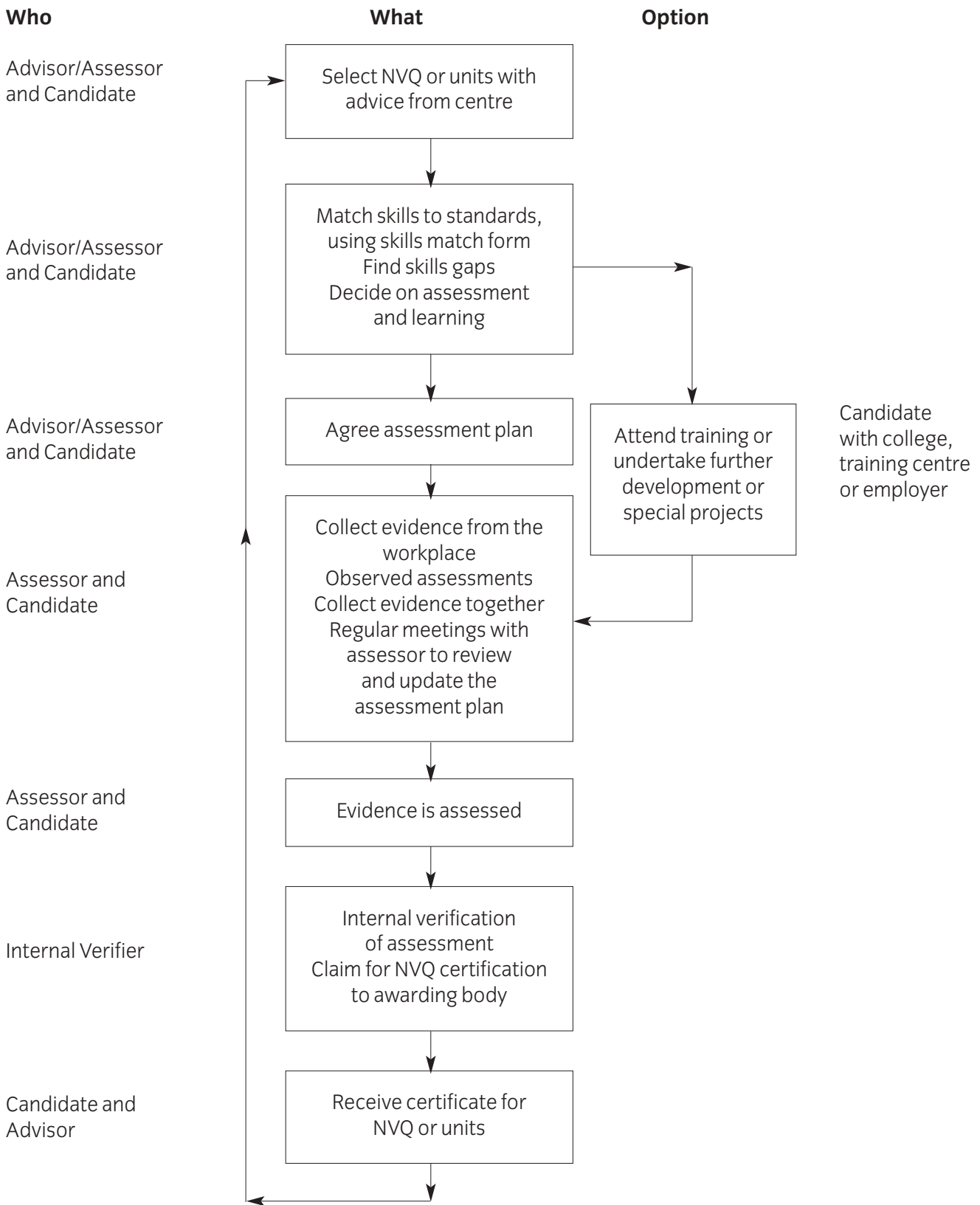
Please photocopy the blank forms on pages 54 to 67 as often as you wish.

When a unit has been completed, the assessor(s) signs it off on the unit summary sheet. The assessor's signature shows that you have demonstrated your competence through the evidence indicated in the evidence item column.

Here are some tips to help you with your evidence collection

- Be efficient in getting your evidence, use one piece of evidence to match as many of the performance criteria, parts of the range and elements as possible. This is known as *cross-referencing* your evidence. Your assessor can help you with this. This also helps to keep your portfolio to a manageable size; quality is more important than quantity.
- Make sure the evidence you use is your **own work**. You must be able to prove to your assessor that the evidence in your portfolio is yours. It is very important that the work you do as part of a team is recorded as your own – use the word ‘I’ rather than ‘we’. Any handouts etc from training you have attended should **not** form part of your portfolio, although they are useful reference documents – keep them separately.
- You can get a better understanding of what is required in the knowledge specification by looking at the relevant performance criteria.
- Only use evidence which relates directly to your NVQ and don’t be tempted to put in other evidence just because you have it.
- Relating your evidence to a number of different areas shows your assessor that you can be consistent in what you do.
- Keep records of what you have done as you go along. This includes noting down dates, the people involved and to which part of the NVQ (unit) your evidence relates.
- Any paper or product evidence should be labelled clearly with the unit, element and performance criteria numbers and details of the range of performance evidence to which it relates. Your assessor will check that this evidence was produced by you.
- Your evidence needs to show that you have the knowledge to carry out your work. Your assessor may ask you questions about this. In addition, you may have to do extra work, such as an assignment or case study.
- Get in touch with your centre contact if you have any worries or concerns or complaints. The centre will be able to give you information, answer your queries and will have a complaints and appeals procedure for exceptional circumstances.

How are NVQs assessed?



Exemplar Element of Evidence and Unit Assessment Records

The material which follows is based on a case study developed for guidance only and is not based on any known employee or individual. The evidence presented makes links to more than one element or unit but is not intended to demonstrate sufficiency in meeting all the requirements. The assessment records have been completed for a full unit.

The purpose is to illustrate how to record the assessment process, evidence, structure and reference the portfolio for efficiency and economy. Forms can be typed or handwritten, but they must be legible and accurate.

- 1 Candidate's details and résumé.
- 2 Participants' signatures lists.
- 3 Witness status list.
- 4 Summary of achievement.
- 5 Candidate assessment record.
- 6 *Candidate performance evidence record (CPER) (single unit record).
- 7 *Candidate performance evidence record (CPER) (multiple/holistic record).
- 8 Element evidence location summary sheet (EELS)
- 9 Unit summary sheet.
- 10 Portfolio checklist.

*An example of how to complete both of these Candidate performance evidence records (CPERs) is provided. Assessors may choose which one suits their needs and are not expected to complete both.

Candidate details

NVQ Level:

Scheme title and number:

Candidate details

Name of candidate: Denis Hellman Assessment start date: 25 January 2003 City & Guilds enrolment number: WWA 7931 Date of enrolment: 25 January 2003	Contact details for candidate: 54 Gale Lane Accomb York YO3 4AQ Tel: 01111 223344
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Centre details

Name of centre: Poppleton NHS Trust	Centre number: 012345
Centre address: York Place York YS51 10K	Telephone number: 01111 223345 Email address: nvqcentre@poppleton.co.uk

Centre contact/quality assurance co-ordinator (QAC) name and contact details.

Joseph Marrs 01111 223346

Résumé

Name Denis Hellman

Address 54 Gale Lane
Acomb
York
YO3 4AQ

Telephone no. 0110 223344

Date of birth 8 March 1980

Education
Poppleton High School

Qualifications
5 GCSEs: Maths, English, Biology, Design & Technology and History

Interests
Current affairs, yoga, football

Employment History and/or Voluntary Work
1998 – present, Poppleton NHS Trust, Porter
1996 – 1998, Morrisons Supermarkets, Warehouse Operative

Current work role and responsibilities
I work as a porter at Poppleton NHS Trust undertaking various duties from transporting patients to wards and departments, to distributing stores to various sites within the trust.

Courses attended in the last 5 years

First Aid Certificate	2002
Moving & Handling	2002, 2000, 1998
Fire Safety	2002, 2000, 1998
COSHH Training	2002, 2001, 2000, 1999, 1998
Health & Safety Awareness	2002, 2001, 2000, 1999, 1998

Participants' signatures list

NVQ team	Print name	Signature used		Date
		Initials	Full signature	
Candidate	Denis Hellman	DH	<i>Denis Hellman</i>	25.01.03
Assessor(s)				
Peripatetic assessor(s)	Meera Chapal	MC	<i>Meera Chapal</i>	25.01.03
Internal verifier	Tamsin McDonald	TM	<i>Tamsin McDonald</i>	28.01.03
Workplace manager	Joseph Obura	JO	<i>Joseph Obura</i>	25.01.03
Colleagues available to provide (expert) witness testimony	Simon Murphy	SM	<i>Simon Murphy</i>	27.01.03
	Siobahn Hughes	SH	<i>Siobahn Hughes</i>	27.01.03

Witness status list

Candidate name Denis Hellman

Please ensure that all witnesses who have signed the candidate's evidence or written a report are included on this witness status list. Please ensure that all necessary details are included and then signed by the witness as being correct.

Name and contact address of witness	Status of witness	Relationship to the candidate	Elements witnessed	Witness signature	Date
Simon Murphy Poppleton NHS Trust	1	Supervisor	SS13.1 + SS13.2 SS1.1, SS1.2 + SS1.3	S Murphy	06.06.03
Siobahn Hughes Poppleton NHS Trust	1	Manager	SS15.1	S Hughes	06.08.03

Witness status categories in relation to the candidate

- 1 = Occupational expert and is familiar with the standards
- 2 = Occupational expert and not familiar with the standards
- 3 = Non expert familiar with the standards
- 4 = Non expert not familiar with the standards

Relationship to candidate

eg line manager, supervisor, assessor, colleague

Summary of achievements

Award Support Services in Health Care Level 2 NVQ

Candidate's name Denis Hellman

Candidate's City & Guilds enrolment no. WWA 7931

Centre name and no. Poppleton NHS Trust 012345

Unit no.	Unit title	Date	Candidate signature	Assessor signature	Units sampled IV signature	Units sampled EV signature
SS1	Foster people's equality diversity and rights	4.10.03	D Hellman	M Chapal	T McDonald 10.10.03	
SS2	Contribute to the effectiveness of work teams	8.5.03	D Hellman	M Chapal	T McDonald 19.05.03	
SS3	Promote monitor and maintain health, safety and security in the workplace	14.7.03	D Hellman	M Chapal		
SS4	Give customers a positive impression of yourself and your organisation	23.4.03	D Hellman	M Chapal	T McDonald 19.05.03	
SS6	Transport supplies of physical resources within the work area	18.3.03	D Hellman	M Chapal		
SS13	Move and transport patients within the work area	24.6.03	D Hellman	M Chapal	T McDonald 20.8.03	
SS14	Collect, transport and dispose of health care waste	18.3.03	D Hellman	M Chapal		
SS15	Distribute and despatch mail	18.3.03	D Hellman	M Chapal		

Full award achieved on (date) 04.10.03

Signature of internal verifier T McDonald

Date 04.10.03

Candidate assessment record

Candidate name Denis Hellman

Assessor name Meera Chapal

Unit number(s) and title(s) SS1 Foster people's equality diversity and rights

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 numbers
1 Oct 2003	<p>Plan 1</p> <p>As this is Denis's final unit we have been able to identify existing evidence for SS1 that can be cross referenced from unit SS13 which is already completed. Having checked through the performance criteria, range and knowledge specification, we identified and I accepted the following existing evidence:</p> <ul style="list-style-type: none"> • Assessor observation carried out by myself relating to Denis transporting a patient to the X-ray department on 8.6.03. Denis also demonstrated a good depth of knowledge in his performance which can also be used. • Product evidence from minutes of a team meeting where tensions between staff were displayed and correctly addressed. • Witness testimony from Simon Murphy on 16.6.03 where Denis was transporting a patient to the operating theatre. <p>We checked through each piece of evidence and identified the performance criteria, range and knowledge. We then entered these directly on to the Element Evidence Location and Summary sheets (EELS).</p> <p>We could see from this that we had covered the necessary PCs and range at least once. I explained that as I have considerable knowledge of Denis's practice, I am able to make judgements about consistency without further evidence activity. However, we did find gaps in the knowledge evidence.</p> <p>Plan 2</p> <p>Denis and I agreed that to fulfil the remaining knowledge requirements, he would complete some questions I have devised for use with SS1 for the areas of the knowledge which are difficult to evidence as being implicit in performance eg legislation and policy. We agreed to meet again to review his progress on 04.10.03.</p>	<p>D Hellman</p> <p>M Chapal</p>	<p>Ref 5</p> <p>Ref 9</p> <p>Ref 6</p>

Candidate assessment record (continuation sheet)

Date	Assessment planning, review, feedback and judgement record	Candidate & assessor signatures	Evidence ref nos.
4 Oct 2003	<p>Review / feedback</p> <p>I checked the knowledge questions completed by Denis, we then recorded these on to the EELS having agreed where they matched the knowledge specification. Denis & I then double checked all of the evidence on the EELS and signed off the unit, as there is sufficient, valid, reliable evidence to show consistent, competent practice.</p>	<p>D Hellman</p> <p>M Chapal</p>	Ref 7

Candidate signature *D Hellman*

Date 4.10.03

Assessor signature *M Chapal*

Date 4.10.03

Candidate performance evidence record (sheet 1)

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

- i Observed by your assessor
- ii Seen by an expert witness or witness
- iii Self reflective accounts

Evidence ref number 5

Unit number(s) SS13.1+2

Element number(s) A11

NB Your assessor may wish to ask you some questions relating to this activity. Ensure that they are recorded in the appropriate box on sheet 2. The person who observed/witnessed your activity must sign and date the bottom of sheet 2.

