

NCFE

CACHE

Optional unit content

Adult Nursing Support

**NCFE CACHE Level 3 Diploma in Healthcare
Support**

QN: 610/2160/X

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Section 1: introduction

Overview

This document is an extension of the qualification specification for the NCFE CACHE Level 3 Diploma in Healthcare Support (610/2160/X) and contains the Adult Nursing Support optional units for this qualification. The optional unit document must be used alongside the mandatory qualification specification as this contains generic information that is not repeated in the optional units document. Both documents can be found on the qualification's page on the NCFE website.

Tasks have not been provided for these optional units; however, tasks for these units will be available upon request. Please ensure you check the rule of combination (RoC) using the qualification specification.

Support handbook

The qualification specification and optional unit document must be used alongside the mandatory support handbook, which can be found on the NCFE website. This contains additional supporting information to help with the planning, delivery and assessment.

The qualification specification and optional unit document contain all of the qualification-specific information you will need that is not covered in the support handbook.

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Other support materials

The resources and materials used in the delivery of the qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with the centre's safeguarding policy when developing or selecting delivery materials.

Section 2: optional unit content and assessment guidance

This section provides details of the structure and content of the Adult Nursing Support optional units for this qualification.

Adult Nursing Support optional units**AN 2A Undertake personal hygiene activities with individuals (K/650/1686)**

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| The learner will develop skills in supporting individuals to maintain personal hygiene when they are unable to self-care. This includes care of the skin, mouth, nose, eyes and ears, and requires knowledge of the organs' anatomy and physiology. Application of infection control is required. The ability to follow a care plan is central to carrying out the activities. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 3 credits | 24 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals | 1.1 Identify current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals |
| | 1.2 Explain the importance of complying with health and safety guidance |
| | 1.3 Explain the importance of infection control during personal hygiene activities |
| 2. Know the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing | 2.1 Describe the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing |
| 3. Be able to prepare for undertaking personal hygiene activities with individuals | 3.1 Explain the importance of following the individual's care plan |
| | 3.2 Prepare the environment and equipment prior to commencing the activity |
| | 3.3 Confirm all equipment and materials are fit for purpose as outlined in the individual's care plan |
| | 3.4 Confirm the individual's identity and gain valid consent |
| | 3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual |
| 4. Be able to undertake personal hygiene activities with individuals | 4.1 Apply health and safety measures relevant to the procedure and environment |
| | 4.2 Apply standard precautions for infection control |
| | 4.3 Carry out personal hygiene activities in accordance with the individual's care plan |
| | 4.4 Ensure that the individual's privacy and dignity is maintained |
| | 4.5 Observe the individual while providing support and reassurance and address any concerns |
| | 4.6 Describe action to take in response to adverse reactions |
| 5. Be able to record and report the outcome of the personal hygiene activity | 5.1 Record the outcome of the personal hygiene activity |
| | 5.2 Report the outcomes of the activity to a member of the care team in line with local policy |

| Range |
|---|
| <p>1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals</p> |
| <p>1.1 Policies, procedures:</p> <p>This could include other agreed ways of working as well as formal policies and procedures.</p> <p>1.1 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| <p>3. Be able to prepare for undertaking personal hygiene activities with individuals</p> |
| <p>3.4 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |

| Delivery and assessment guidance |
|---|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO3, LO4 and LO5 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHCHS11 |

AN 3 Perform intravenous cannulation (A/650/5263)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit will provide learners with the knowledge and skills of intravenous cannulation, ensuring the learners feel comfortable to perform this procedure. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 4 | 6 credits | 45 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Understand current legislation, national guidelines, policies, protocols and best practice that impact on performing intravenous cannulation | 1.1 Summarise the current legislation, national guidelines, policies, protocols and best practice guidelines that affect own role in relation to performing intravenous cannulation |
| | 1.2 Explain the importance of working within own role and provide examples of seeking advice when faced with situations outside this role |
| 2. Understand the purpose and functions of intravenous cannulation | 2.1 Explain the anatomy and physiology of the circulatory system in relation to the insertion and maintenance of an intravenous cannula |
| | 2.2 Summarise the indications and reasons for intravenous cannulation |
| | 2.3 Explain the factors that influence the choice of a cannula and the site to be used |
| | 2.4 Explain the preparation and positioning of an individual for insertion of an intravenous cannula |
| | 2.5 Explain the risks associated with the insertion of an intravenous cannula |
| 3. Be able to prepare to carry out intravenous cannulation | 3.1 Confirm the activity in line with the individual's care plan |
| | 3.2 Implement health and safety measures relevant to the procedure and environment |
| | 3.3 Confirm the individual's identity and obtain valid consent to carry out the procedure |
| | 3.4 Communicate information, support and reassurance to address the individual's needs, preferences and concerns |
| | 3.5 Prepare equipment for intravenous cannulation in line with local policy and protocol |
| | 3.6 Assess and take relevant action for risks identified prior to and during the procedure |
| | 3.7 Seek clinical advice and support when events or risks are beyond agreed level of competence |
| 4. Be able to carry out intravenous cannulation | 4.1 Apply standard precautions for infection prevention and control |
| | 4.2 Maintain an individual's privacy and dignity at all times |
| | 4.3 Reassure the individual and observe them for contraindications during the procedure |
| | 4.4 Prepare an appropriate site for cannulation, using the correct size and type of cannula, checking for contraindications |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| | 4.5 Position and use a tourniquet to engorge the selected vein with blood |
| | 4.6 Insert the cannula into the selected vein using the approved technique and confirm correct sitting, positioning and patency of cannula |
| | 4.7 Apply an approved dressing to fix the cannula in position |
| | 4.8 Flush the cannula when in situ according to local protocols and guidelines |
| | 4.9 Attach and secure the correct giving set to where infusion is required following approved procedures |
| 5. Be able to monitor and report on the intravenous cannulation | 5.1 Report any condition or behaviour that may signify adverse reactions to the procedure, in line with local policy and protocol |
| | 5.2 Report and record the cannulation procedure in accordance with agreed procedures |
| | 5.3 Maintain the cannulation site at regular intervals to avoid infection and maintain access |

| Range |
|--|
| 2. Understand the purpose and functions of intravenous cannulation |
| 2.4 Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 3. Be able to prepare to carry out intravenous cannulation |
| 3.3 Valid consent: Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |
| 3.4 Preferences could include: <ul style="list-style-type: none"> • beliefs • values • culture • aspirations • wishes |

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3, LO4 and LO5 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHCHS22

AN 4 Obtain venous blood samples (K/650/5358)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at health and social care professionals involved in the use of venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 24 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples | 1.1 Summarise current legislation, national guidelines, local policies, procedures and protocols in relation to obtaining venous blood samples |
| 2. Understand the anatomy and physiology relating to obtaining venous blood samples | 2.1 Describe the position of venous blood vessels in relation to arteries, nerves and other structures |
| | 2.2 Describe the structure of venous blood vessels |
| | 2.3 Explain blood-clotting processes and the factors that influence blood clotting for individuals |
| | 2.4 Describe potential changes in anatomy and physiology following the collection of a blood sample |
| | 2.5 Describe reasons for obtaining venous blood samples |
| 3. Be able to prepare to obtain venous blood samples | 3.1 Confirm the individual's identity and obtain valid consent |
| | 3.2 Communicate with the individual in a manner that: <ul style="list-style-type: none"> • is appropriate to their communication needs and abilities • provides accurate and relevant information • provides support and reassurance • addresses needs and concerns • is respectful of personal beliefs and preferences |
| | 3.3 Select and prepare appropriate equipment for obtaining the venous blood sample |
| | 3.4 Select and prepare an appropriate site taking into account the individual's age, needs and preferences |
| 4. Be able to obtain venous blood samples | 4.1 Apply health and safety measures relevant to the procedure and environment |
| | 4.2 Apply standard precautions for infection control |
| | 4.3 Use the selected materials, equipment and containers/slides in accordance with agreed procedures |
| | 4.4 Obtain blood samples in the correct sequence and of the required volume and quantity |
| | 4.5 Carry out the correct procedure for encouraging closure and blood clotting at the site |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| | 4.6 Advise individuals on the potential adverse reactions or complications of the procedure |
| | 4.7 Explain the procedure to manage an arterial puncture |
| | 4.8 Terminate the blood collection procedure to include: <ul style="list-style-type: none"> • removal of blood collection equipment • stopping blood flow • stopping bleeding • application of suitable dressing • personal care advice to the individual |
| 5. Be able to prepare venous blood samples for transportation | 5.1 Label, package, transport and store blood samples |

| Range |
|---|
| 3. Be able to prepare to obtain venous blood samples |
| <p>3.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>3.1 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely <p>3.4 Preferences could include:</p> <ul style="list-style-type: none"> • values • culture • aspirations • wishes |

| Delivery and assessment guidance |
|--|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO3, LO4 and LO5 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHCHS132 |