Candidate name Denis Hellman

Links to: element/ PC/range/ knowledge	Performance evidence Details of activity	Links to other units	
SS13.1 R1b,c,d pc 1 + 6	<p>Today I was observed by my assessor Meera Chapal. It had been agreed that I would write up the report of her observation. On arrival at work I was informed by my supervisor that I would be required to escort a patient from Ward 16 to the X-ray department for a routine chest X-ray. My supervisor handed me the investigation request form that I had to hand in to the X-ray department. I checked with my supervisor the requirements for this procedure and any needs that the patient may have during the transfer from Ward 16 to the X-ray department. She told me he had a speech difficulty and needed time to express himself fully.</p> <p>I then collected a wheelchair from the store at the ward, and made sure that the wheelchair was in full working order and that the tyres were blown up and the brakes functioning correctly. I located the nurses station and discussed the transfer of Mr X to the X-ray department. I presented the investigation request form to Staff nurse so that she could confirm this was the correct patient. The staff nurse accompanied me to Mr X's bed and I politely introduced myself to Mr X explaining quietly and clearly who I was and the reason I was there. Mr X was apprehensive and I reassured him that I was to stay with him and return him safely following his X-ray. I assisted the staff nurse to help Mr X in to the wheelchair and when he was seated I checked his comfort and asked him if he would like a blanket to cover himself for warmth and preserve his dignity throughout the journey. Before I left the ward I checked Mr X's ID bracelets against the X-ray request form to make sure I had the right patient. I left Ward 16 and took the lift to the X-ray department. As we went through the corridors I encouraged him to talk to show him that I could listen properly and therefore give him some confidence in me before we got to X-ray. On arrival at X-ray I handed Mr X to the reception staff along with the X-ray request form. I explained to Mr X that I would be contacted by reception when the procedure was complete and I would collect him and return him safely to Ward 16. I asked him if there was anything he wanted to ask anyone and he asked if I would ask the staff to be patient, if they didn't understand him first time.</p>		
SS13.1 R2a pc7 + 10			
SS13.1 pc2, 3			
SS13.1 pc2, 4, 5 R1a			SS1.3 pc3,4,6 R3b+c R2a+b
SS13.2 pc1, 2 3 + 5 R1a			SS1.1 pc, 1, 2+3 R1b
SS13.2 pc6,7+9		01.2 pc1, 2, 3 R1a	
		SS1.1 pc4 R1a R2a+b R4b	

Candidate performance evidence record (sheet 2)

Candidate name _____

Links to: element/ PC/range/ knowledge	Performance evidence	Links to other units
SS13.2 pc9, 10, 11, +2	<p>The X-ray receptionist understood him completely and he was relieved.</p> <p>Mr X thanked me for my support. I returned 20 minutes later to assist the radiographer in helping Mr X back in to the wheelchair again and covered him with the blanket. I escorted Mr X back to Ward 16 and informed the staff nurse of his return to the ward. I assisted Mr X to transfer back on to his bed and made sure he was comfortable. I left Ward 16 and returned the wheelchair back to the store room. I then went back to the porters office and reported to my supervisor that I had completed the job.</p>	SS1.3 p.c3,4+5 R2a, 3c,

Observer/Witness signature *M Chapal*

Date 08.06.03

Links to unit/ element/PC/ range/knowledge	Assessor's questioning record	
	Questions	Answers
SS13 K10	In what circumstances might a patient need an escort?	When a patient requires more than one person to move or transfer. When medical equipment is in use ie intravenous infusion.
K18	How and when would you use personal protective equipment?	When there is risk of infection or health and safety risks. This might mean the use of protective gloves, gowns, masks. My supervisor would help me to identify any needs like this.

The evidence recorded above has been judged as valid, reliable and authentic. It will be considered as part of the overall evidence required for this unit

Assessor signature

M Chapal

Date 16.06.03

Candidate performance evidence record for holistic assessment of units (sheet 1)

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

- i Observed by your assessor
- ii Seen by a witness or expert witness
- iii Self reflective accounts

Evidence ref number(s) 6

Unit number(s) SS1 and SS13

NB Your assessor may wish to ask you some questions relating to this activity. Ensure they are recorded in the appropriate box on sheet 2. The person who observed you must sign and date the bottom of the sheet 2.

Candidate name Denis Hellman

Links to:			Performance evidence	Links to:	
Unit no.	Element no.	PC no.	Details of activity	Range	KE
SS13	1	1	<p>Today my supervisor informed me that I was undertaking the role of theatre porter, which entails transporting patients from ward to theatre and returning them following their surgical procedure. On return from theatre, patients are most vulnerable as they are drowsy following anaesthetic. My supervisor would provide a Witness Testimony which I would write up for him to check and sign if okay.</p> <p>I was taking a female patient from Ward 20 to theatre for a routine hysterectomy. On arrival at the ward I checked the identity of the patient with the nursing staff against the documented theatre checklist. On arrival at the patients bedside, I introduced myself to the patient and told her that along with a nurse I would be responsible for taking her to and from the theatre safely.</p> <p>I encouraged the patient to ask me any questions about the procedure. She stated that her main fear was being seen without her dentures. I assured her that I would communicate this to the theatre staff on her behalf and would check this following surgery. The nurse and I then transferred the patient on to the theatre trolley. The nurse completed the pre-operative checklist and we left the ward for the theatre. I checked the ID bracelets against the theatre checklist. The patient seemed to want to talk so I engaged in as light and cheerful conversation as possible.</p> <p>On arrival at theatre the nurse and I prepared the patient for handover to theatre personnel.</p> <p>I conveyed to the theatre nurse the request of the patient regarding her dentures. On completion of the handover I left theatre.</p> <p>Two hours later I was bleeped to collect the patient for return to the ward. On arrival at theatre I greeted the patient who was drowsy and reassured her that she was in safe hands for her return to the ward. The patient was not wearing her dentures so before leaving theatre I asked the nurse if it was safe for the patient to wear them. The nurse said it would not be appropriate immediately due to her drowsiness.</p>		K33
SS13	1	6		SS13.1	
SS13	1	2+3		R1,a, b, c,	
SS13	1	+4		d, e	
SS1	3	1		R2c	
SS13	1	5			
SS1	3	5			
SS1	1	1			
SS1	2	1			S1.
SS13	1	8		SS1.1	K12,13,
SS1	2	3		R1a	14,
SS1	3	3		R2a+b	16,27,
SS13	2	1+2		SS1.2	28
		+3		R1a+b	
SS13	2	4			
SS13	3	4			
SS1	2	2			
SS13	2	2+3			
SS13	2	5			
SS13	2	7			
SS13	2	9			
SS1	1	3,4,	SS13.2		
		5	R1c		
SS13	2	8		K30,31	
SS1	1	2+5		+34	
SS1	3	4			

Candidate performance evidence record for holistic assessment of units (sheet 2)

Links to:			Performance evidence	Links to:	
Unit no.	Element no.	PC no.	Details of activity	Range	KE
SS13	2	2,3+ 4 +13	I knelt down to the patient and she was grateful for my explanation. I stressed to her that I would inform the nurses back on the ward. The nurse and I escorted the patient back to the ward with her X-rays and case notes. On arrival at the ward we safely transferred the patient back into her bed. When the patient was comfortable I spoke to the staff about her dentures. I informed the patient that I had done this. I left the ward and returned to the theatre to await the next patient.	SS1.3 R2a+b R1a+b SS1.3 R3c	

Assessor/Witness signature *Simon Murphy*

Date 16.06.03

Links to: unit/ element/PC/ range/knowledge	Assessor's questioning record	
	Questions	Answers
K13,14,16	What is the Trust's policy on handing of confidential information?	<ul style="list-style-type: none"> • Sets limits on what can be passed on orally • Need to know basis • Health and safety and security • Always inform supervisor

The evidence recorded above has been judged as valid, reliable and authentic. It will be considered as part of the overall evidence required for this unit

Assessor signature

M Chapal

Date 24.06.03

Element evidence location and summary sheet

Element number/title SS1.1 Foster people's rights and responsibilities

Candidate name Denis Hellman

Item of evidence	Ref	Related to performance criteria (tick as appropriate)															Range Knowledge evidence link no.	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Witness testimony	6	✓	✓	✓	✓	✓											1a, 1b 2a, 2b	1, 2, 5, 6, 13, 14, 16, 27, 28, 30, 31, 33, 34
Observation	5	✓	✓	✓	✓												1a, 1b 2a, 2b 4b	6,16,19,33,34
Questioning	7						✓										3a, 3b	5+6, 7, 8, 9, 11, 12, 15, 17, 18, 20, 21, 22, 23, 24, 25, 29, 32
Product (Minutes)	9					✓											4a, 4b	3, 4, 10, 25, 26
<p>I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.</p>																		
Assessor signature M Chapal										Date 4.10.03								
<p>I have received feedback on my assessor's judgements during the collection of this evidence.</p>																		
Candidate signature D Hellman										Date 4.10.03								

Element evidence location and summary sheet

Element number/title SS1.2 Foster equality and diversity of people

Candidate name Denis Hellman

Item of evidence	Ref	Related to performance criteria (tick as appropriate)															Range	Knowledge evidence link no.	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Witness testimony account	6	✓		✓														1a, 1b	1, 2, 13, 14, 16, 27, 28, 30, 31, 33, 34
Observation	5	✓	✓	✓														1a	6, 16, 19, 33, 34
Questioning	7				✓													2a, 2b	5+6, 7, 8, 9, 11, 12, 15, 17, 18, 20, 21, 22, 23, 24, 25, 29, 32
Product (minutes)	9																	2a, 2b	3, 4, 10, 25, 26
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.																			
Assessor signature M Chapal															Date 4.10.03				
I have received feedback on my assessor's judgements during the collection of this evidence.																			
Candidate signature D Hellman															Date 4.10.03				

Element evidence location and summary sheet

Element number/title SS1.3 Maintain the confidentiality of information

Candidate name Denis Hellman

Item of evidence	Ref	Related to performance criteria (tick as appropriate)															Range	Knowledge evidence link no.	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Observation	5			✓	✓	✓												3b, 3c 2a, 2b	1, 2, 13, 14, 16, 27, 28, 30, 31, 33, 34
Witness testimony	6	✓	✓	✓	✓													1a, 1b 2a, 1b 3c	6, 16, 19, 33, 34
Questioning	7		✓		✓													3a	5+6, 7, 8, 9, 11, 12, 15, 17, 18, 20, 21, 22, 23, 24, 25, 29, 32
Product (minutes)	9																	2b 3a, 3b, 3c	3, 4, 10, 25, 26
<p>I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.</p>																			
Assessor signature <i>M Chapal</i>															Date 4.10.03				
<p>I have received feedback on my assessor's judgements during the collection of this evidence.</p>																			
Candidate signature <i>D Hellman</i>															Date 4.10.03				

Unit summary sheet

Unit no and title: SS1 Foster people's equality, diversity and rights

Elements of competence

- SS1.1 Foster people's rights and responsibilities
- SS1.2 Foster equality and diversity of people
- SS1.3 Maintain the confidentiality of information

The most frequently used sources of evidence for this unit were [please tick boxes as appropriate]:						
Assessor observation	Work products	Questioning/ professional discussion	Expert/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APEL
✓	✓	✓			✓	

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor	MEERA CHAPAL	<i>M Chapal</i>	4.10.03
*Second line assessor	–	–	–
Internal verifier	TAMSIN McDONALD	<i>T McDonald</i>	4.10.03

I am satisfied with the way the assessment(s) was conducted and with the outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate	DENIS HELLMAN	<i>Denis Hellman</i>	4.10.03
Candidate City & Guilds enrolment no.: WWA 7931			

Name of approved assessment centre	POPPLETON NHS TRUST	Centre no. 012345
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*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment methods.

Portfolio checklist

Before submitting your portfolio you may wish to use the following checklist to ensure that you have included the necessary information.

- 1 Your candidate details, *résumé* and the City & Guilds *Notification of enrolment* sheet should be included in the general document section of your portfolio.
- 2 Your initial assessment agreement/contract with the appeals process identified should be included in the general document section of your portfolio.
- 3 All expert witnesses, witnesses and participants should have filled in the correct details on the *Witness status list* and *Participants' signatures list* and then signed and dated the appropriate columns.
- 4 All assessment records should be located in the appropriate section of your portfolio. These will be copies as your centre will keep the originals separately.
- 5 You should have included all of the relevant items of evidence unless they are confidential documents.
- 6 Items of evidence should have been referenced and referred to appropriately to ensure easy access for your assessor/IV/EV.
- 7 You may wish to include an index at the beginning of your portfolio to assist in the location of your evidence and records.
- 8 The *Summary of achievements* record should be filled in ready for your assessor, internal verifier and external verifier to sign.

This should be placed in a prominent position in the front of your portfolio.

Forms for copying

1 Candidate details and Résumé. Participants' signatures and Witness status lists

These forms are self-explanatory but make sure you describe your work role and responsibilities fully.

2 Summary of achievements

This is for your assessor and internal verifier to sign off units as they are achieved and finally for the internal verifier to sign off the completion of the whole award.

3 Candidate assessment record

Your assessor will complete this form with you on a regular basis. It records the assessment process and your progress through the unit(s) towards final completion of the full award.

4 Candidate performance evidence record (single element/unit) CPER

Use this form to record your performance evidence for a single element/unit. There is a column, which allows you to identify possible cross-reference opportunities to other units.

5 Candidate performance evidence record (holistic) CPER

This is an alternative to form 5 (above) which allows you to record multiple unit claims on a single sheet. It is for you and your assessor to decide whether to use this form or form 5.

6 Element evidence location and summary sheet (EELS)

This sheet should be used to check and record your claims to competence. It also allows you to record where your evidence can be found. You and your assessor should use it regularly at reviews.

7 Portfolio checklist

This allows you to do a final check to ensure you have put everything needed in your portfolio and that it is well organised.

8 Register of assessors and expert witnesses

This register is for the use of centres so they may record all appropriate details regarding assessors and expert witnesses. It should be kept as part of centre records and made available to the EV if requested.

NB Your centre may be using similar but not exactly the same forms as the ones that follow. If this is the case your centre will have had approval to do so from a City & Guilds external verifier. It is therefore quite acceptable for you to use them as an alternative to the City & Guilds forms.