AN 5 Obtain and test capillary blood samples (D/650/5264)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required. Caution must be applied with taking multiple samples from neonates or children under 1 year old, as venepuncture may be the preferred method depending on the type of sample and quantity required. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 30 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining and testing capillary blood samples | 1.1 Summarise current legislation, national guidelines, local policies, procedures, and protocols that relate to obtaining and testing capillary blood samples |
| 2. Understand the anatomy and physiology in relation to, and the purpose of, obtaining and testing capillary blood samples | 2.1 Describe the structure and purpose of capillary blood vessels |
| | 2.2 Explain blood-clotting processes and the factors that influence blood clotting for individuals |
| | 2.3 Describe reasons for obtaining capillary blood samples |
| | 2.4 Describe potential changes in anatomy and physiology following the collection of blood sample |
| 3. Be able to prepare to obtain capillary blood samples | 3.1 Confirm the individual's identity and obtain valid consent |
| | 3.2 Communicate with the individual in a manner that: <ul style="list-style-type: none"> • is appropriate to their communication needs and abilities • provides accurate and relevant information • provides support and reassurance • addresses needs and concerns • is respectful of personal beliefs and preferences |
| | 3.3 Select and prepare appropriate equipment for obtaining the capillary blood sample |
| | 3.4 Select and prepare an appropriate site for obtaining the sample, taking into account the individual's age, needs and preferences |
| 4. Be able to obtain capillary blood samples | 4.1 Apply health and safety measures relevant to the procedure and environment |
| | 4.2 Apply standard precautions for infection prevention and control |
| | 4.3 Use the selected materials, equipment and containers/slides in accordance with agreed procedures |
| | 4.4 Obtain blood samples in the correct sequence and of the required volume and quantity |
| | 4.5 Carry out the correct procedure for encouraging closure and blood clotting at the site |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| | 4.6 Explain the correct process for labelling, packaging, transporting and storing blood samples |
| | 4.7 Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contraindications |
| 5. Be able to test and record the results of blood samples | 5.1 Test the sample using the approved method in line with organisational procedure |
| | 5.2 Describe normal or expected range of results for particular tests |
| | 5.3 Recognise and interpret normal, expected and abnormal results |
| | 5.4 Ensure that results are passed on to an appropriate staff member for interpretation as required |
| | 5.5 Record results fully and accurately, and forward on according to local requirements |
| 6. Be able to pass on the results of blood samples | 6.1 Communicate the results of the tests and any further action required to the individual |
| | 6.2 Respond to questions and concerns from individuals, providing accurate information |
| | 6.3 Refer issues outside own responsibility to an appropriate staff member |

| Range |
|--|
| 3. Be able to prepare to obtain capillary blood samples |
| 3.1 Individuals: |
| Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 3.1 Valid consent: |
| Must be in line with agreed UK country definition and could include: |
| <ul style="list-style-type: none"> the individual must have the mental capacity to make the decision the individual must have sufficient unbiased information to make an informed choice the individual must not be pressured into making a decision and must give consent freely |
| 3.2 Preferences could include: |
| <ul style="list-style-type: none"> values culture aspirations wishes |

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3, LO4, LO5 and LO6 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHCHS131

AN 7 Carry out blood collection from fixed or central lines (F/650/5265)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| <p>This unit covers the collection of blood from fixed or central lines that have already been inserted by a registered practitioner, for individuals usually undergoing some form of treatment.</p> <p>This activity must be carried out following agreed clinical protocols and the application of principles of asepsis is of paramount importance. The activity may be undertaken in hospital, hospices, clinics or at the individual's home. It may require assistance from another member of the care team. You will be working without direct supervision but according to local policy and protocol.</p> | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 30 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand current legislation, national guidelines, policies and protocols that impact on own role | 1.1 Summarise the current legislation, national guidelines, policies and protocols for collecting blood from fixed or central lines |
| 2. Understand the procedures involved in the collection of arterial blood | 2.1 Explain the types and categories of risks that may be involved when carrying out blood collection and the action to take if these occur |
| | 2.2 Describe the different types of fixed or central line blood collection systems and equipment and explain the situations in which they may be used |
| | 2.3 Explain the importance of disposing of used equipment and clinical waste from collection of blood from fixed or central lines, in line with local policy and protocol |
| 3. Be able to prepare to carry out blood collection | 3.1 Confirm the individual's identity and gain valid consent |
| | 3.2 Prepare the individual and environment to support privacy and dignity |
| | 3.3 Support the individual to be in the correct position for the collection of blood |
| | 3.4 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual |
| | 3.5 Apply standard precautions for infection control |
| | 3.6 Apply health and safety measures relevant to the procedure and environment |
| 4. Be able to carry out blood collection procedures | 4.1 Control the blood flow throughout the collection procedure in line with local policy and protocol |
| | 4.2 Attach the blood collection equipment to the blood collection site in the fixed or central line |
| | 4.3 Collect the blood sample in sufficient volume into a sterile container in accordance with local policy and protocol |
| | 4.4 Follow local protocols when unable to collect the required sample of blood |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| | 4.5 Flush the line with sterile solution to maintain patency on completion of the blood collection |
| | 4.6 Support the individual to dress once the procedure has been completed |
| 5. Be able to record, report and forward on blood samples | 5.1 Label the blood sample according to local policy and protocol |
| | 5.2 Request analysis of the blood sample in line with local policy and protocol |
| | 5.3 Document blood collection procedure in accordance with local policy and protocol |
| 6. Be able to monitor and report on blood collection | 6.1 Monitor the individual and report any condition or behaviour that may signify adverse reactions to the procedure, in accordance with local policy and protocol |

| Range |
|--|
| 3. Be able to prepare to carry out blood collection |
| 3.1 Individual: |
| Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 3.1 Valid consent: |
| Must be in line with agreed UK country definition and could include: |
| <ul style="list-style-type: none"> the individual must have the mental capacity to make the decision the individual must have sufficient unbiased information to make an informed choice the individual must not be pressured into making a decision and must give consent freely |
| 3.4 Preferences could include: |
| <ul style="list-style-type: none"> values culture aspirations wishes |

| Delivery and assessment guidance |
|--|
| This unit must be assessed in line with Skills for Health Assessment Principles. |
| LO3, LO4, LO5 and LO6 must be assessed in a real work environment (RWE). |
| Relationship to National Occupational Standards (NOS): |
| <ul style="list-style-type: none"> SFHCHS25 |

AN 9 Insert and secure nasogastric tubes (H/650/5266)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit covers the insertion of nasogastric tubes following agreed protocols and procedures as and when directed. All of these activities must be undertaken using an aseptic technique. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 30 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to inserting and securing nasogastric tubes | 1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to inserting and securing nasogastric tubes |
| | 1.2 Summarise own responsibilities and accountability in relation to inserting and securing nasogastric tubes |
| | 1.3 Explain the duty to report any acts or omissions in care |
| | 1.4 Explain the importance of working within scope of own competence |
| 2. Understand purpose and functions of nasogastric tubes and associated procedures | 2.1 Explain the anatomy of the upper gastrointestinal tract in relation to inserting nasogastric tubes |
| | 2.2 Describe the physiology of the stomach and small intestine in relation to potential contents of gastric aspirate |
| | 2.3 Explain the types of nasogastric tubes |
| | 2.4 Explain how to select the appropriate tube for each individual |
| | 2.5 Explain the normal appearance and content of stomach/intestinal fluid |
| | 2.6 Explain how appearance and content of stomach/intestinal fluid could be affected by the individual's presenting medical condition |
| | 2.7 Describe sources of contamination when inserting nasogastric tubes |
| | 2.8 Describe how to minimise sources of contamination when inserting nasogastric tubes |
| | 2.9 Explain how aseptic technique contributes to the control of infection |
| 3. Be able to prepare for the insertion of a nasogastric tube | 3.1 Apply health and safety measures relevant to the procedure and environment |
| | 3.2 Apply standard precautions for infection control |
| | 3.3 Confirm the individual's identity and gain valid consent |
| | 3.4 Explain the procedure according to the individual's care plan |
| | 3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual |
| | 3.6 Prepare the equipment required for insertion of a nasogastric tube |
| 4. Be able to insert a nasogastric tube | 4.1 Maintain compliance with health and safety guidance |
| | 4.2 Ensure the individual is positioned in a way that will maintain their safety and comfort and will facilitate the insertion of the nasogastric tube |
| | 4.3 Ensure that an individual's privacy and dignity is maintained |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| | 4.4 Insert the nasogastric tube |
| | 4.5 Observe the individual throughout the procedure and report any adverse reactions |
| | 4.6 Ensure the nasogastric tube is correctly positioned in the stomach |
| | 4.7 Ensure the drainage bag is securely attached in a way that prevents discomfort |
| 5. Be able to measure, record and dispose of nasogastric aspirate following policies, procedures and protocols | 5.1 Observe, report and document any changes in appearance to nasogastric aspirate |
| | 5.2 Measure and record the volume of aspirate |
| | 5.3 Seek assistance promptly from an appropriate person should it be required at any stage |
| | 5.4 Dispose of waste appropriately |
| 6. Be able to provide aftercare for individuals following nasogastric tube insertion | 6.1 Ensure the comfort of the individual following insertion of the nasogastric tube |
| | 6.2 Respond to any questions regarding the procedure |