Candidate details

NVQ Level:

Scheme title and number:

Candidate details

Name of candidate:	Contact details for candidate:
Assessment start date:	
City & Guilds enrolment number:	
Date of enrolment:	

Centre details

Name of centre:	Centre number:
Centre address:	Telephone number:

Centre contact/quality assurance co-ordinator (QAC) name and contact details.

Résumé

Name

Address

Telephone no.

Date of birth

Education

Qualifications

Interests

Employment history and/or voluntary work

Current work role and responsibilities

Courses attended in the last five years

Participants' signatures list

NVQ team	Print name	Signature used		Date
		Initials	Full signature	
Candidate				
Assessor(s)				
Peripatetic assessor(s)				
Internal verifier				
Workplace manager				
Colleagues available to provide (expert) witness testimony				

Witness status list

Candidate name

Please ensure that all witnesses who have signed the candidate's evidence or written a report are included on this witness status list. Please ensure that all necessary details are included and then signed by the witness as being correct.

Name and contact address of witness	Status of witness	Relationship to the candidate	Elements witnessed	Witness signature	Date

Witness status categories in relation to the candidate

- 1 = Occupational expert and is familiar with the standards
- 2 = Occupational expert and not familiar with the standards
- 3 = Non expert familiar with the standards
- 4 = Non expert not familiar with the standards

Relationship to candidate

- eg line manager, supervisor, assessor, colleague

Summary of achievements

Award _____

Candidate's name _____

Candidate's City & Guilds enrolment no. _____

Centre name and no. _____

Unit no.	Unit title	Date	Candidate signature	Assessor signature	Units sampled IV signature	Units sampled EV signature

Full award achieved on (date) _____

Signature of internal verifier _____

Date _____

Candidate assessment record

Candidate name _____

Assessor name _____

Unit number(s) and title(s) _____

This record can be used for single and multiple unit planning.

Date	Assessment planning, review, feedback and judgement record	Candidate & assessor signatures	Evidence reference numbers

Candidate assessment record (continuation sheet)

Date	Assessment planning, review, feedback and judgement record	Candidate & assessor signatures	Evidence ref nos.

Candidate signature

Date

Assessor signature

Date

Candidate performance evidence record (sheet 1)

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

- i Observed by your assessor
- ii Seen by a witness or expert witness
- iii Self reflective accounts

Evidence ref number
Unit number(s)
Element number(s)

NB Your assessor may wish to ask you some questions relating to this activity. Ensure that they are recorded in the appropriate box on sheet 2. The person who observed/witnessed your activity must sign and date the bottom of sheet 2.

Candidate name

Links to: element/ PC/range/ knowledge	Performance evidence Details of activity	Links to other units

Candidate performance evidence record (sheet 2)

Candidate name _____

Links to: element/ PC/range/ knowledge	Performance evidence	Links to other units

Observer/witness signature _____

Date _____

Links to unit/ element/PC/ range/knowledge	Assessor's questioning record	
	Questions	Answers

The evidence recorded above has been judged as valid, reliable and authentic. It will be considered as part of the overall evidence required for this unit

Assessor signature _____

Date _____

Candidate performance evidence record for holistic assessment of units (sheet 1)

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

- i Observed by your assessor
- ii Seen by an expert witness or witness
- iii Self reflective accounts

Evidence ref number(s)
Unit number(s)

NB Your assessor may wish to ask you some questions relating to this activity. Ensure they are recorded in the appropriate box on sheet 2. The person who observed you must sign and date the bottom of the sheet 2.

Candidate name

Links to:			Performance evidence	Links to:	
Unit no.	Element no.	PC no.	Details of activity	Range	KE

Candidate performance evidence record for holistic assessment of units (sheet 2)

Links to:			Performance evidence	Links to:	
Unit no.	Element no.	PC no.		Range	KE
			Details of activity		

Assessor/witness signature _____

Date _____

Links to: unit/ element/PC/ range/knowledge	Assessor's questioning record	
	Questions	Answers

The evidence recorded above has been judged as valid, reliable and authentic. It will be considered as part of the overall evidence required for this unit

Assessor signature _____

Date _____

Element evidence location summary sheet

Element number/title

Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)														Range	Knowledge evidence link no.		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14			15	
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.																			
Assessor signature										Date									
I have received the feedback on my assessor's judgements during the collection of this evidence.																			
Candidate signature										Date									

Unit summary sheet

Unit no and title:

Elements of competence

The most frequently used sources of evidence for this unit were [please tick boxes as appropriate]:						
Assessor observation	Work products	Questioning/ professional discussion	Expert/ witness testimony	Simulation	Assignments/ projects/ case studies/ reflective studies	APEL

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
*Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with the outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate City & Guilds enrolment no.:			
Name of approved assessment centre			Centre no.

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This should be placed in a prominent position in the front of your portfolio.

Register of Assessors and Expert Witnesses

Centre name and number

Qualification and level

Name/s	Location	Role A/EW	Qualification				Units identified as appropriate for individual to assess/witness	Relevant occupational experience (brief description) Please include whether expert witnesses act in a peer or supervisory capacity with candidates
			D32/ A2 (tick or W/T)		D33/ A1 (tick or W/T)			
			L20 (tick or W/T)	Professional/ other qualification (please specify)				

KEY

A – Assessor

EW – Expert witness

W/T – Working towards qualification

✓ – Original certificate of qualification seen by centre

Terms used in relation to evidence requirements

Types of evidence and evidence collection methods

Assessment plans identify the opportunities which exist naturally or which will be created in order to collect the evidence, which will demonstrate competence. The plans will show how the evidence requirements, which are included within each of the units of competence in the national occupational standards can be met efficiently. The plans are primarily the responsibility of the assessor but the process should allow the joint planning of assessment between assessor and candidate. The plans should be **SMART** and contain **Simple, Measurable, Attainable and Realistic Targets** for the achievement of a unit or group of units.

Evidence requirements/specifications specify the way in which the evidence for a unit must be provided. They identify any particular sources of evidence or assessment methods that are required **and** show where flexibility and imagination can be used. Evidence requirements are established by the National Training Organisation and **all** the awarding bodies and assessment centres **must** use them.

Assessors are authorised by the assessment centre to carry out assessment because they have relevant occupational expertise and familiarity with the occupational standards. Assessors must be working towards, or in possession of, units D32 and/or D33 (or unit A1 which is to replace them), which are the standards for assessment.

Internal verifiers are appointed by assessment centres to ensure that assessment carried out within the centre is valid and reliable. They advise and support assessors. Internal verifiers must have relevant occupational expertise so that they can make sound judgements about the decisions of assessors and they must be working towards or hold unit D34 (or unit V1 which is to replace it) which is the standard for internal verification. It is recommended that internal verifiers also hold units D32 and D33 (or A1), the standards for assessment.

External verifiers are appointed by an awarding body to monitor the work of approved assessment centres. They make sure that decisions on competence are consistent across centres and must hold or be working towards unit D35 (or unit V2 which is to replace it), the standard for external verification. External verifiers may also hold units D32 and D33 (or A1) from the standards for assessment and will have relevant occupational expertise so that they can make valid judgements on decisions for NVQs for which they are responsible.

Collecting and collating evidence

Direct observation – is the preferred method of gathering evidence for NVQs in Health Care. An assessor observes performance in normal work conditions which give a picture about how activities are carried out by the candidate. Observations should usually also provide evidence of knowledge and understanding – does the candidate know what to do and how to do it?

Work products – A ‘product’ can be anything, which is a result of the candidate’s work such as records which have been completed, or equipment which has been prepared.

Questioning; oral or written

- Oral questioning may take at least two forms. For example, the assessor may ask a candidate questions before, during and after observations of performance and this can provide a valuable opportunity to check out the candidate’s knowledge and understanding by reference to a specific activity. Such questioning is a powerful means of checking and exploring the knowledge and understanding which lie behind performance – for example by finding out why the candidate acted in a certain way, or what he/she would have done if circumstances had been different.
- Questioning may also take place in specially set aside sessions in which assessor and candidate explore broader areas of knowledge and understanding or areas which have not been demonstrated in performance and associated questioning.
- In written questioning the candidate usually responds in writing to questions, assignments and case studies which are given in writing. Written questioning includes multiple choice tests as well as longer answer exercises and can be an efficient way of gathering or providing evidence of knowledge and understanding.
- Questions, whether oral or written, should **not** require candidates to apply their knowledge and understanding in ways which are either more complex, or more simplistic, than is needed to achieve the standards.

Witness/third party testimony, in the form of statements from people other than the assessor, can provide information to be used as evidence that the candidate can meet the standards. This may be very strong evidence from someone knowledgeable about the required standards or who has particular expertise or it may be weaker evidence which can be used to confirm an aspect of performance or knowledge.

Simulations including role plays and skill rehearsals and tests also involve the observation of the candidate’s performance, and/or the examination of products of that performance by the assessor. However, in this case the performance is not in natural conditions but in conditions which are to some degree simulations of the real thing. Simulations can be used where candidates may not be able to provide valid evidence within an acceptable timeframe because a particular situation may only arise occasionally, or where there is a need to maintain confidentiality or guard against intrusiveness in assessment. The **evidence specification** section of each unit specifies whether simulation is acceptable. Simulations should be used sparingly in most instances and should not usually provide a large part of a candidate’s evidence for a full qualification. Where simulations are used they should replicate the characteristics and constraints of real working conditions as closely as possible.

Role-plays are a form of simulation in which candidates are asked to imagine themselves in a particular situation and to demonstrate how they would deal with it in a real situation.

Skills rehearsal involves the demonstration of skills in circumstances which, whilst they are not actually the situation referred to in the standards to be assessed, require the candidate to exercise similar skills.

Closely related to the idea of simulation is that of '**evidence of skills transferable from other performance**'. Such evidence comes from activities which contain some, but not all, the components of the required competence.

Assignments and projects can serve a number of processes and utilise combinations of evidence drawn from the workplace and elsewhere according to the requirements of the assessment plan.

Case studies usually involve a study of a particular client, situation or method of work in depth and over a period of time.

Self reporting – in which the candidate produces a logbook, diary or other record of current or past work activity – can be used in assessment. These reports will tend to be written, but may also be verbal (eg audiotapes). Such reports and reflective accounts (such as a reflective practice journal) can provide a useful basis for assessor and candidate to explore the candidate's understanding of the principles underlying certain work practices and their ability to reflect on their actions.

Evidence from the past is any evidence (direct observation, work products, extended questioning) which dates from before agreement of the assessment plan. Care must be taken that the evidence is really relevant to the standards and that the candidate is still competent in the areas covered by the evidence. This includes any evidence which dates back from before the candidate registered for the qualification. Terms which are closely associated with evidence from the past, are *assessment of prior achievement* and *accreditation of prior learning*. Both refer to the method or process through which evidence from the past is used.

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Section 3

National Occupational Standards and Record of Assessment

Support Services in Health Care Standards (Level 2)

Mandatory units – you must successfully complete all four mandatory units

Unit SS1 Foster people's equality, diversity and rights

- SS1.1 Foster people's rights and responsibilities
- SS1.2 Foster equality and diversity of people
- SS1.3 Maintain the confidentiality of information

Unit SS2 Contribute to the effectiveness of work teams

- SS2.1 Contribute to effective team working
- SS2.2 Develop yourself in your work role

Unit SS3 Promote, monitor and maintain health, safety and security in the workplace

- SS3.1 Monitor and maintain the safety and security of the work environment
- SS3.2 Promote standards of health and safety in working practice
- SS3.3 Minimise the risks arising from health emergencies

Unit SS4 Give customers a positive impression of yourself and your organisation

- SS4.1 Establish effective relationships with customers
- SS4.2 Respond appropriately to customers
- SS4.3 Communicate information to customers

Additional units – you must successfully complete four optional units

** Note: two units only can be selected from SS19, SS20 and SS21*

Unit SS5 Support and control visitors to services and facilities

- SS5.1 Welcome and receive visitors
- SS5.2 Offer help to visitors
- SS5.3 Monitor and control potentially disruptive visitors

Unit SS6 Transport supplies of physical resources within the work area

- SS6.1 Load and unload physical resources within the work area
- SS6.2 Transport physical resources within the work area

Unit SS7 Receive, transmit, store and retrieve information

- SS7.1 Receive and transmit information
- SS7.2 Store and retrieve records

Unit SS8 Support the use of information technology

- SS8.1 Start up your computer equipment
- SS8.2 Maintain file structures
- SS8.3 Close down your computer equipment

Unit SS9 Minimise and deal with aggressive and abusive behaviour

SS9.1 Help to prevent aggressive and abusive behaviour

SS9.2 Deal with aggressive and abusive behaviour

Unit SS10 Organise the receipt and storage of goods

SS10.1 Monitor and assess incoming deliveries against requirements

SS10.2 Organise and maintain storage facilities

SS10.3 Monitor and maintain stock movement and storage practice

Unit SS11 Control and monitor access to premises and property

SS11.1 Control entry by employees

SS11.2 Control entry by visitors

SS11.3 Respond to unauthorised entry to premises

Unit SS12 Drive passenger carrying vehicles safely

SS12.1 Prepare to drive the vehicle

SS12.2 Drive the vehicle

SS12.3 Pick up and set down passengers

SS12.4 Complete your driving duty

Unit SS13 Move and transport patients within the work area

SS13.1 Prepare for the movement of patients

SS13.2 Move and transport patients

Unit SS14 Collect, transport and dispose of health care waste

SS14.1 Collect waste

SS14.2 Transport and dispose of waste

Unit SS15 Distribute and despatch mail

SS15.1 Receive, sort and distribute mail

SS15.2 Despatch mail

Unit SS16 Maintain housekeeping supplies

SS16.1 Receive and check housekeeping supplies

SS16.2 Store and issue housekeeping supplies

Unit SS17 Prepare beds and handle linen and bed coverings

SS17.1 Strip beds and handle linen and bed coverings

SS17.2 Collect and transport clean linen and bed coverings

SS17.3 Make beds for customer use

Unit SS18 Monitor and maintain the cleanliness of environments

SS18.1 Clean rooms and surfaces

SS18.2 Assist in the maintenance of furnishings and fittings

***Unit SS19 Clean floors manually**

- SS19.1 Remove loose dust and debris from floors
- SS19.2 Remove ground-in soil from floors
- SS19.3 Remove spillages from floors