| Range |
|---|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to inserting and securing nasogastric tubes |
| <p>1.1 Protocols:</p> <p>A set of guided instructions on the action to be followed in relation to inserting and securing nasogastric tubes, usually developed and quality assured through and by your employing organisation.</p> |
| 2. Understand purpose and functions of nasogastric tubes and associated procedures |
| <p>2.4 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| 3. Be able to prepare for the insertion of a nasogastric tube |
| <p>3.3 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> the individual must have the mental capacity to make the decision the individual must have sufficient unbiased information to make an informed choice the individual must not be pressured into making a decision and must give consent freely |
| 4. Be able to insert a nasogastric tube |
| <p>4.5 Adverse reactions could include:</p> <ul style="list-style-type: none"> fear/apprehension pain failure to pass the nasogastric tube |

Range

- asphyxiation

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3, LO4, LO5 and LO6 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHCHS15

AN 10 Supporting the care of individuals with nasogastric tubes (J/650/5267)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those who care for individuals with nasogastric tubes. The learner will have the opportunity to develop knowledge, understanding and skills in order to aspirate stomach/intestinal contents via the nasogastric tube, measure output and remove tubes when directed to. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 19 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand how to care for individuals with nasogastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines | 1.1 Outline how current legislation, national guidelines, policies, protocols and good practice guidelines affect own practice related to caring for an individual with nasogastric tubes |
| | 1.2 Describe responsibilities and boundaries related to own role when caring for individuals with nasogastric tubes |
| | 1.3 Outline how to prepare equipment and materials required for aspiration and the removal of nasogastric tubes |
| | 1.4 Explain the importance of following health and safety procedures when caring for an individual with nasogastric tubes |
| | 1.5 Outline how to deal with concerns that individuals may have in relation to clinical procedures such as aspiration and the removal of nasogastric tubes |
| | 1.6 Outline the action to take in the event of an individual reacting adversely to the nasogastric procedure |
| 2. Know the anatomy and physiology of the upper gastrointestinal system and its relevance to nasogastric procedures | 2.1 Describe the anatomy and physiology of the upper gastrointestinal system in relation to the aspiration and removal of nasogastric tubes |
| | 2.2 Describe the normal and abnormal appearance and content of stomach/intestinal fluid according to the individual's presenting medical condition |
| | 2.3 Outline the action to take to reduce or deal with potential sources of contamination when undertaking aspiration and removal of nasogastric tubes |
| | 2.4 Describe potential consequences of contamination of nasogastric tubes and equipment used for aspiration |
| 3. Be able to prepare to carry out nasogastric procedures | 3.1 Apply standard precautions for infection control |
| | 3.2 Apply health and safety measures relevant to the procedure and environment |
| | 3.3 Prepare resources, equipment and materials needed for the aspiration and removal of nasogastric tubes prior to starting the activity |
| | 3.4 Confirm the individual's identity and gain valid consent prior to carrying out nasogastric procedures |
| | 3.5 Explain the procedure to the individual, ensuring they have all the information they require to meet their needs |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| | 3.6 Position the individual and self so that the procedure can be carried out safely and comfortably |
| 4. Be able to support individuals undergoing nasogastric procedures | 4.1 Carry out the nasogastric procedures as directed and in accordance with the individual's care plan and local policy and protocol |
| | 4.2 Observe the individual throughout the activity, taking action to deal with any condition or behaviour that may signify adverse reactions |
| | 4.3 Check the nasogastric tube and any drainage bags are securely attached in a way that prevents discomfort and maintains the individual's dignity |
| | 4.4 Assess nasogastric aspirate for any change in appearance, informing the care team of any areas of concern, in line with local policy and protocol |
| | 4.5 Measure and record the volume of aspirate |
| | 4.6 Pack up used equipment and materials and cover receptacles containing nasogastric aspirate prior to leaving the immediate care area |
| | 4.7 Dispose of used equipment and materials and nasogastric aspirate in line with local policy and protocol |
| | 4.8 Update records and make them available to the care team in line with local policy and protocol |

| Range |
|--|
| 1. Understand how to care for individuals with nasogastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines |
| 1.5 Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 3. Be able to prepare to carry out nasogastric procedures |
| 3.4 Valid consent: Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |

| Delivery and assessment guidance |
|--|
| This unit must be assessed in line with Skills for Health Assessment Principles. LO3 and LO4 must be assessed in a real work environment (RWE). |

Delivery and assessment guidance

Relationship to National Occupational Standards (NOS):

- SFHCHS16

AN 11 Undertake urethral catheterisation processes (K/650/5268)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is about insertion of urethral catheters, including recatheterisation, following agreed protocols and procedures, and covers regular monitoring and care of the urethral catheter after insertion. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 34 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation | 1.1 Describe the current legislation, national guidelines, and local policies and protocols that affect work practice |
| | 1.2 Identify the correct procedures relating to urethral catheterisation |
| | 1.3 Explain the conditions and constraints that might influence who undertakes this procedure and why |
| | 1.4 Explain when good practice suggests it may be necessary to seek assistance from an appropriate member of staff |
| | 1.5 Describe the signs and symptoms that an individual may be in pain, distress or discomfort |
| | 1.6 Describe the ethical issues surrounding catheterisation |
| 2. Understand the relevant anatomy and physiology | 2.1 Describe the anatomy and physiology of the genito-urinary system of: <ul style="list-style-type: none"> • male • female |
| 3. Be able to prepare to insert urethral catheters | 3.1 Explain the purpose of a urethral catheter to the individual and the importance of regular monitoring |
| | 3.2 Confirm the individual's identity and obtain valid consent |
| | 3.3 Identify the types of catheters that can be used |
| | 3.4 Select an appropriate catheter |
| | 3.5 Describe the local anaesthetic agents available for use when inserting urethral catheters |
| 4. Be able to insert urethral catheters | 4.1 Maintain a safe and healthy working environment, using infection prevention and control techniques including handwashing, sanitisation, disinfection and personal protective equipment (PPE) |
| | 4.2 Insert the catheter safely and correctly, with minimal trauma to the individual including: <ul style="list-style-type: none"> • securing the catheter • adjusting it correctly • attaching it correctly to the appropriate drainage system |
| 5. Be able to monitor and care for the urethral catheter after insertion | 5.1 Monitor the catheterisation equipment and materials to check they are functioning correctly |
| | 5.2 Measure and record the amount of urine collected immediately after insertion and as often as required according to the individual's care plan |
| | 5.3 Empty draining bags |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| | 5.4 Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required |
| | 5.5 Explain the appropriate action to remedy common problems when these arise |
| 6. Be able to care for and support the individual during and after the procedure | 6.1 Maintain the individual's comfort during and after the procedure |
| | 6.2 Recognise and respond to the signs and symptoms that an individual is in pain or discomfort, to maximise comfort and wellbeing |
| | 6.3 Explain the adverse effects and the actions to minimise these |
| | 6.4 Communicate information to the individual/carer on the care of the catheter and attachments |

Range

3. Be able to prepare to insert urethral catheters

3.2 Individual:

Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

3.2 Valid consent:

Must be in line with agreed UK country definition and could include:

- the individual must have the mental capacity to make the decision
- the individual must have sufficient unbiased information to make an informed choice
- the individual must not be pressured into making a decision and must give consent freely

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3, LO4, LO5 and LO6 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHCHS8