***Unit SS20 Clean furniture, fittings and vertical surfaces manually**

- SS20.1 Clean furniture and fittings
- SS20.2 Spot clean walls, doors and partitions
- SS20.3 Clean glass surfaces
- SS20.4 Empty bins and remove waste

***Unit SS21 Clean toilets and washrooms manually**

- SS21.1 Prepare for cleaning toilets and washrooms
- SS21.2 Clean fixtures and fittings in toilets and washrooms
- SS21.3 Refill and replace consumables

Unit SS22 Classify items and make up loads

- SS22.1 Prepare items for classification
- SS22.2 Make up loads

Unit SS23 Clean items by washing processes

- SS23.1 Maintain operating standards, equipment and supplies
- SS23.2 Wash items

Unit SS24 Press and finish simple garments and items

- SS24.1 Press garments and items
- SS24.2 Inspect pressed garments and items for quality

Unit SS25 Repair, alter and maintain items

- SS25.1 Prepare items for repair or alteration
- SS25.2 Repair and alter items

Unit SS26 Prepare food and drink for clients

- SS26.1 Enable clients to choose food and drink
- SS26.2 Prepare and serve food and drink to clients

Unit SS27 Maintain hygiene in food storage, preparation and cooking

- SS27.1 Maintain hygiene in food storage
- SS27.2 Maintain hygiene in food preparation and cooking

Unit SS28 Prepare, cook and assemble food for service

- SS28.1 Prepare food and kitchen areas for service
- SS28.2 Cook and assemble food products for service

Unit SS29 Provide a table or tray service

- SS29.1 Greet customers and take orders
- SS29.2 Serve customer orders
- SS29.3 Maintain dining and service areas

Unit SS30 Clean and service a range of areas

- SS30.1 Clean and service toilet and bathroom areas
- SS30.2 Clean and service furnished areas
- SS30.3 Dispose of waste

Unit SS31 Administer patient appointments

- SS31.1 Receive and record information for appointments
- SS31.2 Schedule patient appointments
- SS31.3 Receive patients and reconcile clinics

Unit SS32 Record, store and supply information using a paper-based filing system

- SS32.1 Record and store information
- SS32.2 Retrieve and supply information

Unit SS33 Enter, retrieve and print data in a database

- SS33.1 Enter and find data
- SS33.2 Generate reports from a database

Unit SS34 Provide authorised access to records

- SS34.1 Confirm user's eligibility to access records
- SS34.2 Locate and retrieve required records
- SS34.3 Issue records

Unit SS35 Protect records

- SS35.1 Protect records in use
- SS35.2 Minimise the risks to the safety of stored records and the storage area

Unit SS36 Maintain the arrangements of records

- SS36.1 Ensure return of records
- SS36.2 Replace records

Unit SS37 Administer the current records system

- SS37.1 Maintain access to records
- SS37.2 Withdraw records from current use

Old and new unit titles

This table maps the original Standard Setting Bodies' unit references against those numbers that have been allocated to the units for the purposes of this award.

Unit name and new unit number	Original SSB unit number
SS1 Foster people's equality, diversity and rights	CSC Unit 01
SS2 Contribute to the effectiveness of work teams	CSC Unit CU10
SS3 Promote, monitor and maintain health, safety and security in the workplace	CSC Unit CU1
SS4 Give customers a positive impression of yourself and your organisation	ICS Unit 1
SS5 Support and control visitors to services and facilities	CSC Unit CU4
SS6 Transport supplies of physical resources within the work area	Lantra Unit CU8
SS7 Receive, transmit, store and retrieve information	CSC Unit CU5
SS8 Support the use of information technology	CFA Unit 213
SS9 Minimise and deal with aggressive and abusive behaviour	CCNTO Unit 002
SS10 Organise the receipt and storage of goods	DNTO Unit B22
SS11 Control and monitor access to premises and property	SITO Unit 4
SS12 Drive passenger carrying vehicles safely	Transferred Unit 8
SS13 Move and transport patients within the work area	SFH – new unit
SS14 Collect, transport and dispose of health care waste	SFH – new unit
SS15 Distribute and despatch mail	CFA Unit 107
SS16 Maintain housekeeping supplies	HTF Unit 2HK3
SS17 Prepare beds and handle linen and bed coverings	HTF Unit 1HK1
SS18 Monitor and maintain the cleanliness of environments	CSC Unit CU3
SS19 Clean floors manually	CINTO Unit 010
SS20 Clean furniture, fittings and vertical surfaces manually	CINTO Unit 011
SS21 Clean toilets and washrooms manually	CINTO Unit 012
SS22 Classify items and make up loads	DNTO Unit 5
SS23 Clean items by washing processes	DNTO Unit 6
SS24 Press and finish simple garments and items	DNTO Unit 14
SS25 Repair, alter and maintain items	DNTO Unit 19
SS26 Prepare food and drink for clients	CSC Unit NC13
SS27 Maintain hygiene in food storage, preparation and cooking	HTF Unit 1FPC13

Unit name and new unit number	Original SSB unit number
SS28 Prepare, cook and assemble food for service	HTF Unit 1FPC12
SS29 Provide a table or tray service	HTF Unit 1FDS2
SS30 Clean and service a range of areas	HTF Unit 2HK1
SS31 Administer patient appointments	SFH – new unit
SS32 Record, store and supply information using a paper-based filling system	CFA Unit 205
SS33 Enter, retrieve and print data in a database	CFA Unit 206
SS34 Provide authorised access to records	ISNT0 Unit R2/1
SS35 Protect records	ISNT0 Unit R2/2
SS36 Maintain the arrangements of records	ISNT0 Unit R2/3
SS37 Administer the current records system	ISNT0 Unit R2/4

Principles of good practice

The national occupational standards in the areas of health and social care sector are built on the following agreed **principles of good practice**.

- Balancing people's rights with their responsibilities to others and to wider society and challenging those who affect the rights of others
- Promoting the values of equality and diversity, acknowledging the personal beliefs and preferences of others and promoting anti-discriminatory practice
- Maintaining the confidentiality of information provided that this does not place others at risk
- Recognising the effect of the wider social, political and economic context on health and social wellbeing and on people's development
- Enabling people to develop to their full potential, to be as autonomous and self-managing as possible and to have a voice and be heard
- Recognising and promoting health and social wellbeing as a positive concept
- Balancing the needs of people who use services with the resources available and exercising financial probity
- Developing and maintaining effective relationships with people and maintaining the integrity of these relationships through setting appropriate role boundaries
- Developing oneself and one's own practice to improve the quality of services offered
- Working within statutory and organisational frameworks.

Employers and managers who use national occupational standards need to be aware that the introduction of national occupational standards may have wide-ranging implications for the organisation. Organisations that wish to use the standards need to make commitments to valuing their own staff as well as the people who use their services. In particular, employers and managers will need to:

- Acknowledge and work creatively with the tensions which exist between the rights and responsibilities of workers and those of people for whom services are provided
- Enable people for whom services are provided to have a voice and be heard, either by providing opportunities for direct communication or through the provision of advocacy and interpretation services
- Ensure that appropriate use is made of technology for diagnostic, therapeutic and organisational purposes
- Provide healthy and safe environments for workers and service users
- Use resources to optimum effect
- Encourage and support effective working relationships between individual workers and groups of workers
- Avoid exploitation or oppression
- Provide support services to optimise the health and social wellbeing of those who work for them, particularly recognising the stressful nature of work in the sector
- Use feedback from users of services and groups of workers to continuously improve the quality of services offered
- Build collaborative alliances with other agencies to improve the services offered.

Glossary

Abuse:

Abuse is treating someone or something in a way which harms them. It may be directed at oneself or other people or things. It may be emotional, financial, physical, psychological or sexual.

Accountability:

Explaining your actions and why you have performed them, to those to whom you are responsible.

Agency:

Organisations who are responsible for the delivery of services, for whom workers may work or act as volunteers.

Anti-discriminatory practice:

Action taken to prevent discrimination against people on grounds of race, sex, disability etc and which promotes equality of rights between people.

Appropriate:

Suitable or acceptable for the particular situation or person concerned. The term 'appropriate' is used in the performance criteria where there is no set response or right way of doing things.

Assessment:

Measuring the extent to which a learner has met stated learning outcomes.

Assumption:

A belief that something is true although you have had no real proof of it.

Autonomy:

Individuals, groups or organisations, independently taking responsibility for their own actions.

Calibrate:

To test the accuracy of a piece of equipment against a set standard and make suitable adjustments prior to an investigation.

Care setting:

The context for health and social care services. These include hospitals, residential settings, day care facilities, clinics and domiciliary settings.

Care team:

All those with a formal or informal responsibility for care, whether paid or unpaid and regardless of position in system. The care team includes the client.

Carer:

A person who is delivering care in an informal capacity. A carer is someone who is responsible for supporting an individual through the provision of some form of care. This can be emotional, physical or financial. The carer is not part of an employing organisation with formal responsibility for care of the client, but is usually a partner, relative or friend. Some individuals do not have a carer.

Client/patient

The terms 'client' and 'patient' are used to describe the person who is the focus of health and social care activity and are intended to cover individuals of all ages. The term 'patient' is only used in some of the units specifically related to health care; and the term 'client' is used where the unit of competence is applicable in a wide range of health and social care services. The different terms are not designed to reflect differences in values or in individuals' rights.

Colleagues:

Associates or companions engaged in achieving the same goals.

Communicate:

The sharing of information, ideas, views and emotions with people by speaking, writing, body language or through the use of equipment.

Communities

Includes any set of people who have a common interest, are united by gender, ethnic origin, disability or other commonality as well as communities brought together through a common geographical location.

Competence:

Having the ability or capacity to do what is required, to the standards required.

Conflict:

A disagreement between people or groups who have different ideas, different beliefs and/or forms of behaviour.

Consent:

If you consent to something, you agree to do it or allow it to be done. 'Informed consent' means that it is likely to be a good decision because you have been given the relevant information and have the necessary knowledge to decide whether the course of action is the right one for you.

Currency:

Knowledge and skills that are 'up to date' in that they have been demonstrated in the recent past.

Discrimination:

Making an adverse distinction between people and groups based on prejudice and/or stereotyping.

Discriminatory:

Something that is unfair in the way it treats one person or group when compared with the way it treats other people or groups.

Diversity:

The fact that there are many different people, beliefs and things which occur naturally.

Empowerment:

To work with people, groups and communities in a way that builds confidence, encourages autonomy (see above) and enables them to take greater power over their lives.

Environment:

The surroundings in which services are delivered, particularly the intangible aspects. This will include temperature, humidity, noise, light, level of cleanliness etc. Consideration of the environment is usually of importance for the potential which it has to affect the outcome or success of something, such as a measurement being taken, a course of treatment, or the provision of emotional support.

Equal opportunities:

Offering services and opportunities without discrimination as to race, sex, religion, disability etc which aim at ensuring everyone has equal access and equal treatment.

Equity:

The quality of being fair and reasonable in a way that gives equal treatment to everyone.

Ethics:

Moral principles about right and wrong behaviour which individuals believe in. An ethic of a particular kind is an ideal or moral belief that influences the behaviour, attitudes and philosophy of a group of people.

Evaluation:

A process of assessing effectiveness against stated objectives.

Experience based learning:

Knowledge, skills and understanding acquired from doing something or having been involved in something.

Facilitate:

To make something easier or more likely to happen.

Ground rules:

A list of conditions mutually agreed to govern the conduct of a particular event or organisation.

Holistic approach to assessment:

Treating a learner's work as more than the sum of all the parts submitted and searching for and taking into account evidence presented throughout and assessing the work overall.

Homophobia:

A fear or hatred of gay men or lesbians.

Human resources:

The people who can be drawn upon to contribute to a particular task.

Impairment:

A damaged aspect of something which affects its function. Impairments usually apply to people, eg a 'visual impairment' is someone with damaged or imperfect eyesight. Disabled people could be said to have impairments of a particular kind.

Individual:

The term 'individual' is used to indicate any one person who may be at the focus of the activity concerned. This may be the person who is in receipt of the services but also may be other workers, managers or others in the vicinity, such as partners, relatives or friends.

Infringement of rights:

An action or situation that interferes with someone's rights and the freedom to which they are entitled.

Key worker:

Someone who has the main responsibility for relating to a client and is their main point of contact.

Line management:

Overseeing the work done and ensuring that targets are met and that work being produced is of sufficient quality. A line manager may also provide supervision, or a non-managerial supervisor who has no management responsibilities may provide it.

Monitoring:

Collecting and reviewing factual and other relevant information to find out if the targets/outputs specified have been met.

National Occupational Standards:

The levels of performance which people working in a particular occupation are expected to demonstrate.

Networking:

Establishing a series of contacts for mutual benefit.

NVQ:

National Vocational Qualification – a practice-based route to achieving a qualification (called an SVQ in Scotland).

Oppressive:

Laws, societies and customs that prevent a particular person or group from having the same opportunities, freedom or benefits as others.

Outcomes:

What impact the group/project wants to have; what the group/project is aiming to have changed by its activities; they are measurable and are often long term goals.

Outputs:

What the group/project actually produces, eg activities, events, publications etc.

Package of care:

The overall set of measures which are brought together to meet a person's needs. The term is most often used in community care to refer to the range of interventions which are commissioned for an individual.

Partnership:

Working with other people, groups and agencies towards a common goal, sharing power and responsibility.

Personnel:

The people working for an employer, usually paid but can include volunteers.

Plan of care:

An outline of an individual's present and future needs and the ways these needs can be met. Care plans can be formal or informal.

Policy:

Protocols, procedures and requirements to which the worker must adhere. Policies may be set at agency, local, national or international level, and may be designed to help people implement legislation.

Practice guidelines:

Recognised good practice within agencies. The term 'practice guidelines' tends to be used in social care and criminal justice services. It includes codes of good practice and recognised methods of working.

Principle:

A general rule that you (or a group) try to obey in the way that you try to behave or in the way that you try to achieve something. It can also be a law or rule that forms part of a theory or philosophy.

Private sector:

The range of businesses that exist for the purpose of making profit for the people who own them.

Programme of care:

The detail of how an individual's needs will be met which specifies a series of scheduled actions and review dates. The programme may be developed for an individual to deliver themselves or be intended to co-ordinate the work of others.

Referral:

Referral is the act of forwarding a case or issue of identified need to a person, or agency, that is authorised or better qualified to deal with it. Referrals are usually formal, although they may be written or verbal. They may be between agencies or between workers in the same agency.

Reflective practitioner:

Working in a manner that follows the action-reflection learning model that involves thinking about work that has been done and applying the lessons learnt from both mistakes and good practice to their future practice.

Rights:

Rights are entitlements that people are morally or legally allowed to have.

Skills:

The ability to do something effectively.

Stakeholder:

Someone with an interest in a particular activity, not necessarily financial.

Strategic relationships:

Developing contacts or working with other individuals, groups, networks or agencies where there are specific benefits to the relationship (eg political, social, financial).

Strategic working:

Working collectively to a commonly agreed plan towards commonly agreed goals within a perspective that is wider than the individual or group itself.

Statutory sector:

Bodies that exist as a result of a Government statute or carry out statutory (state) requirements, such as local authorities and health services.

Stereotype:

A certain concept of any group of things that are taken from general ideas about that group. If you stereotype someone, you make assumptions about them based on limited pieces of information.

Structural arrangements:

Formal and informal systems of organisation for a group or event.

Sufficiency:

Enough to meet the needs or the requirements for an award.

Supervision:

Provision of support, reassurance and feedback in a framework that allows time to think about the work being done, the freedom to make mistakes and to have open discussions and to ensure accountability to the organisation.

Support:

To be there to give strength to people who need it and to assist, encourage and confirm. Support may be provided in a range of different settings in a variety of different ways.

Technician:

A worker whose key function is to provide scientific and technical support services to health and social care services.

Verify:

Check whether something is correct or meets the awarding bodies' standards.

Voluntary sector:

The range of groups whose activities are carried out on a not-for-profit basis and which are not public or local authorities. These organisations would normally be formally constituted and employ professional and administrative staff. They may or may not use volunteer help.

Worker:

The person to whom the standards are being applied – the person who is actually undertaking the function described in the standards. The worker may be employed, self-employed or working on a voluntary basis.

Workplace:

The location in which the candidate's work takes place, which could include someone's home, a hospital or a day care centre.

NVQ in Support Services in Health Care Level 2 (3504-02)

Mandatory units

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Unit SS1

Foster people's equality, diversity and rights

Elements in this unit:

SS1.1 Foster people's rights and responsibilities

SS1.2 Foster equality and diversity of people

SS1.3 Maintain the confidentiality of information

Summary

This unit is about the equality and diversity of people and their rights and responsibilities. Because of the often sensitive nature of the information about people with which the sector deals, the maintenance of confidentiality is also included.

You must be able to handle a number of competing tensions: within people themselves and between different people. Discrimination against people may occur for a wide range of reasons such as: differing abilities, age, class, caste, creed, culture, gender, health status, relationship status, mental health, offending background, place of origin, political beliefs, race, responsibility for dependants, religion, sexuality.

The term 'people' is used broadly to cover individuals, families, groups, communities and organisations. The people may be clients, colleagues or anyone else with whom you come into contact.

Who the unit is for

It is for all those who work in the health and social care sector, whose work role is limited in terms of accountability or responsibility – generally those who work in a supporting role to others.

Principles of practice

Whilst it is recognised that you are not always in a position to change and influence structures directly, you are expected to be proactive against discrimination.

Relationship to other units

This unit relates to, and is closely bound with, all other units. This is because the Principles of Good Practice described in detail in this unit should directly influence and mould how the worker undertakes all the rest of their work activities. Evidence for this unit should be gathered alongside evidence for all the other units.

Unit SS1

Foster people's equality, diversity and rights

Place in the NVQ/SVQ framework

This unit occurs in the following qualifications:

Blood Donor Support Level 2

Care Level 2

Oral Health Care Level 2

Operating Department Support Level 2

Operating Department Practice Level 3

Physiological Measurement Level 3

Unit SS1

Foster people's equality, diversity and rights

Element SS1.1

Foster people's rights and responsibilities

Performance criteria

You must be able to

- 1 recognise people's right to make their own decisions and acknowledge their responsibilities
- 2 ensure that your actions in interpreting the meaning of rights and responsibilities are consistent with existing legislative frameworks and organisational policy
- 3 provide **information** which is up-to-date and takes account of the complexity of the decisions which people may need to make
- 4 give **appropriate help** to people who are unable to exercise their rights personally
- 5 acknowledge **tensions** between rights and responsibilities and provide **appropriate support towards their resolution**
- 6 ensure the necessary records relating to the promotion of rights and responsibilities are accurate, legible and complete
- 7 provide the necessary **information** to people who wish to make a complaint about an infringement of their rights

Range

Candidates must provide performance evidence of

- 1 **information:**
 - a unwritten
 - b written
- 2 **appropriate help to exercise rights:**
 - a speaking on behalf of the person when they are not able to do so
 - b seeking support from someone else to help in the exercise of rights
- 3 **tensions:**
 - a within people
 - b between people
- 4 **appropriate support towards resolution:**
 - a direct challenges to the people concerned
 - b help sought from others towards a resolution

Notes on this element

Range 1 a) unwritten; this may include the use of speech, signs and symbols.

Unit SS1

Foster people's equality, diversity and rights

Element SS1.2

Foster equality and diversity of people

Performance criteria

You will need to show that you can:

- 1 ensure your actions are consistent with people's expressed beliefs and views and acknowledge the benefits of **diversity**
- 2 promote anti-discriminatory practice in ways which are consistent with legislative frameworks and organisational policy
- 3 take **appropriate action** to minimise the impact of discrimination and oppression on people
- 4 seek advice and guidance when you have difficulty promoting equality and **diversity**
- 5 record information which is consistent with the promotion of equality and **diversity**

Range

Candidates must provide performance evidence of

- 1 **diversity:**
 - a individual and social characteristics
 - b values and beliefs
- 2 **appropriate action:**
 - a challenge the source of the discrimination
 - b seek the support of others to challenge discrimination

Notes on this element

Range 1 a) individual and social characteristics: will include age, gender, sexuality, place of origin, race, health status, abilities, class, caste, relationship status, offending background, responsibility for dependants.

Range 1 b) values and beliefs: will include creed, culture, political beliefs and religion.

Unit SS1

Foster people's equality, diversity and rights

Element SS1.3

Maintain the confidentiality of information

Performance criteria

You will need to show that you can:

- 1 ensure that **information stored** in, and retrieved from, recording systems is consistent with the requirements of legislation and organisational policy
- 2 maintain records which are accurate and legible and contain only the information necessary for the record's purpose
- 3 disclose information only to those who have the right and need to know, once proof of identity has been obtained
- 4 take **appropriate precautions** when **communicating** confidential or sensitive information to those who have the right and need to know it
- 5 inform people in a clear and appropriate manner that information will be shared with others when they tell you something that you are required to share with others
- 6 handle confidential records securely and store them in the correct place

Range

Candidates must provide performance evidence of

- 1 **information stored:**
 - a electronically
 - b in writing
- 2 **appropriate precautions** in relation to:
 - a who might overhear or oversee the information
 - b who might access the information
- 3 **communicating:**
 - a electronically
 - b in writing
 - c orally

Notes on this element

'Appropriate precautions' in performance criterion 4 will depend on a number of factors such as: how the information is being communicated, the setting, who else is or may be present or who else accesses the setting at other times.

'Information which the worker is required to share' in performance criterion 5 might include: indicators that the health and social wellbeing of the person who told the worker is at risk, others may be put at risk, the person is indicating symptoms of ill health which need to be acted on and are in their plan of care (eg hearing voices), indicators of abuse, information which directly affects the organisation and its effectiveness. Such requirements may be identified in places as codes of conduct, plans of care or legislation.

Range 3 c) orally: may include the use of speech, signs and symbols.

Unit SS1

Foster people's equality, diversity and rights

Knowledge specification for the whole of this unit

You must show your assessor that you know and understand the following:
(the numbers after each knowledge statement refer to performance criteria)

Knowledge statement	Relates to performance criteria
Legislation, policy and good practice	
1 what is meant by the rights of people and those rights which the care sector has a particular responsibility to promote	Whole of SS1.1 element
2 the responsibilities which people have to those with whom they live, work and directly interact, and to the wider community	SS1.1.1, SS1.1.2, SS1.1.5, SS1.1.6
3 the tensions which people experience between their own rights and responsibilities	SS1.1.5
4 the tensions which there are between different people's rights and responsibilities	Whole of SS1.1 element
5 the relationship of confidentiality to individual rights (for example, why individual choice regarding the confidentiality of information should be respected as far as is possible and the circumstances which override individual choice eg statutory obligations)	Whole of SS1.3 element
6 current legislation in relation to rights and responsibilities (including the recognition of personal beliefs)	SS1.1.1, SS1.1.2, SS1.1.4, SS1.1.5, SS1.1.6, SS1.1.7
7 the legal framework in which access to, and transmission of, information is set and how this may differ for different individuals and in different settings	Whole of SS1.3 element
8 the particular rights and restrictions under legislation related to people with whom, and settings with which, you are involved (eg Mental Health Act, Children Act)	SS1.1.1, SS1.1.2, SS1.1.4, SS1.1.5, SS1.1.6, SS1.1.7
9 moral rights which are not recognised in law but which are broadly accepted within a democratic society (this will include, for example, the moral implications of your action on individuals such as achieving the best balance between privacy and association with others, freedom from harassment, equity of treatment within an overall group)	Whole of SS1.1 element
10 the public charters and policies which relate to the people or settings in which you work	SS1.1.1, SS1.1.2, SS1.1.4, SS1.1.5, SS1.1.6, SS1.1.7
11 organisational policies (of the organisation which employs or contracts you) relating to rights and responsibilities	SS1.1.1, SS1.1.2, SS1.1.4, SS1.1.5, SS1.1.6, SS1.1.7
12 relevant complaints systems and methods of accessing these	SS1.1.7

Unit SS1

Foster people's equality, diversity and rights

Knowledge statement	Relates to performance criteria
Legislation, policy and good practice	
13 the differing policies which organisations may have to the confidentiality, access and transmission of information and the effect which this has on your role	Whole of SS1.3 element
14 your role in the setting, the limits which are set on the actions which they may take and their relationship to other members of the work team	Whole of SS1 unit
15 the records which you are responsible for completing in relation to rights and responsibilities	SS1.1.6
16 the information which you are required to share with others (such as someone intends to commit suicide, someone is taking drugs which may affect their actions) and the organisation's policy on handling the confidentiality of such information	Whole of SS1.3 element
Services and products	
17 the sources of information which may be available to you or which may have a bearing on their behaviour, such as guidelines, policy and law	SS1.1.3
18 the support services available to you	SS1.2.4
Factors which influence what you do	
19 how personal beliefs and preferences (including your own) may affect the way in which people interact with others (eg the inappropriate use of the term 'Christian name' to those who are not of the Christian faith rather than using 'first name')	Whole of SS1.2 element
20 the effect which beliefs and preferences may have on aspects of daily living (such as diet, clothing, transport, worship and access to others)	Whole of SS1.2 element
21 the effects which your own beliefs may have on their behaviour and the methods which they can use to identify their own prejudice and challenge it	Whole of SS1.2 element
22 the limits which various environments impose on behaviour and the particular limits which are imposed in your environment	Whole of SS1 unit
23 the diverse experiences and perspectives which people bring to any interactions and the benefits of diversity in a multi-cultural society	Whole of SS1.2 element
24 the assumptions and oppressions which surround different groups (such as sexism, ageism, heterosexism, discrimination against those with mental health problems, learning disabilities and physical disabilities)	Whole of SS1.2 element

Unit SS1

Foster people's equality, diversity and rights

Knowledge statement	Relates to performance criteria
Factors which influence what you do	
25 the forms which discrimination may take, the behaviour which may be expressions of these and how they may differ between different groups and in different settings	SS1.2.2
26 the possible effects of stereotyping, prejudice and labelling on people	Whole of SS1.2 element
27 the grey areas surrounding confidentiality and the tensions which there may be in maintaining confidentiality	Whole of SS1.3 element
28 the particular aspects which have to be taken into account regarding how information is transmitted	SS1.3.4
29 the reasons why some people may claim they have the right or the need to know information (eg where the request is based on genuine or false information such as the risks of transmission of particular diseases)	SS1.3.3
How to achieve important outcomes	
30 the ways in which you can best promote people's rights and how you can best handle the tensions which they may feel between their values and beliefs and those of the people with whom they work	Whole of SS1.1 element
31 how to recognise when people are not able to exercise their rights personally and methods of enabling people to exercise their rights effectively themselves, through you or through seeking help from someone else	SS1.1.4
32 how best to challenge people when their choices or actions infringe the rights of others	SS1.1.5
33 what acceptable proof of identity is, the different forms which this may take and how proof of identity may be obtained from various sources	Whole of SS1.3 element
34 methods for maintaining confidentiality in relating to who might be able to overhear or oversee information or those who might access it and how confidentiality may be inadvertently breached	Whole of SS1.3 element

Unit SS1

Foster people's equality, diversity and rights

Evidence requirements

Award title: Support Services in Health Care

Unit number: SS1

Unit title: Foster people's equality, diversity and rights

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the range and knowledge. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation is permitted for this unit.

The nature of this unit means that most of your evidence must come from real work activities. However simulation may be used so long as it meets the criteria for its use, see page 10. The evidence must reflect at all times the policies and procedures of the workplace, as linked to current legislation.

Required sources of performance and knowledge evidence:

Observation must be provided to evidence some part of each element in this unit. If your assessor is unable to observe you then they will identify an expert witness in your work area who will provide testimony of your work-based performance. Usually your assessor or expert witness will observe you in real work activities, and this will provide most of the evidence for the performance criteria and range for the elements in this unit.

Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following PCs and ranges may be particularly difficult to evidence by observation and/or expert witness testimony:

SS1.1.4	SS1.1 – Range 2 a), b)
SS1.1.7	SS1.3 – Range 1 a), b)
SS1.2.4	

Unit SS1

Foster people's equality, diversity and rights

Your assessor may also identify other sources of evidence to cover any outstanding evidence requirements and to satisfy themselves that your practice is consistent. In such cases your assessor will identify alternative sources of performance and knowledge evidence from the list below:-

- **Work products:** These are usually records made or contributed to by you.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio.
- **Questioning/professional discussion:** These may be oral or written. In both cases the question and your answer will need to be recorded. This is particularly useful to provide evidence that you know and understand policies, procedures and legislation. Professional discussion may be used by your assessor if they feel it to be appropriate. Your assessor will advise you how this will be recorded.
- **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 the information and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods may be used to cover any outstanding areas in the knowledge requirement of your award. Occasionally a reflective account of a specific work activity may be acceptable as performance evidence but only where an activity occurs rarely or observation would be highly intrusive into patient/service user privacy. Your assessor will provide guidance on its appropriate use.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Element evidence location summary sheet

Element number/title Element SS1.1 Foster people's rights and responsibilities

Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)															Range	Knowledge evidence link no.						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15								
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.																								
Assessor signature																				Date				
I have received feedback on my assessor's judgements during the collection of this evidence.																								
Candidate signature																				Date				

Element evidence location summary sheet

Element number/title Element SS1.2 Foster equality and diversity of people

Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)														Range	Knowledge evidence link no.		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14			15	

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.

Assessor signature

Date

I have received feedback on my assessor's judgements during the collection of this evidence.

Candidate signature

Date

Element evidence location summary sheet

Element number/title Element SS1.3 Maintain the confidentiality of information

Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)															Range	Knowledge evidence link no.		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15				
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.																				
Assessor signature																				Date
I have received feedback on my assessor's judgements during the collection of this evidence.																				
Candidate signature																				Date

Unit summary sheet

Unit SS1 Foster people's equality, diversity and rights

Elements of competence

SS1.1 Foster people's rights and responsibilities

SS1.2 Foster equality and diversity of people

SS1.3 Maintain the confidentiality of information

The most frequently used sources of evidence for this unit were [please tick boxes as appropriate]:						
Assessor observation	Work products	Questioning/ professional discussion	Expert/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APEL

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
*Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with the outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate City & Guilds enrolment no.:			
Name of approved assessment centre			Centre no.

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment methods.

Unit SS2

Contribute to the effectiveness of work team

Elements in this unit:

SS2.1 Contribute to effective team working

SS2.2 Develop yourself in your work role

Summary

This unit describes your role in contributing to the effectiveness of work teams. The term 'work teams' is intended to cover teams who work closely together as well as those which are more loosely structured but in which the members are working towards the same ends.

The first element describes standards for contributing to effective team working through appropriate behaviour for effective working, passing on relevant information, receiving and acting on constructive feedback and offering proposals as to how team practice might be improved. You will be expected to seek advice over any problems which arise in the team, whether these are clashes of personality, lack of clarity as to role, or inappropriate behaviour such as bullying, discrimination or harassment.

The second element is focussed on you reflecting on your competence and capabilities and developing your own practice, either through the use of structured learning opportunities or through learning on the job, often as a result of feedback from the team.

Who the unit is for

This unit is designed to be generally applicable throughout the sector for all who work as part of a team but do not have line management responsibility for that team.

Principles of practice

The major focus of this unit is the worker's responsibility to contribute to the effectiveness of team work through developing effective relationships, communicating effectively and taking responsibility for one's own development. This means that workers need to understand the nature and background of different individuals, their rights and responsibilities.

Relationship to other units

This unit relates to, and is closely bound with, all other units. This is because effective team working and the development of own practice lie at the heart of quality services. Evidence for this unit should be gathered alongside evidence for all the other units.

Place in the NVQ/SVQ framework

This unit occurs in the following qualifications:

Blood Donor Support Level 2

Care Level 2

Early Years Care and Education Level 2

Operating Department Support Level 2

Unit SS2

Contribute to the effectiveness of work team

Element SS2.1

Contribute to effective team working

Performance criteria

You must be able to

- 1 keep other members of the team informed of your activities to an appropriate level of detail
- 2 ensure **your behaviour** to others in the team supports the effective functioning of the team
- 3 offer relevant ideas and information to team members who would benefit from them
- 4 accept suggestions and information offered by others and use them constructively to improve practice
- 5 offer assistance to others in the team when they need it and in a friendly and helpful way
- 6 honour undertakings to others consistent with overall work priorities
- 7 clearly present suggestions for improving team working to relevant team members at an appropriate time
- 8 deal with differences in opinion in a way which tries to avoid offence, and resolve conflicts in ways that maintain respect
- 9 seek advice from an appropriate person where you experience **problems** in working effectively with other team members

Range

Candidates must provide performance evidence of

- 1 **your behaviour:**
 - a actions
 - b speech and language
 - c body language and gestures
 - d written communications
- 2 **problems:**
 - a in understanding relationship between own role and that of others
 - b insufficient support
 - c interpersonal issues

Notes on this element

Range 2 c) interpersonal issues; will include such areas as where there are clashes of personality, bullying, harassment and discrimination.

Unit SS2

Contribute to the effectiveness of work team

Element SS2.2

Develop yourself in your work role

Performance criteria

You must be able to

- 1 identify your own development needs against the demands of the work role
- 2 ensure your personal development objectives are the best balance possible between being achievable, realistic and challenging and being related to effective team working and service delivery
- 3 take responsibility for your own development, learning and performance
- 4 constructively evaluate and use **feedback from others** to improve future work performance

Range

Candidates must provide performance evidence of

- 1 feedback from others:
 - a verbal
 - b non-verbal

Unit SS2

Contribute to the effectiveness of work team

Knowledge specification for the whole of this unit

You must show your assessor that you know and understand the following:
(the numbers after each knowledge statement refer to performance criteria)

Knowledge statement	Relates to performance criteria
Legislation, policy and good practice	
1 what effective communication is	Whole of SS2.1 element
2 why one should take responsibility for one's own development and performance, and the contribution of this to learning and development itself	SS2.2.4
Factors which influence what you do	
3 why it is not always possible to evaluate one's own performance, strengths and weaknesses, and the role which others' feedback plays	SS2.2.3
4 the effects of differing cultures on communications (such as the use of touch, presence, contact-distance between individuals when communicating, the terms of respect used etc)	Whole of SS2.1 element
5 the constraints to effective communication (environmental eg noise and light; social/cultural eg language, jargon, slang, dialect; interpersonal; individual's psychological, social and emotional wellbeing)	Whole of SS2.1 element
6 barriers to developing relationships and how these can be overcome	SS2.1.8
7 the range of problems which one may encounter when inter-relating with others and how these can best be handled	SS2.1.9
8 your role in relation to others in the work team	SS2.1.2, SS2.1.5
9 the role of others within the team and how each interacts	SS2.1.9, SS2.2
10 the range of interactive styles which individuals have and how these may affect ongoing work	SS2.1.2
11 the differences between work and personal relationships, and how work relationships can be maintained effectively even if one has little in common outside of work	SS2.1.2
12 the effects which work priorities have on individuals and how it may be possible to offer help and support	SS2.1.3
13 when, and when not, to interrupt others during work and the effects which this may have on them	SS2.1.6

Unit SS2

Contribute to the effectiveness of work team

Knowledge statement	Relates to performance criteria
Factors which influence what you do	
14 the busy and stressful times within the work team and how these can best be handled	SS2.1.6
15 development routes which may be open and those which may be suitable	SS2.2.4
16 your personal career goals and the relationship of these to current work	SS2.2.2
17 your own strengths and weaknesses, and how the former can be built on and the latter minimised	SS2.2.1
18 the potential obstacles to personal development	SS2.2.4
How to achieve important outcomes	
19 methods of establishing and developing constructive relationships with others	SS2.1.2
20 methods of communicating clearly and effectively	SS2.1.1
21 methods of handling and minimising inter-personal conflict	SS2.1.8
22 how to identify and recognise one's own competence	SS2.2.1

Unit SS2

Contribute to the effectiveness of work team

Evidence requirements

Award title: Support Services in Health Care

Unit number: SS2

Unit title: Contribute to the effectiveness of work team

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the range and knowledge. 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 the performance evidence must come from real work activities. Simulations are not appropriate for providing evidence. The evidence must reflect at all times the policies and procedures of the workplace, as linked to current legislation.

Required sources of performance and knowledge evidence:

Observation must be provided to evidence some part of each element in this unit. If your assessor is unable to observe you then they will identify an expert witness in your work area who will provide testimony of your work-based performance. Usually your assessor or expert witness will observe you in real work activities, and this will provide most of the evidence for the performance criteria and range for the elements in this unit.

Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following PCs and range may be particularly difficult to evidence by observation and/or expert witness testimony:

SS2.1.8 SS2.1 – Range 2
SS2.1.9

Unit SS2

Contribute to the effectiveness of work team

Your assessor may also identify other sources of evidence to cover any outstanding evidence requirements and to satisfy themselves that your practice is consistent. In such cases your assessor will identify alternative sources of performance and knowledge evidence from the list below:-

- **Work products:** These are usually records made or contributed to by you.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio.
- **Questioning/professional discussion:** These may be oral or written. In both cases the question and your answer will need to be recorded. This is particularly useful to provide evidence that you know and understand policies, procedures and legislation. Professional discussion may be used by your assessor if they feel it to be appropriate. Your assessor will advise you how this will be recorded.
- **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 the information and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods may be used to cover any outstanding areas in the knowledge requirement of your award. Occasionally a reflective account of a specific work activity may be acceptable as performance evidence but only where an activity occurs rarely or observation would be highly intrusive into patient/service user privacy. Your assessor will provide guidance on its appropriate use.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Element evidence location summary sheet

Element number/title Element SS2.1 Contribute to effective team working

Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)														Range	Knowledge evidence link no.			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14			15		

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.

Assessor signature

Date

I have received feedback on my assessor's judgements during the collection of this evidence.

Candidate signature

Date

Element evidence location summary sheet

Element number/title Element SS2.2 Develop yourself in your work role

Candidate name _____

Item of evidence	Ref	Related to performance criteria (tick as appropriate)														Range	Knowledge evidence link no.		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14			15	
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.																			
Assessor signature _____															Date _____				
I have received feedback on my assessor's judgements during the collection of this evidence.																			
Candidate signature _____															Date _____				

Unit summary sheet

Unit SS2 Contribute to the effectiveness of work team

Elements of competence

SS2.1 Contribute to effective team working

SS2.2 Develop yourself in your work role

The most frequently used sources of evidence for this unit were [please tick boxes as appropriate]:					
Assessor observation	Work products	Questioning/ professional discussion	Expert/ Witness testimony	Assignments/ Projects/ Case studies/ Reflective studies	APEL

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
*Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with the outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate City & Guilds enrolment no.:			
Name of approved assessment centre			Centre no.

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment methods.

Unit SS3

Promote, monitor and maintain health, safety and security in the workplace

Elements in this unit:

SS3.1 Monitor and maintain the safety and security of the work environment

SS3.2 Promote standards of health and safety in working practice

SS3.3 Minimise the risks arising from health emergencies

Summary

This unit describes standards for promoting, monitoring and maintaining health, safety and security in the work environment.

The first element focuses on monitoring and maintaining safety and security in the environment: through confirming individuals' rights of entry, identifying the risk of work activities, using equipment and materials in a safe manner and responding appropriately to emergencies.

The second element builds on the first but takes as its focus health and safety in work practice. You are responsible for promoting the health and safety of yourself and others through identifying risks, undertaking work activities in a safe manner and monitoring the activities as you progress.

The third element relates to minimising risks from health emergencies. To achieve this element, you must be able to undertake the appropriate initial action for the full range of health emergencies listed up to that point in time when you are able to hand over the care of the person involved to someone more competent in that area of practice. First aid training and certification will be a useful route of development to consider for this element.

Simulation is allowed in this unit in the areas of health, safety, security, confidentiality and infrequent occurrences. When used, simulation should be as realistic as possible including time constraints, resources and normal workplace pressures.

Who the unit is for

This unit is designed to be a general unit on health and safety for the care sector and should therefore be applicable to most workers unless they work in specialist environments where there are more specific health and safety demands, such as for sterile fields.

Principles of practice

A major focus within this unit is the worker's responsibility to meet the requirements of relevant health and safety legislation and to promote the health and safety of all those with whom they come into contact.

Relationship to other units

This unit relates to, and is closely bound with, all other units. Evidence for this unit should be gathered alongside evidence for all the other units.

Unit SS3

Promote, monitor and maintain health, safety and security in the workplace

Place in the NVQ/SVQ framework

This unit occurs in the following qualifications:

Blood Donor Support Level 2

Caring for Children and Young People Level 3

Care Level 2

Diagnostic and Therapeutic Support Level 3

Operating Department Support Level 2

Dialysis Support Level 3

Care Level 3

Promoting Independence Level 3

Unit SS3

Promote, monitor and maintain health, safety and security in the workplace

Element SS3.1

Monitor and maintain the safety and security of the work environment

Performance criteria

You must be able to

- 1 correctly identify people entering the environment and establish their right to enter
- 2 ensure your practice in relation to health, safety and security is consistent with legislation and organisational requirements
- 3 identify the risks involved prior to starting work activities and ensure they are undertaken in a way which minimises the risks
- 4 maintain work areas as safe and as free from hazards as possible during work activities
- 5 ensure **equipment** and **materials** are used in a correct, safe manner which is consistent with current legal and organisational requirements
- 6 store **equipment** and **materials** safely and securely when not in use
- 7 dispose of waste and spillage without delay in a safe manner and place
- 8 take the **appropriate action** to minimise health, safety and security risks which arise during work
- 9 put into effect, without delay, the appropriate safety procedures in an emergency
- 10 ensure health, safety and security records made by you are accurate, legible and complete

Range

Candidates must provide performance evidence of

- 1 **equipment:**
 - a manually operated
 - b powered
- 2 **materials:**
 - a hazardous
 - b non-hazardous
- 3 **appropriate action:**
 - a take action oneself to limit the effect of the risk
 - b set off an alarm
 - c call someone else more able to deal with the risk

Notes on this element

Performance criterion 9, emergencies might include: fire, evacuation of buildings, bomb scares.