AN 12 Care for individuals with urethral catheters (L/650/5269)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit will provide learners with the knowledge and skills of urethral catheter care ensuring the learners feel comfortable to perform this procedure. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 30 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand current legislation national guidelines, policies, protocols and best practice related to caring for individuals with urethral catheters | 1.1 Summarise the current legislation national guidelines, policies, protocols and best practice related to caring for those individuals with urethral catheters |
| | 1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols that affect work practice when carrying out care activities for individuals with urethral catheters |
| 2. Understand the procedure of urethral catheterisation | 2.1 Describe the anatomy and physiology of the lower urinary tract of: <ul style="list-style-type: none"> • male • female |
| | 2.2 Describe lower urinary tract functions and continence status |
| | 2.3 Explain why urethral urinary catheters may be needed |
| | 2.4 Explain the effects of urethral catheterisation on an individual's comfort and dignity |
| 3. Understand the use and application of catheter care equipment | 3.1 Describe different types of catheter care equipment that can be used to meet individuals' specific needs |
| | 3.2 Describe the types of catheter care advice to give to individuals |
| | 3.3 Describe when to undertake urinalysis, obtain a catheter specimen of urine (CSU) or screen for multi-resistant bacteria |
| | 3.4 Describe the indications, mode of action, risks, side effects, cautions, contraindications and potential interactions of urethral catheter care |
| | 3.5 Describe the medication, antibiotics, anaesthetic agents and associated solutions used for individuals with urethral catheters |
| 4. Be able to prepare individuals to carry out urethral catheter care | 4.1 Confirm the activity in line with the individual's care plan |
| | 4.2 Implement health and safety measures relevant to the procedure and environment |
| | 4.3 Confirm the individual's identity and obtain valid consent |
| | 4.4 Select and check equipment is fit for purpose |
| | 4.5 Communicate information, support and reassurance to address the individual's needs and concerns |
| | 4.6 Agree the level of support required with the individual |
| | 4.7 Apply standard precautions for infection prevention and control |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|---|---|
| The learner will: | The learner can: |
| 5. Be able to carry out care for individuals with urethral catheters | 5.1 Support the individual and relevant others to carry out catheter care in accordance with local policy and protocol 5.2 Maintain dignity and privacy during the procedure 5.3 Use catheter care equipment in line with manufacturers' guidance, reporting any failure/malfunction in line with local policy and protocol 5.4 Use and store equipment and materials in accordance with local policy and protocol 5.5 Dispose of catheter-related equipment in accordance with local policy and protocol 5.6 Measure and record any urethral output within local policy and protocol |
| 6. Be able to monitor and check individuals undergoing urethral catheter care | 6.1 Monitor the individual's condition for adverse effects and potential complications, taking appropriate action in line with local policy and protocol 6.2 Observe and maintain cleanliness of the meatus 6.3 Terminate the use of a urethral catheter in accordance with local policy and protocol 6.4 Record and report information in line with local policy and protocol |

| Range |
|--|
| 1. Understand current legislation national guidelines, policies, protocols and best practice related to caring for individuals with urethral catheters |
| 1.1 Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 3. Understand the use and application of catheter care equipment |
| 3.1 Catheter care equipment could include: <ul style="list-style-type: none"> • catheters • urethral drainage bags • link systems • catheter valves • support methods including garments, straps and stands 3.2 Catheter care advice could include: <ul style="list-style-type: none"> • lifestyle advice • maintaining catheter function • reducing infection • what to do in the event of problems with equipment • how to deal with common complications • short- and long-term health risks |

| Range |
|---|
| <p>4. Be able to prepare individuals to carry out urethral catheter care</p> |
| <p>4.3 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |
| <p>5. Be able to carry out care for individuals with urethral catheters</p> |
| <p>5.1 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing |

| Delivery and assessment guidance |
|---|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO4, LO5 and LO6 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHCHS8 • SFHCHS9 |

AN 13 Undertake stoma care (T/650/5270)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| <p>This unit is aimed at those who provide care to individuals with bowel/bladder stoma. This may be for individuals with new stomas or for individuals with established stomas who are unable to manage their own stoma care or those who require assistance.</p> <p>This unit is applicable in a variety of care environments including hospitals, care homes, the individual's own home or other community environments such as GP surgeries.</p> | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 30 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to assessment for stoma care | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice related to undertaking stoma care |
| | 1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols that affect work practice when carrying out stoma care |
| 2. Understand the anatomy and physiology in relation to conditions requiring stoma care | 2.1 Describe the reasons why a stoma may be required |
| | 2.2 Describe the anatomy in relation to the position of a stoma |
| | 2.3 Describe the reasons for and function of: <ul style="list-style-type: none"> • a colostomy • an ileostomy • an ileal conduit • a nephrostomy |
| | 2.4 Describe potential consequences of contamination of stoma drainage systems |
| | 2.5 Describe the effects of diet and mobility on stoma function |
| 3. Be able to prepare individuals for stoma care | 3.1 Confirm the individual's identity, gain valid consent and maintain privacy and dignity throughout |
| | 3.2 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual |
| | 3.3 Carry out preparatory checks against the individual's care plan |
| | 3.4 Prepare equipment and materials for stoma care as detailed in the individual's care plan |
| | 3.5 Apply standard precautions for infection prevention and control |
| | 3.6 Apply health and safety measures relevant to the procedure and environment |
| 4. Be able to carry out stoma care for individuals | 4.1 Describe factors that will affect the level of assistance required |
| | 4.2 Agree the level of support required with the individual |
| | 4.3 Demonstrate techniques to carry out stoma care in line with local policy and protocol |
| | 4.4 Explain the action to take if the prepared stoma care equipment appears to be inappropriate or unsuitable |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|---|--|
| The learner will: | The learner can: |
| | 4.5 Give individuals the opportunity to dispose of their own used stoma care equipment |
| | 4.6 Give individuals the opportunity to maintain their personal hygiene |
| | 4.7 Provide active support for individuals to manage their own stoma |
| | 4.8 Dispose of equipment and soiled linen in line with local policy and protocol |
| 5. Be able to monitor, record and report on an individual's condition during and after stoma care | 5.1 Monitor the individual's condition throughout the stoma care |
| | 5.2 Check for any adverse effects and potential complications |
| | 5.3 Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred |
| | 5.4 Record the outcomes of stoma care activity in line with local policy and protocol |
| | 5.5 Report findings to colleagues in line with local policy and protocol |

| Range |
|---|
| 3. Be able to prepare individuals for stoma care |
| <p>3.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>3.1 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely <p>3.2 Preferences could include:</p> <ul style="list-style-type: none"> • values • culture • aspirations • wishes |
| 4. Be able to carry out stoma care for individuals |
| <p>4.7 Active support:</p> <p>This encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.</p> |

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3, LO4 and LO5 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHCHS10

AN 14 Prepare for and carry out extended feeding techniques (Y/650/5271)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals' nutritional and fluid intake. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 27 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand current legislation, protocols and agreed ways of working when using extended feeding techniques | 1.1 Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding |
| | 1.2 Explain the importance of following procedures exactly as specified |
| | 1.3 Explain the scope and limitations of own competence, responsibilities and accountability as it applies to job role |
| 2. Understand anatomy and physiology in relation to extended feeding | 2.1 Outline the anatomy and physiology of the gastrointestinal tract relevant to extended feeding techniques |
| | 2.2 Explain the importance of fluid and nutritional balance to the health of individuals |
| | 2.3 Identify health conditions where extended feeding may be part of an individual's care plan |
| 3. Understand extended feeding techniques | 3.1 Explain techniques for extended feeding |
| | 3.2 Identify equipment and materials used in extended feeding techniques |
| | 3.3 Describe how to prepare an individual for extended feeding including: <ul style="list-style-type: none"> • needs and preferences • addressing any questions and concerns • identifying potential risks |
| | 3.4 Describe how to recognise and deal with adverse reactions that may occur: <ul style="list-style-type: none"> • during procedures • following procedures |
| 4. Be able to prepare for extended feeding | 4.1 Ensure that all prescribed feeds are prepared according to manufacturers' instructions |
| | 4.2 Identify possible risks associated with extended feeding |
| | 4.3 Apply standard precautions for infection prevention and control to minimise risks: <ul style="list-style-type: none"> • before the procedure • during the procedure • after the procedure |
| | 4.4 Confirm the identity of the individual prior to carrying out the activity |
| | 4.5 Obtain valid consent from the individual prior to carrying out the planned activity |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| | 4.6 Explain to an individual the procedure to be carried out 4.7 Confirm equipment and materials are: <ul style="list-style-type: none"> • appropriate to the procedure • fit for purpose • working correctly 4.8 Position an individual to ensure: <ul style="list-style-type: none"> • safety and comfort • to facilitate the method of extended feeding |
| 5. Be able to carry out and complete extended feeding techniques | 5.1 Refer to the plan of care and feeding guidelines 5.2 Attach and position feeding tubes correctly and securely in a manner that: <ul style="list-style-type: none"> • prevents discomfort • promotes the dignity of an individual 5.3 Carry out extended feeding safely and according to the individual's care plan and feeding protocol 5.4 Observe the individual throughout the activity and respond to any adverse reactions 5.5 Ensure the comfort of the individual following extended feeding 5.6 Safely dispose of any unused feed and material soiled by body fluids 5.7 Clean and store equipment and materials following the feed |
| 6. Be able to maintain records and report on extended feeding | 6.1 Complete required record 6.2 Identify others who may be involved in reviewing the nutritional and fluid intake of an individual 6.3 Report any findings about the process that may impact on an individual and their care plan |

| Range |
|--|
| 2. Understand anatomy and physiology in relation to extended feeding |
| 2.2 Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 4. Be able to prepare for extended feeding |
| 4.5 Valid consent: Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |

Range

6. Be able to maintain records and report on extended feeding

6.2 Others could include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families
- carers and advocates
- outside services and organisations
- those with power of attorney
- line manager
- other professionals
- others who are important to the individual's wellbeing

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO4, LO5 and LO6 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHCHS17

AN 15 Assist in the administration of medication (A/650/5272)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role. This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a 'drug round' may be undertaken. It will always involve working with other staff within this context whose role is to lead the process. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 3 credits | 25 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Know the current legislation, guidelines and policies relevant to the administration of medication | 1.1 Identify the current national legislation and guidelines relevant to the administration of medication |
| | 1.2 Outline the organisational policies for the management and administration of medication |
| 2. Understand own role in assisting in the administration of medication | 2.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication |
| | 2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication |
| | 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence |
| 3. Understand the requirements and procedures for assisting in the administration of medication | 3.1 Explain the purpose and significance of the information that should be provided on the label of a medication |
| | 3.2 Describe the different routes for the administration of medication |
| | 3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility |
| | 3.4 Describe the various aids that can be used to help individuals take their medication |
| | 3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice |
| | 3.6 Explain why medication should only be administered against the individual's medication administration record and in a way that is consistent with the prescriber's advice |
| | 3.7 Explain the importance of maintaining security and the correct storage for the medication |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 4. Understand the requirements and procedures for ensuring an individual's safety | 4.1 Explain the importance of identifying the individual for whom the medications are prescribed |
| | 4.2 Explain the importance of confirming the medication against the prescription/protocol with the person leading the administration before administering it |
| 5. Be able to assist with the preparation of the administration of medication | 5.1 Obtain or confirm valid consent for the administration of medication |
| | 5.2 Apply standard precautions for infection control |
| | 5.3 Assist in the selection, checking and preparation of medication according to the medication administration record or medication information leaflet |
| | 5.4 Explain the importance of referring confusing or incomplete instructions back to the person leading the administration of medication or the pharmacist |
| | 5.5 Assist with the checking and confirming of the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered |
| 6. Be able to assist in the administration of medication | 6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan |
| | 6.2 Assist the individual to be as self-managing as possible |
| | 6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication |
| | 6.4 Monitor the individual's condition throughout the administration process |
| | 6.5 Explain the types of adverse effects that may occur and the action to take if they do |
| | 6.6 Check and confirm that the individual has taken the medication and does not pass medication to others |
| 7. Be able to contribute to the management of medications and administration records | 7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication |
| | 7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely |
| | 7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage |
| | 7.4 Maintain the confidentiality of information relating to the individual at all times |
| | 7.5 Check the stock level of medications and take action to obtain new stocks when required |

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|--|
| Range |
| 3. Understand the requirements and procedures for assisting in the administration of medication |
| 3.4 Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 5. Be able to assist with the preparation of the administration of medication |
| 5.1 Valid consent: Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |
| 6. Be able to assist in the administration of medication |
| 6.6 Others could include: <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing |

| |
|---|
| Delivery and assessment guidance |
| This unit must be assessed in line with Skills for Health Assessment Principles. LO5, LO6 and LO7 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none"> • SFHCHS2 |

AN 16 Undertake tissue viability risk assessments (D/650/5273)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| The aim of this unit is to equip learners with the knowledge and skills required to ensure that individuals maintain skin integrity as far as is practicably possible. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 16 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand the need for tissue viability risk assessment | 1.1 Describe the anatomy and physiology of healthy skin |
| | 1.2 Describe changes that occur when damage caused by pressure develops |
| | 1.3 Explain when an initial tissue viability risk assessment may be required |
| | 1.4 Describe what to look for when assessing the condition of the skin |
| | 1.5 Describe pre-disposing factors that may exacerbate risk of impaired tissue viability and skin breakdown |
| | 1.6 Describe external factors, including shearing forces, that may exacerbate risk of impaired tissue viability and skin breakdown |
| 2. Be able to undertake tissue viability risk assessment | 2.1 Identify individuals who may be at risk of impaired tissue viability and skin breakdown |
| | 2.2 Apply standard precautions for infection prevention and control |
| | 2.3 Inspect the general condition of an individual's skin |
| | 2.4 Identify the sites where pressure damage might occur, using appropriate assessment tools |
| | 2.5 Complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy |
| | 2.6 Use safe handling techniques when assisting the individual to move during the assessment |
| 3. Be able to record and report on tissue viability risk assessment | 3.1 Complete tissue viability risk assessment documentation |
| | 3.2 Share findings with appropriate staff and the individual |
| | 3.3 Notify appropriate staff of any immediate concerns in line with local policies and guidance |
| 4. Understand when the risk assessment should be reviewed | 4.1 Explain why the tissue viability risk assessment should be regularly reviewed and repeated |
| | 4.2 Explain when the tissue viability assessment tool or the current review cycle may no longer be appropriate |

| Range |
|--|
| 2. Be able to undertake tissue viability risk assessment |
| 2.1 Individuals: |
| Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2 and LO3 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHCHS4

AN 17 Obtain and test specimens from individuals (F/650/5274)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| The aim of this unit is to provide the learner with the knowledge and skills required to obtain and test specimens from individuals in a healthcare setting. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 3 credits | 20 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens | 1.1 Outline current legislation, national guidelines, organisational policies and protocols that affect working practice |
| | 1.2 Identify the hazards and other consequences related to incorrect labelling of specimens |
| 2. Understand the processes involved in obtaining and testing specimens from individuals | 2.1 Identify the different types of specimens that may be obtained |
| | 2.2 Describe the tests and investigations that may be carried out upon the specimens |
| | 2.3 Identify the correct equipment and materials used in the collection and transport of specimens |
| 3. Be able to prepare to obtain specimens from individuals | 3.1 Introduce yourself to the individual and confirm the individual's identity |
| | 3.2 Maintain a safe and healthy working environment using infection prevention and control techniques |
| | 3.3 Explain the procedure to the individual and obtain valid consent |
| | 3.4 Ensure the individual's privacy and dignity is maintained at all times |
| | 3.5 Identify any aspects of the individual's ethnic and religious background that might affect the procedure |
| | 3.6 Communicate with the individual in a way that is appropriate to their needs and preferences |
| | 3.7 Demonstrate that the required preparations have been completed, including materials and equipment |
| 4. Be able to obtain specimens from individuals | 4.1 Provide the correct container for the individual to be able to provide the specimen for themselves or collect the specimen where the individual cannot provide the specimen for themselves |
| | 4.2 Describe possible problems in collecting specimens and how and when these should be reported |
| | 4.3 Describe the signs and symptoms that an individual is in pain, distress or discomfort and explain how you would respond to these |
| | 4.4 Demonstrate the correct collection, labelling and storage of specimens |
| | 4.5 Complete and attach relevant documentation |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 5. Be able to test specimens | 5.1 Explain tests for a range of specimens obtained |
| | 5.2 Demonstrate appropriate health and safety measures relevant to the procedure and environment |
| | 5.3 Demonstrate effective hand washing techniques and correct use of personal protective equipment (PPE) |
| | 5.4 Demonstrate safe disposal of clinical waste |
| 6. Be able to report on the outcomes of the test of specimens | 6.1 Demonstrate the correct process for reporting and recording test results |
| | 6.2 Describe the actions to be taken when the results are outside the normal range |
| | 6.3 Communicate test results in accordance with agreed ways of working |
| | 6.4 Describe why it is important to understand the implications the test results may have on the individual |

| Range |
|--|
| 1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens |
| <p>1.2 Other consequences could include:</p> <ul style="list-style-type: none"> • treatment being delayed • wrong treatment given • condition could worsen or even result in death • stress and upset for the individual • further discomfort or pain experienced in retaking the samples |
| 2. Understand the processes involved in obtaining and testing specimens from individuals |
| <p>2.1 Specimens could include:</p> <ul style="list-style-type: none"> • urine • saliva • faeces • blood • sputum • tissue |
| 3. Be able to prepare to obtain specimens from individuals |
| <p>3.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>3.3 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision |

| Range |
|---|
| <ul style="list-style-type: none">the individual must have sufficient unbiased information to make an informed choicethe individual must not be pressured into making a decision and must give consent freely |
| 5. Be able to test specimens |
| 5.2 Environment could include: <ul style="list-style-type: none">ensuring privacymaking sure that there are no hazardsthat all equipment is ready and preparedthat all equipment is in good working orderensuring that there is enough room to carry out the procedure |
| Delivery and assessment guidance |
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO3, LO4, LO5 and LO6 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none">SFHCHS7 |