Range 1 c) powered equipment; would include any electrical or electronic equipment (such as computers, vacuum cleaners, kettles) as well as equipment which may be found specifically in hospitals or residential centres.

Range 2 a) hazardous materials; will include blood, other body waste, sharps and needles, infectious materials, compressed gases, chemicals.

Unit SS3

Promote, monitor and maintain health, safety and security in the workplace

Element SS3.2

Promote standards of health and safety in working practice

Performance criteria

You must be able to

- 1 identify the risks to self and others when carrying out work activities and take appropriate actions to minimise risk
- 2 use approved safe methods and systems when undertaking **potentially hazardous work activities**
- 3 encourage and support others with whom you are working to promote their own health and safety during work activities
- 4 stop the work activity immediately if there is the likelihood of an accident or injury, and take the appropriate action to remedy the problem
- 5 maintain accurate information regarding own whereabouts so that immediate contact can be made should this be necessary
- 6 ensure health, safety and security records made by you are accurate, legible and complete

Range

Candidates must provide performance evidence of

- 1 **potentially hazardous work activities:**
 - a moving and handling
 - b working with potentially hazardous equipment
 - c working with potentially hazardous materials
 - d hazardous environments
 - e people who may pose a risk to health and safety

Notes on this element

'Encouragement and support' in performance criterion 3 would include such aspects as: modelling good health and safety, encouraging others to take the necessary health and safety precautions (eg wearing protective clothing), acting in a way which enables others to be safe and promotes their wellbeing.

Range 1 d) hazardous environments; might include isolated places where it is difficult to contact colleagues, temperatures which are likely to cause hypothermia, dirt, dangerous animals (eg wild or badly treated cats and dogs), dangerous conditions (eg gas leaks, rotting floorboards).

Range 1 e) people who may pose a risk to health and safety: would include individuals who are behaving aggressively or threateningly.

Unit SS3

Promote, monitor and maintain health, safety and security in the workplace

Element SS3.3

Minimise the risks arising from health emergencies

Performance criteria

You must be able to

- 1 summon assistance immediately for any **health emergency** and begin action appropriate to the condition
- 2 provide support, both verbally and by physical presence, to the individual with the **health emergency**
- 3 give appropriate support to assist in the ongoing care of the individual with the **health emergency**, when someone with more competence to deal with the emergency is available
- 4 make the immediate vicinity as private and safe as possible once the intervention has been taken over by an appropriate person
- 5 offer appropriate support to any others involved in the incident once any initial danger has passed
- 6 keep records of incidents that are accurate, legible and complete

Range

Candidates must provide performance evidence of

- 1 **health emergencies:**
 - a severe bleeding
 - b cardiac arrest
 - c shock
 - d faints or loss of consciousness
 - e epileptic seizure
 - f choking and difficulty with breathing
 - g falls – potential and actual fractures
 - h burns and scalds
 - i poisoning
 - j electrocution

Unit SS3

Promote, monitor and maintain health, safety and security in the workplace

Knowledge specification for the whole of this unit

You must show your assessor that you know and understand the following:
(the numbers after each knowledge statement refer to performance criteria)

Knowledge statement	Relates to performance criteria
Legislation, policy and good practice	
1 your responsibility under organisational policy and legislation in relation to health, safety and security (eg health and safety legislation, legislation relating to Control of Substances Hazardous to Health, environmental legislation, guidelines on security in health and social care services)	SS3.1.2
2 the reasons for providing information on whereabouts (eg in case of accidents, assaults by others)	SS3.2.5
3 legislative requirements for completing records of accidents and emergencies	SS3.3.6
4 the purpose of calling assistance immediately	SS3.3.1
5 the reasons why actions beyond your own capabilities may further endanger life	SS3.3.3
Factors which influence what you do	
6 the difference between hazardous and non-hazardous waste and the relationship of this to potential contamination	SS3.1.7
7 the health, safety and security risks which may occur (for self, others and the environment) and the appropriate action to take when they do	SS3.1.3
8 the different kinds of emergency there may be in the work environment	SS3.1.8
9 the signs and symptoms of the different emergency conditions and how these may differ in relation to an individual's age and for people from different ethnic groups	Whole of SS3.3 element
10 how health emergencies might affect others in the vicinity and ways of supporting them effectively once the initial danger has passed	Whole of SS3.3 element
11 potential health risks to others from an emergency, such as contamination from blood and other body products	SS3.3.4

Unit SS3

Promote, monitor and maintain health, safety and security in the workplace

Knowledge statement	Relates to performance criteria
How to achieve important outcomes	
12 your own capabilities to deal with an emergency	SS3.1.1, SS3.1.2, SS3.1.3
13 how to move and handle people and objects safely	SS3.2.1, SS3.2.4
14 how to work safely with potentially hazardous equipment	SS3.2.1, SS3.2.2
15 how to assess the risk of working with people and methods of limiting this risk	SS3.2.3
16 how to work safely with hazardous materials (eg chemicals, body products)	SS3.2.4
17 how to promote health and safety to others, including the role of modelling good practice	SS3.2.1
18 methods of monitoring health, safety and security	SS3.2.2
19 methods of using equipment and materials safely (including the use of chemicals and other hazardous substances)	SS3.1.2, SS3.1.3, SS3.1.4
20 methods of storing different equipment and materials safely and securely	SS3.1.6

Unit SS3

Promote, monitor and maintain health, safety and security in the workplace

Evidence requirements

Award title: Support Services in Health Care

Unit number: SS3

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

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the range and knowledge. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation is permitted for this unit.

The nature of this unit means that most of your evidence must come from real work activities. However simulation may be used so long as it meets the criteria for its use, see page 10. The evidence must reflect at all times the policies and procedures of the workplace, as linked to current legislation.

Required sources of performance and knowledge evidence:

Observation must be provided to evidence some part of each element in this unit. If your assessor is unable to observe you then they will identify an expert witness in your work area who will provide testimony of your work-based performance. Usually your assessor or expert witness will observe you in real work activities, and this will provide most of the evidence for the performance criteria and range for the elements in this unit.

Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following PCs and ranges may be particularly difficult to evidence by observation and/or expert witness testimony:

SS3.1.8 SS3.1 – Range 3 a), b) and c)

SS3.1.9

SS3.2.4

All of SS3.3 All range for SS3.3

Unit SS3

Promote, monitor and maintain health, safety and security in the workplace

Your assessor may also identify other sources of evidence to cover any outstanding evidence requirements and to satisfy themselves that your practice is consistent. In such cases your assessor will identify alternative sources of performance and knowledge evidence from the list below:-

- **Work products:** These are usually records made or contributed to by you.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio.
- **Questioning/professional discussion:** These may be oral or written. In both cases the question and your answer will need to be recorded. This is particularly useful to provide evidence that you know and understand policies, procedures and legislation. Professional discussion may be used by your assessor if they feel it to be appropriate. Your assessor will advise you how this will be recorded.
- **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 the information and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods may be used to cover any outstanding areas in the knowledge requirement of your award. Occasionally a reflective account of a specific work activity may be acceptable as performance evidence but only where an activity occurs rarely or observation would be highly intrusive into patient/service user privacy. Your assessor will provide guidance on its appropriate use.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Element evidence location summary sheet

Element number/title Element SS3.1 Monitor and maintain the safety and security of the work environment

Candidate name _____

Item of evidence	Ref	Related to performance criteria (tick as appropriate)														Range	Knowledge evidence link no.		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14			15	
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.																			
Assessor signature _____															Date _____				
I have received feedback on my assessor's judgements during the collection of this evidence.																			
Candidate signature _____															Date _____				

Element evidence location summary sheet

Element number/title Element SS3.2 Promote standards of health and safety in working practice

Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)															Range	Knowledge evidence link no.						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15								
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.																								
Assessor signature																				Date				
I have received feedback on my assessor's judgements during the collection of this evidence.																								
Candidate signature																				Date				

Element evidence location summary sheet

Element number/title Element SS3.3 Minimise the risks arising from health emergencies

Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)														Range	Knowledge evidence link no.							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14			15						
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.																								
Assessor signature																				Date				
I have received feedback on my assessor's judgements during the collection of this evidence.																								
Candidate signature																				Date				

Unit summary sheet

Unit SS3 Promote, monitor and maintain health, safety and security in the workplace

Elements of competence

- SS3.1 Monitor and maintain the safety and security of the work environment
- SS3.2 Promote standards of health and safety in working practice
- SS3.3 Minimise the risks arising from health emergencies

The most frequently used sources of evidence for this unit were [please tick boxes as appropriate]:						
Assessor observation	Work products	Questioning/ professional discussion	Expert/ Witness testimony	Simulation	Assignments/ Projects/ Case studies/ Reflective studies	APEL

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
*Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with the outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate City & Guilds enrolment no.:			
Name of approved assessment centre			Centre no.

*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment methods.

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Unit SS4

Give customers a positive impression of yourself and your organisation

Elements in this unit:

SS4.1 Establish effective relationships with customers

SS4.2 Respond appropriately to customers

SS4.3 Communicate information to customers

Summary

This unit is all about communicating with customers and giving a positive impression of yourself whenever you deal with a customer. By doing this you will also be giving a positive impression of your organisation and the customer service it provides.

Customers may include patients and their families, visitors, contractors and staff from other organisations, for example.

Who the unit is for

This unit is intended to be a general unit on customer service. It is applicable to anyone who has any dealings with external customers as part of their job. It is particularly applicable to those who regularly communicate with their customers and are required to build up relationships with them.

Principles of practice

It is expected that candidates undertaking this unit would work to and demonstrate their adherence to the principles of good health care practice as expressed in SS1. Workers should have an understanding of their customers and an appreciation of the importance of developing good relations with them.

Relationship to other units

This unit has been imported from the Customer Service NVQ and it is therefore important to read the evidence requirements carefully.

Place in the NVQ/SVQ framework

Candidates who have achieved ICS Unit 1 from the Customer Service NVQ may import that unit directly into this qualification on production of the original certificate. This unit may also have been imported into other NVQs. Centres should support candidates in checking that the unit is exactly the same. Where this is the case, such units may be imported into this qualification on production of the original certificate.

Unit SS4

Give customers a positive impression of yourself and your organisation

Element SS4.1

Establish effective relationships with customers

Performance criteria

You must be able to

- 1 meet your organisation's standards for appearance and behaviour
- 2 greet your **customers** in a way that is appropriate to their needs
- 3 communicate with your **customers** in a way that makes them feel valued and respected
- 4 identify and confirm the needs and expectations of your **customers**
- 5 treat your **customers** courteously and helpfully even when you are working under pressure
- 6 maintain **communication** with your **customers** to ensure that they are kept informed and reassured
- 7 adapt your behaviour to respond effectively to different **customer** behaviour

Range

Candidates must provide performance evidence of

- 1 working periods:
 - a very busy periods
 - b quiet periods
 - c periods when you are working under pressures
- 2 **customers** who:
 - a have different needs and expectations
 - b appear angry
 - c may be confused
- 3 **communication with customers:**
 - a using appropriate spoken or written language
 - b applying the rules and procedures suitable for the method of communication you have chosen

Unit SS4

Give customers a positive impression of yourself and your organisation

Element SS4.2

Respond appropriately to customers

Performance criteria

You must be able to

- 1 respond appropriately to **customers** who indicate that they need or want your attention
- 2 select an appropriate way of **communicating** with your **customers** to suit their individual needs
- 3 respond promptly and positively to your **customers'** questions and comments
- 4 allow your **customers** time to consider your response and give further explanation when appropriate
- 5 check with your **customers** that you have fully understood their needs and expectations

Range

Candidates must provide performance evidence of

- 1 working periods:
 - a very busy periods
 - b quiet periods
 - c periods when you are working under pressures
- 2 **customers** who:
 - a have different needs and expectations
 - b appear angry
 - c may be confused
- 3 **communicating with customers** by:
 - a using appropriate spoken or written language
 - b applying the rules and procedures suitable for the method of communication you have chosen

Notes on this element

Your communication with customers may be face to face, by letter, fax, telephone, email, internet, intranet or any other method you would be expected to use within your job role.

Unit SS4

Give customers a positive impression of yourself and your organisation

Element SS4.3

Communicate information to customers

Performance criteria

You must be able to

- 1 quickly locate information that will help your **customer**
- 2 give your **customers** the information they need about the products or services offered by your organisation
- 3 recognise information that your **customers** might find complicated and check whether they fully understand
- 4 explain clearly to your **customers** any reasons why their needs or expectations cannot be met

Range

Candidates must provide performance evidence of

- 1 working periods:
 - a very busy periods
 - b quiet periods
 - c periods when you are working under pressures
- 2 **customers** who:
 - a have different needs and expectations
 - b appear angry
 - c may be confused
- 3 communication with customers:
 - a using appropriate spoken or written language
 - b applying the rules and procedures suitable for the method of communication you have chosen

Unit SS4

Give customers a positive impression of yourself and your organisation

Knowledge specification for the whole of this unit

You must show your assessor that you know and understand the following:
(the numbers after each knowledge statement refer to element)

Knowledge statement	Relates to performance criteria
Legislation, policy and good practice	
1 what your customers' rights are and how these rights limit what you are able to do for your customer	SS4.1
2 the specific aspects of: <ul style="list-style-type: none">• health and safety• data protection• equal opportunities• disability discrimination• legislation and regulations that affect the way the products or services you deal with can be delivered to your customers	SS4.2
3 industry, organisational and professional codes of practice and ethical standards that affect the way the products or services you deal with can be delivered to your customers	SS4.2
4 any contractual agreements that your customers have with your organisation	SS4.1
5 the products or services of your organisation relevant to your customer service role	SS4.3
6 the guidelines laid down by your organisation that limit what you can do within your job	SS4.1
7 the limits of your own authority and when you need to seek agreement with or permission from others	SS4.2
8 any organisational targets relevant to your job, your role in meeting them and the implications for your organisation if those targets are not met	SS4.1
9 how to communicate in a clear, polite, confident way and why this is important	SS4.3
10 your organisation's standards for appearance and behaviour	SS4.1
11 your organisation's guidelines for recognising customers' needs and expectations and responding positively to them	SS4.2
12 the rules and procedures regarding the methods of communication you use	SS4.3
13 how to recognise when a customer is angry or confused	SS4.2

Unit SS4

Give customers a positive impression of yourself and your organisation

Evidence requirements

Award title: Support Services in Health Care

Unit number: SS4

Unit title: Give customers a positive impression of yourself and your organisation

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the range and knowledge. 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 the performance evidence must come from real work activities. Simulations are not appropriate for providing evidence. The evidence must reflect at all times the policies and procedures of the workplace, as linked to current legislation.