AN 18 Undertake treatments and dressings of lesions and wounds (H/650/5275)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| <p>This unit will provide learners with the knowledge and skills required to carry out treatments and dressings for the care of individuals' lesions and wounds.</p> <p>A strong emphasis is placed on knowledge of general infection control and the specific application to the care of lesions/wounds. An insight into the process of wound healing is also required.</p> | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 23 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand current legislation, national guidelines, policies, protocols, best practice and safety measures related to undertaking treatments and dressings of lesions and wounds | 1.1 Summarise the current legislation, national guidelines, policies, protocols and best practice guidelines that inform undertaking treatments and dressings of lesions and wounds |
| | 1.2 Explain the importance of maintaining compliance with health and safety guidance at all times |
| | 1.3 Explain the importance of using aseptic techniques that follow local guidelines and procedures |
| | 1.4 Explain the importance of wearing personal protective equipment (PPE) |
| | 1.5 Explain the importance of working within own sphere of competence in relation to undertaking treatments and dressings of lesions and wounds |
| 2. Understand wound infection and healing | 2.1 Define asepsis, antisepsis and cross infection |
| | 2.2 Describe the aspects of the anatomy and physiology of the skin that inform the application of dressings |
| | 2.3 Explain the process of wound healing and identify factors that promote and delay the process |
| | 2.4 Outline sources and consequences of wound contamination and measures to avoid and deal with these |
| 3. Understand the rationale for carrying out procedures when treating lesions/wounds | 3.1 Identify the types and functions of equipment, materials and dressings used in own work area |
| | 3.2 Explain the importance of following procedures outlined in the care plan |
| 4. Be able to prepare to treat and dress lesions and wounds | 4.1 Confirm the activity in line with the individual's care plan |
| | 4.2 Implement health and safety measures relevant to the procedure and the environment |
| | 4.3 Confirm the individual's identity and obtain valid consent to carry out the procedure |
| | 4.4 Communicate information, support and reassurance to address the individual's needs and concerns |
| | 4.5 Select and confirm all equipment and materials to be used is fit for purpose as outlined in the care plan |
| | 4.6 Maintain the sterility of dressings prior to and during application |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 5. Be able to carry out treatments and dressings to lesions/wounds | 5.1 Apply standard precautions for infection control |
| | 5.2 Maintain an individual's privacy and dignity at all times |
| | 5.3 Scrutinise the lesion/wound for any change in appearance |
| | 5.4 Explain the importance of referring any changes in the lesion/wound or adverse reactions that are outside own competence to the practitioner |
| | 5.5 Carry out treatments as outlined in the care plan |
| | 5.6 Observe the individual for adverse reactions while carrying out treatment in accordance with the care plan |
| | 5.7 Apply/attach dressings in line with the care plan |
| | 5.8 Deal with hazardous waste in line with local policy |
| 6. Be able to record and report outcomes of the activities | 6.1 Record and report outcomes of the activity in line with national/local policy |

Range

4. Be able to prepare to treat and dress lesions and wounds

4.1 Individual:

Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

4.3 Valid consent:

Must be in line with agreed UK country definition and could include:

- the individual must have the mental capacity to make the decision
- the individual must have sufficient unbiased information to make an informed choice
- the individual must not be pressured into making a decision and must give consent freely

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO4, LO5 and LO6 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHCHS12

AN 19 Carry out wound drainage care (J/650/5276)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit will provide learners with the knowledge and skills of wound drainage care, ensuring the learners feel comfortable to perform this procedure. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 23 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand current legislation, national guidelines, policies, protocols, best practice and safety measures related to undertaking wound drainage care | 1.1 Summarise the current legislation, national guidelines, policies, protocols and best practice guidelines that inform undertaking wound drainage care |
| | 1.2 Explain the importance of maintaining compliance with health and safety guidance at all times |
| | 1.3 Explain the importance of using aseptic techniques that follow local guidelines and procedures |
| | 1.4 Explain the importance of wearing personal protective equipment (PPE) |
| 2. Understand the principles of wound drainage and use of related equipment | 2.1 Explain the principles of wound drainage |
| | 2.2 Describe the types, purposes and function of wound drainage measurement materials and equipment |
| | 2.3 Describe the aspects of the anatomy and physiology of the skin and underlying structures that affect the positioning of wound drains and care |
| | 2.4 Describe techniques for preparing and applying drains and dressings and the consequences of contamination |
| 3. Understand procedures and techniques involved in wound drainage | 3.1 Explain the importance of following the care plan and the potential effects of poor practice |
| | 3.2 Explain the purpose of measuring wound drainage and how to avoid potential hazards |
| | 3.3 Explain the importance of differentiating between body fluids and introduced fluids when measuring fluid loss |
| | 3.4 Describe the process of disposal of hazardous waste and equipment |
| 4. Be able to prepare for wound drainage care | 4.1 Confirm the activity in line with the individual's care plan |
| | 4.2 Implement health and safety measures relevant to the procedure and the environment |
| | 4.3 Confirm the individual's identity and obtain valid consent |
| | 4.4 Communicate information, support and reassurance to address the individual's needs, preferences and concerns |
| | 4.5 Select and confirm all equipment and materials are fit for purpose |
| | 4.6 Support and reassure the individual prior and during wound drainage |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 5. Be able to carry out wound drainage care | 5.1 Apply standard precautions for infection control |
| | 5.2 Maintain an individual's privacy and dignity at all times |
| | 5.3 Use techniques and equipment to observe and measure wound drainage in line with the care plan |
| | 5.4 Explain the importance of referring any changes or adverse reactions that are outside own competence to the practitioner |
| | 5.5 Attach replacement drainage collection systems, maintaining sterility and the individual's comfort and dignity |
| | 5.6 Check drains and seals are secure, intact and functioning |
| | 5.7 Dispose of hazardous waste and equipment in line with local policies and procedures |

| Range |
|--|
| <p>4. Be able to prepare for wound drainage care</p> <p>4.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>4.3 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely <p>4.4 Preferences could include:</p> <ul style="list-style-type: none"> • beliefs • values • culture • aspirations • wishes |

| Delivery and assessment guidance |
|--|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO4 and LO5 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHCHS13 |

AN 20 Remove wound drains (K/650/5277)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit will provide learners with the knowledge and skills of wound drainage, ensuring the learners feel comfortable to perform this procedure. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 5 credits | 43 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand current legislation, national guidelines, policies, protocols and best practice in relation to removing wound drains | 1.1 Summarise current legislation, national guidelines, policies, protocols and best practice in relation to removing wound drains |
| | 1.2 Summarise own responsibilities and accountability in relation to removing wound drains |
| | 1.3 Explain the importance of working within own sphere of competence |
| 2. Understand factors related to the removal of wound drains | 2.1 Describe the anatomy and physiology of the skin and underlying structures |
| | 2.2 Identify the types, purpose and function of materials and equipment in relation to removing wound drains |
| | 2.3 Summarise the methods and techniques for preparing and applying dressings and wound supports |
| | 2.4 Explain how to measure the individual's wound drainage prior to removal |
| | 2.5 Explain the hazards associated with measuring wound drainage and removing the wound drain |
| | 2.6 Describe adverse reactions and actions to be taken |
| 3. Be able to prepare to remove wound drains | 3.1 Confirm the activity in line with the individual's care plan |
| | 3.2 Implement health and safety measures relevant to the procedure and environment |
| | 3.3 Confirm the individual's identity and obtain valid consent |
| | 3.4 Select and check the equipment is fit for purpose |
| | 3.5 Communicate information, support and reassurance to address the individual's needs and concerns |
| | 3.6 Prepare the drainage system in accordance with local policies and procedures and manufacturers' guidance |
| | 3.7 Apply standard precautions for infection control |
| | 3.8 Maintain an individual's privacy and dignity at all times |
| | 3.9 Carry out wound drain removal in accordance with local policy and protocol |
| | 3.10 Dispose of used wound drainage systems and equipment according to local policy and protocol |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|--|--|
| The learner will: | The learner can: |
| 4. Be able to care for and support the individual during and after the procedure | 4.1 Reassure the individual |
| | 4.2 Assess and take relevant action for risks identified prior to and during the procedure |
| | 4.3 Observe the drainage site for signs of leakage and apply the relevant dressing |
| | 4.4 Record and report outcomes of the activity in line with local policy and protocol |

| Range |
|--|
| 2. Understand factors related to the removal of wound drains |
| 2.4 Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 3. Be able to prepare to remove wound drains |
| 3.3 Valid consent: Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> the individual must have the mental capacity to make the decision the individual must have sufficient unbiased information to make an informed choice the individual must not be pressured into making a decision and must give consent freely |

| Delivery and assessment guidance |
|--|
| This unit must be assessed in line with Skills for Health Assessment Principles. LO3 and LO4 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none"> SFHCHS133 |

AN 21 Remove wound closure materials (L/650/5278)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| <p>This unit develops the learner's ability to remove wound closure materials from individuals when directed by a health practitioner, following local guidelines and procedures.</p> <p>Emphasis is placed on knowledge of general infection control and the specific application to the removal of wound closures. An insight into the anatomy and physiology of the skin and the process of wound healing is also required.</p> | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 3 credits | 24 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Know the anatomy and physiology of the skin and underlying tissues | 1.1 Describe the aspects of the anatomy and physiology of the skin and underlying tissues that inform wound closures and their removal |
| 2. Understand wound healing and contamination | 2.1 Define: <ul style="list-style-type: none"> • asepsis • antisepsis • cross infection |
| | 2.2 Explain the process of wound healing |
| | 2.3 Identify factors that promote and delay the healing process |
| | 2.4 Describe sources of wound contamination and the measures to avoid and deal with them |
| | 2.5 Describe the consequences of wound contamination |
| 3. Understand the rationale for following approved procedures and techniques to remove wound closures | 3.1 Summarise the legislation, policies and protocols that inform own role when removing wound closures |
| | 3.2 Explain the importance of following procedures specified in the care plan and the consequences of poor practice |
| | 3.3 Explain adverse reactions to the removal of wound closures and the procedure for dealing with any problems encountered while removing wound closures |
| | 3.4 Explain the procedure and rationale for the disposal of waste from the removal of wound closures in line with local policy |
| 4. Be able to prepare to remove wound closure materials | 4.1 Confirm the activity in line with the individual's care plan |
| | 4.2 Implement health and safety measures relevant to the procedure and environment |
| | 4.3 Confirm the individual's identity and obtain valid consent |
| | 4.4 Communicate information, support and reassurance to address the individual's needs, preferences and concerns |
| | 4.5 Select all required equipment and materials and confirm that they are fit for purpose for the activity |
| | 4.6 Check for any contraindications to removing wound closures and deal with these within own scope of practice |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 5. Be able to remove wound closure materials | 5.1 Apply standard precautions for infection control |
| | 5.2 Maintain an individual's privacy and dignity at all times |
| | 5.3 Observe and support the individual while removing wound closures according to the care plan |
| | 5.4 Dispose of waste before leaving the care area in accordance with local policy and protocol |
| 6. Be able to record and report outcomes of procedures | 6.1 Record and report the outcomes and findings of the activity according to national/local policy |

| Range |
|--|
| <p>4. Be able to prepare to remove wound closure materials</p> <p>4.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>4.3 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> the individual must have the mental capacity to make the decision the individual must have sufficient unbiased information to make an informed choice the individual must not be pressured into making a decision and must give consent freely <p>4.4 Preferences could include:</p> <ul style="list-style-type: none"> beliefs values culture aspirations wishes |

| Delivery and assessment guidance |
|---|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO4, LO5 and LO6 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> SFHCHS14 |

AN 22 Carry out vision screening (M/650/5279)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is about assessing the visual acuity of individuals as a routine element of locally planned child health surveillance programmes, or other community/health settings as part of a health assessment for individuals of all ages. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 34 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand current legislation, policy and good practice related to carrying out vision screening | 1.1 Describe the current legislation, national guidelines, local policies, protocols and guidance that affect own role |
| | 1.2 Identify the procedures related to carrying out vision screening |
| | 1.3 Summarise when good practice suggests it may be necessary to seek assistance |
| 2. Understand the factors related to vision screening | 2.1 Describe the structure and function of the eyes |
| | 2.2 Identify the types, purpose and function of materials and equipment required in relation to carrying out vision screening |
| | 2.3 Explain the methods and techniques for carrying out vision screening |
| 3. Be able to prepare to carry out vision screening | 3.1 Select equipment and check that it is fit for purpose |
| | 3.2 Identify any needs the individual has that may affect the accuracy of screening and describe the relevant actions to take to meet these needs |
| 4. Be able to carry out vision screening | 4.1 Confirm the individual's identity and obtain valid consent |
| | 4.2 Explain the procedure to the individual according to their level of understanding, age and development |
| | 4.3 Apply health and safety measures relevant to the procedure and the environment |
| | 4.4 Apply standard precautions for infection control |
| | 4.5 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual |
| | 4.6 Carry out vision screening in accordance with local policy and protocol |
| 5. Be able to support individuals during and after the procedure | 5.1 Reassure the individual throughout the activity |
| | 5.2 Refer the individual to the relevant service in accordance with local policy and protocol |
| | 5.3 Record and report outcomes of the activity in line with local policy and protocol |

| Range |
|--|
| 3. Be able to prepare to carry out vision screening |
| 3.2 Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 4. Be able to carry out vision screening |
| 4.1 Valid consent: Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none">• the individual must have the mental capacity to make the decision• the individual must have sufficient unbiased information to make an informed choice• the individual must not be pressured into making a decision and must give consent freely |
| Delivery and assessment guidance |
| This unit must be assessed in line with Skills for Health Assessment Principles. LO3, LO4 and LO5 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none">• SFHCHS134 |

AN 23 Conduct hearing assessments (Y/650/5280)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those who conduct hearing tests in a variety of care settings, under the direction of a healthcare professional. It provides learners with the opportunity to develop the knowledge, understanding and skills required to prepare for and undertake hearing assessments in a safe manner. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 30 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand how to conduct hearing assessments in line with current legislation, national guidelines, policies, protocols and good practice guidelines | 1.1 Summarise how current legislation, national guidelines, policies, protocols and good practice guidelines affect practice related to assessing an individual's hearing |
| | 1.2 Explain how to maintain the privacy, safety, dignity and comfort of individuals throughout the hearing assessment |
| | 1.3 Explain how to prepare for and administer a hearing assessment in line with local policy and protocol |
| | 1.4 Identify reasons for not conducting a hearing assessment on an individual |
| | 1.5 Identify potential adverse reactions to hearing assessments |
| 2. Know the anatomy and physiology of the ear related to hearing | 2.1 Describe the anatomy and physiology of the ear |
| | 2.2 Explain the reasons for hearing impairment |
| | 2.3 Describe the levels of hearing loss |
| | 2.4 Describe the effects that hearing loss can have on an individual |
| 3. Understand how to maintain equipment required to assess individuals' hearing | 3.1 Identify materials and equipment required to assess individuals' hearing |
| | 3.2 Explain how to maintain equipment |
| | 3.3 Describe procedures and timescales for the calibration of equipment |
| 4. Be able to prepare to conduct hearing assessments | 4.1 Confirm the individual's identity and gain valid consent prior to beginning the hearing assessment |
| | 4.2 Explain the procedure to the individual/carer in a way that is sensitive to the individual's personal beliefs and preferences |
| | 4.3 Apply standard precautions for infection control |
| | 4.4 Apply health and safety measures relevant to the procedure and the environment |
| | 4.5 Prepare equipment for the hearing assessment |
| | 4.6 Position the individual and self so that the assessment can be conducted safely and comfortably |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 5. Be able to conduct hearing assessments | 5.1 Conduct the hearing assessment |
| | 5.2 Monitor the individual for adverse reactions throughout the assessment, taking action in line with local policy and protocol |
| | 5.3 Provide follow-up advice and instructions, referring to healthcare professionals in line with local policy and protocol |
| 6. Be able to record and report the results of hearing assessments | 6.1 Complete the audiology report in line with local policy and protocol |
| | 6.2 Update the individual's records |
| | 6.3 Report results to the referring clinician, carrying out any post-procedural instructions in line with local policy and protocol |

| Range |
|--|
| 1. Understand how to conduct hearing assessments in line with current legislation, national guidelines, policies, protocols and good practice guidelines |
| 1.1 Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 4. Be able to prepare to conduct hearing assessments |
| 4.1 Valid consent: Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> the individual must have the mental capacity to make the decision the individual must have sufficient unbiased information to make an informed choice the individual must not be pressured into making a decision and must give consent freely |

| Delivery and assessment guidance |
|--|
| This unit must be assessed in line with Skills for Health Assessment Principles. LO4, LO5 and LO6 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none"> SFHCHS21 |