Your communication with customers may be face to face, by letter, fax, telephone, email, internet, intranet or any other method you would be expected to use within your job role.

Required sources of performance and knowledge evidence:

Observation must be provided to evidence some part of each element in this unit. If your assessor is unable to observe you then they will identify an expert witness in your work area who will provide testimony of your work-based performance. Usually your assessor or expert witness will observe you in real work activities, and this will provide most of the evidence for the performance criteria and range for the elements in this unit.

Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

As well as creating a positive impression with customers, you need to include evidence which relates to

SS4.1 – Range 1a): Very busy periods

SS4.1 – Range 1b): Quiet periods

SS4.1 – Range 1c): Periods when you are working under pressure

You also need to show that you have dealt with customers who:

SS4.2 – Range 2a) Have different needs and expectations

SS4.2 – Range 2b) Appear angry

SS4.2 – Range 2c) May be confused

Unit SS4

Give customers a positive impression of yourself and your organisation

You must prove that you communicate with customers effectively by providing evidence that you:

SS4.3 – Range 3a): Use appropriate spoken or written language

SS4.3 – Range 3b): Apply the rules and procedures suitable for the method of communication you have chosen

Your evidence must show that you have applied the knowledge and understanding requirements when you are dealing with your customers.

Your assessor may also identify other sources of evidence to cover any outstanding evidence requirements and to satisfy themselves that your practice is consistent. In such cases your assessor will identify alternative sources of performance and knowledge evidence from the list below:-

- **Work products:** These are usually records made or contributed to by you eg faxes, emails.
- **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.
- **Questioning/professional discussion:** These may be oral or written. In both cases the question and your answer will need to be recorded. This is particularly useful to provide evidence that you know and understand policies, procedures and legislation. Professional discussion may be used by your assessor if they feel it to be appropriate. Your assessor will advise you how this will be recorded.
- **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 the information and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods may be used to cover any outstanding areas in the knowledge requirement of your award. Occasionally a reflective account of a specific work activity may be acceptable as performance evidence but only where an activity occurs rarely or observation would be highly intrusive into patient/service user privacy. Your assessor will provide guidance on its appropriate use.
- **Witness testimony:** Colleagues, allied professionals and service users/patients may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Element evidence location summary sheet

Element number/title Element SS4.1 Establish effective relationships with customers

Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)														Range	Knowledge evidence link no.		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14			15	

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.

Assessor signature

Date

I have received feedback on my assessor's judgements during the collection of this evidence.

Candidate signature

Date

Element evidence location summary sheet

Element number/title Element SS4.2 Respond appropriately to customers

Candidate name _____

Item of evidence	Ref	Related to performance criteria (tick as appropriate)														Range	Knowledge evidence link no.		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14			15	
I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.																			
Assessor signature _____															Date _____				
I have received feedback on my assessor's judgements during the collection of this evidence.																			
Candidate signature _____															Date _____				

Element evidence location summary sheet

Element number/title Element SS4.3 Communicate information to customers

Candidate name

Item of evidence	Ref	Related to performance criteria (tick as appropriate)														Range	Knowledge evidence link no.		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14			15	

I have reviewed this evidence with the candidate and I am satisfied that sufficient authentic, current, reliable and valid evidence has been collected to demonstrate competence for this element.

Assessor signature

Date

I have received feedback on my assessor's judgements during the collection of this evidence.

Candidate signature

Date

Unit summary sheet

Unit SS4

Give customers a positive impression of yourself and your organisation

Elements of competence

- SS4.1 Establish effective relationships with customers
- SS4.2 Respond appropriately to customers
- SS4.3 Communicate information to customers

The most frequently used sources of evidence for this unit were [please tick boxes as appropriate]:					
Assessor observation	Work products	Questioning/ professional discussion	Expert/ Witness testimony	Assignments/ Projects/ Case studies/ Reflective studies	APEL

Competence has been demonstrated in all the elements of this unit using the required assessment procedures and any specified conditions/contexts. The evidence meets the requirements for authenticity, currency, reliability, sufficiency and validity.

	Name (BLOCK CAPITALS)	Signature	Date
Assessor			
*Second line assessor			
Internal verifier			

I am satisfied with the way the assessment(s) was conducted and with the outcome(s).

	Name (BLOCK CAPITALS)	Signature	Date
Candidate			
Candidate City & Guilds enrolment no.:			

Name of approved assessment centre		Centre no.
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*It is only necessary to use a second line assessor for novice assessors who have not yet achieved D32/33 or A1 or A2.

NB D32 and qualified A2 assessors are able to use observation and questioning **only** as assessment methods.

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Section 4

Key/Core Skills signposting

This document contains two tables that show the links between the units within the 'Support Services in Health Care NVQ/SVQ (Level 2) and the Key and Core Skills developed by QCA and SQA respectively. The tables are intended to be of assistance to those who wish to integrate Key and Core Skills achievements into workplace practice and NVQ/SVQ assessment.

This signposting has been completed using QCA and SQA guidance. The analysis is based on the principle that some evidence for one or more of the Key and/or Core Skills is likely to arise when the individual is carrying out the functions described by the National Occupational Standards (NOS).

These links are not necessarily automatic or prescriptive. In some cases, evidence will only apply to some aspects of the Key and Core Skill. In others, the generation of evidence for Key and Core Skills may depend on the specific processes that an individual follows to achieve the outcomes described in the NOS. This is particularly the case with Information Technology where, in many instances, the standards do not require the individual to use Information Technology, but they may do so in order to achieve the outcomes described, depending on the resources available to them. Likewise, Application of Number and Numeracy links are not necessarily automatic. Often the opportunity arises for individuals to gather or handle numerical information related to their job or work role. This information will then have to be analysed and the results presented to gain evidence for this Key or Core Skill.

A number of the units in this qualification have been developed by other standards setting bodies and incorporated into this qualification structure. However, this Key and Core Skill signposting has taken into account the work of support services staff in the health care sector. For this reason, the signposting presented here may differ from those of the originating standards setting bodies. As stated above, the signposting is not intended as prescriptive and there will be some variation across different work settings.

Support Services in Health Care – Key Skills signposting

Support Services in Health Care units		Key Skills					
		Communication	Application of number	Information Technology	Working with others	Problem solving	Improving own learning and performance
SS1	Foster people's equality, diversity and rights	2	–	2	2	–	
SS2	Contribute to the effectiveness of work teams	2	–	–	2	2	2
SS3	Promote, monitor and maintain health, safety and security in the workplace	2	1	–	2	2	2
SS4	Give customers a positive impression of yourself and your organisation	2	–	2	2	–	2
SS5	Support and control visitors to services and facilities	2	–	–	2	2	2
SS6	Transport supplies of physical resources within the work area	1	2	–	2	2	2
SS7	Receive, transmit, store and retrieve information	2	2	2	2	2	2
SS8	Support the use of information technology	2	2	2	2	2	2
SS9	Minimise and deal with aggressive and abusive behaviour	3	–	2	2	2	2
SS10	Organise the receipt and storage of goods	2	2	2	2	2	2
SS11	Control and monitor access to premises and property	2	1	–	2	2	2
SS12	Drive passenger carrying vehicles safely	1	1	–	2	2	2
SS13	Move and transport patients within the work area	2	2	–	2	2	2
SS14	Collect, transport and dispose of health care waste	2	3	–	2	2	2
SS15	Distribute and despatch mail	2	1	2	2	2	2
SS16	Maintain housekeeping supplies	2	2	–	2	2	2
SS17	Prepare beds and handle linen and bed coverings	1	1	–	2	1	2
SS18	Monitor and maintain the cleanliness of environments	1	1	–	1	2	2
SS19	Clean floors manually	1	1	–	1	1	2
SS20	Clean furniture, fittings and vertical surfaces manually	1	1	–	1	1	2
SS21	Clean toilets and washrooms manually	1	1	–	1	1	2

Support Services in Health Care units		Key Skills					
		Communication	Application of number	Information Technology	Working with others	Problem solving	Improving own learning and performance
SS22	Classify items and make up loads	1	2	–	1	1	2
SS23	Clean items by washing processes	2	2	–	1	2	2
SS24	Press and finish simple garments and items	1	1	–	2	1	2
SS25	Repair, alter and maintain items	1	1	–	2	1	2
SS26	Prepare food and drink for clients	2	1	–	2	1	2
SS27	Maintain hygiene in food storage, preparation and cooking	2	2	–	2	2	2
SS28	Prepare, cook and assemble food for service	2	2	–	2	2	2
SS29	Provide a table or tray service	2	1	–	2	1	2
SS30	Clean and service a range of areas	1	1	–	1	2	2
SS31	Administer patient appointments	3	2	3	2	2	2
SS32	Record, store and supply information using a paper-based filing system	2	2	–	2	2	2
SS33	Enter, retrieve and print data in a database	2	2	2	2	2	2
SS34	Provide authorised access to records	2	1	2	2	2	2
SS35	Protect records	2	1	2	2	2	2
SS36	Maintain the arrangements of records	2	1	2	2	2	2
SS37	Administer the current records system	3	2	2	2	2	2

Support Services in Health Care – Core Skills signposting

Support Services in Health Care units		Core Skills				
		Communication	Numeracy	Using information technology	Working with others	Problem solving
SS1	Foster people's equality, diversity and rights	Int 1	–	Int 1	Int 1	–
SS2	Contribute to the effectiveness of work teams	Int 1	–	–	Int 1	Int 1
SS3	Promote, monitor and maintain health, safety and security in the workplace	Int 1	Acc 3	–	Int 1	Int 1
SS4	Give customers a positive impression of yourself and your organisation	Int 1	–	Int 1	Int 1	–
SS5	Support and control visitors to services and facilities	Int 1	–	–	Int 1	Int 1
SS6	Transport supplies of physical resources within the work area	Acc 3	Int 1	–	Int 1	Int 1
SS7	Receive, transmit, store and retrieve information	Int 1	Int 1	Int 1	Int 1	Int 1
SS8	Support the use of information technology	Int 1	Int 1	Int 1	Int 1	Int 1
SS9	Minimise and deal with aggressive and abusive behaviour	Int 2	–	Int 1	Int 1	Int 1
SS10	Organise the receipt and storage of goods	Int 1	Int 1	Int 1	Int 1	Int 1
SS11	Control and monitor access to premises and property	Int 1	Acc 3	–	Int 1	Int 1
SS12	Drive passenger carrying vehicles safely	Acc 3	Acc 3	–	Int 1	Int 1
SS13	Move and transport patients within the work area	Int 1	Int 1	–	Int 1	Int 1
SS14	Collect, transport and dispose of health care waste	Int 1	Int 2	–	Int 1	Int 1
SS15	Distribute and despatch mail	Int 1	Acc 3	Int 1	Int 1	Int 1
SS16	Maintain housekeeping supplies	Int 1	Int 1	–	Int 1	Int 1
SS17	Prepare beds and handle linen and bed coverings	Acc 3	Acc 3	–	Int 1	Acc 3
SS18	Monitor and maintain the cleanliness of environments	Acc 3	Acc 3	–	Acc 3	Int 1
SS19	Clean floors manually	Acc 3	Acc 3	–	Acc 3	Acc 3
SS20	Clean furniture, fittings and vertical surfaces manually	Acc 3	Acc 3	–	Acc 3	Acc 3
SS21	Clean toilets and washrooms manually	Acc 3	Acc 3	–	Acc 3	Acc 3
SS22	Classify items and make up loads	Acc 3	Int 1	–	Acc 3	Acc 3
SS23	Clean items by washing processes	Int 1	Int 1	–	Acc 3	Int 1
SS24	Press and finish simple garments and items	Acc 3	Acc 3	–	Int 1	Acc 3

Support Services in Health Care units	Core Skills	Communication	Numeracy	Using information technology	Working with others	Problem solving
SS25 Repair, alter and maintain items		Acc 3	Acc 3		Int 1	Acc 3
SS26 Prepare food and drink for clients		Int 1	Acc 3	–	Int 1	Acc 3
SS27 Maintain hygiene in food storage, preparation and cooking		Int 1	Int 1	–	Int 1	Int 1
SS28 Prepare, cook and assemble food for service		Int 1	Int 1	–	Int 1	Int 1
SS29 Provide a table or tray service		Int 1	Acc 3	–	Int 1	Acc 3
SS30 Clean and service a range of areas		Acc 3	Acc 3	–	Acc 3	Int 1
SS31 Administer patient appointments		Int 2	Int 1	Int 2	Int 1	Int 1
SS32 Record, store and supply information using a paper-based filing system		Int 1	Int 1	-	Int 1	Int 1
SS33 Enter, retrieve and print data in a database		Int 1	Int 1	Int 1	Int 1	Int 1
SS34 Provide authorised access to records		Int 1	Acc 3	Int 1	Int 1	Int 1
SS35 Protect records		Int 1	Acc 3	Int 1	Int 1	Int 1
SS36 Maintain the arrangements of records		Int 1	Acc 3	Int 1	Int 1	Int 1
SS37 Administer the current records system		Int 2	Int 1	Int 1	Int 1	Int 1

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