AN 24 Conduct external ear examinations (A/650/5281)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those who conduct examinations of the external ear in a variety of care settings. It provides learners with the opportunity to develop the knowledge, understanding and skills required to prepare for and undertake examinations in a safe manner. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 32 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand how to conduct external ear examinations in line with current legislation, national guidelines, policies, protocols and good practice guidelines | 1.1 Summarise how current legislation, national guidelines, policies, protocols and good practice affect practice related to conducting external ear examinations |
| | 1.2 Describe how to prepare an environment for external ear examinations in line with local policy and protocol |
| | 1.3 Describe how to prepare individuals for external ear examinations in line with requirements |
| | 1.4 Explain the importance of positioning the individual and self correctly prior to undertaking the external ear examination |
| | 1.5 Describe how to maintain the privacy, safety, dignity and comfort of individuals throughout the examination |
| | 1.6 Explain how to use an otoscope to examine the external ear |
| 2. Know the anatomy of the ear as related to conducting ear examinations | 2.1 Identify the main components of the external ear |
| | 2.2 Identify the main components of the middle and inner ear |
| 3. Understand reasons for conducting an examination of the external ear | 3.1 Describe potential effects of abnormalities of the external ear |
| | 3.2 Describe the signs and symptoms that may indicate an abnormality of the external ear |
| | 3.3 Explain why it is important to examine the external ear only |
| 4. Be able to prepare to conduct external ear examinations | 4.1 Maintain a safe and healthy working environment, using infection prevention and control techniques including handwashing, sanitisation, disinfection and personal protective equipment (PPE) |
| | 4.2 Prepare equipment for the external ear examination |
| | 4.3 Confirm the individual's identity and gain valid consent prior to beginning the examination |
| | 4.4 Position the individual and self so that the examination can be conducted safely and comfortably |
| 5. Be able to conduct external ear examinations | 5.1 Explain the procedure to the individual/carer in a way that is sensitive to their personal beliefs and preferences |
| | 5.2 Conduct an examination of the external ear |
| | 5.3 Recognise and respond to the signs and symptoms that the individual is in pain or discomfort during the examination and respond accordingly |
| | 5.4 Explain findings to the individual/carer |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 6. Be able to record and report results from external ear examinations | 6.1 Record findings using the appropriate paperwork |
| | 6.2 Report any further actions to the appropriate member of staff in line with local policy and protocol |

| Range |
|--|
| 1. Understand how to conduct external ear examinations in line with current legislation, national guidelines, policies, protocols and good practice guidelines |
| 1.4 Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 4. Be able to prepare to conduct external ear examinations |
| 4.3 Valid consent: Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |

| Delivery and assessment guidance |
|--|
| This unit must be assessed in line with Skills for Health Assessment Principles. LO4, LO5 and LO6 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none"> • SFHCHS20 |

AN 25 Move and position individuals safely in accordance with their care plan (D/650/5282)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their care plan according to their specific needs. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 4 credits | 27 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand current legislation, policies, standards, local ways of working and codes of conduct in relation to moving and positioning individuals | 1.1 Identify current legislation, policies, standards, local ways of working and codes of conduct in relation to moving and positioning individuals |
| | 1.2 Summarise own responsibilities and accountability in relation to moving and positioning individuals |
| | 1.3 Describe health and safety factors to take into account when moving and positioning individuals |
| 2. Understand anatomy and physiology in relation to moving and positioning individuals | 2.1 Outline the anatomy and physiology of the human body in relation to moving and positioning individuals |
| | 2.2 Describe the impact of specific conditions on the movement and positioning of an individual |
| 3. Be able to minimise risk before moving and positioning individuals | 3.1 Carry out preparatory checks using: <ul style="list-style-type: none"> • the individual's care plan • the moving and handling risk assessment |
| | 3.2 Identify any immediate risks to the individual |
| | 3.3 Describe the action to take in relation to identified risks |
| | 3.4 Describe the action to take if the individual's wishes conflict with their care plan |
| | 3.5 Prepare the environment ensuring: <ul style="list-style-type: none"> • adequate space for the move • potential hazards are removed |
| | 3.6 Apply standard precautions for infection control |
| 4. Be able to move and position an individual | 4.1 Confirm the individual's identity and obtain valid consent |
| | 4.2 Communicate with the individual in a manner that: <ul style="list-style-type: none"> • provides relevant information • addresses needs and concerns • provides support and reassurance • is respectful of personal beliefs and preferences |
| | 4.3 Position the individual in accordance with their care plan |
| | 4.4 Communicate effectively with others involved in the manoeuvre |
| | 4.5 Describe the aids and equipment that may be used for moving and positioning |
| | 4.6 Use equipment to maintain the individual in the appropriate position |
| | 4.7 Encourage the individual's active participation in the manoeuvre |
| | 4.8 Monitor the individual throughout the activity |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| | 4.9 Record and report the activity noting when the next positioning manoeuvre is due |
| 5. Know when to seek advice and/or assistance from others when moving and positioning an individual | 5.1 Describe when advice and/or assistance should be sought in relation to moving or positioning an individual |
| | 5.2 Describe sources of information available in relation to moving and positioning individuals |

| Range |
|---|
| <p>1. Understand current legislation, policies, standards, local ways of working and codes of conduct in relation to moving and positioning individuals</p> <p>1.1 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>1.3 Health and safety factors could include:</p> <ul style="list-style-type: none"> • risk assessments • training • maintenance of aids • the environment • the individual's condition • the individual's ability to co-operate |
| <p>2. Understand anatomy and physiology in relation to moving and positioning individuals</p> <p>2.1 Anatomy and physiology could include:</p> <ul style="list-style-type: none"> • muscles • bones • joints • ligaments • the musculoskeletal system |
| <p>3. Be able to minimise risk before moving and positioning individuals</p> <p>3.2 Immediate risks could include:</p> <ul style="list-style-type: none"> • a fall • a change in the individual's condition • damaged/faulty equipment • environmental • staffing levels <p>3.6 Precautions for infection control could include:</p> <ul style="list-style-type: none"> • use of personal protective equipment (PPE) • handwashing |

| Range |
|--|
| <ul style="list-style-type: none"> cleaning equipment |
| 4. Be able to move and position an individual |
| <p>4.1 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> the individual must have the mental capacity to make the decision the individual must have sufficient unbiased information to make an informed choice the individual must not be pressured into making a decision and must give consent freely <p>4.4 Others could include:</p> <ul style="list-style-type: none"> team members other colleagues those who use or commission their own health or social care services families carers and advocates outside services and organisations those with power of attorney line manager other professionals others who are important to the individual's wellbeing <p>4.7 Active participation:</p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> |

| Delivery and assessment guidance |
|---|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO3 and LO4 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> SFHCHS6 |

AN 26 Understand advance care planning (F/650/5283)



| Unit summary | | | | |
|--|---------------------------|---------|-----------|--------|
| The purpose of this unit is to provide the learner with the knowledge and understanding required to undertake advance care planning. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 25 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand the principles of advance care planning | 1.1 Describe the difference between a daily care or support plan and an advance care plan |
| | 1.2 Explain the purpose of advance care planning |
| | 1.3 Identify the national, local and organisational agreed ways of working for advanced care planning |
| | 1.4 Explain the legal position of an advance care plan |
| | 1.5 Explain what is meant by mental capacity in relation to advance care planning |
| | 1.6 Explain what is meant by valid consent in relation to advance care planning |
| 2. Understand the process of advance care planning | 2.1 Explain when advance care planning may be introduced |
| | 2.2 Outline who may be involved in the advance care planning process |
| | 2.3 Describe information an individual may need to enable them to make informed decisions |
| | 2.4 Explain what is involved in an 'Advance Decision to Refuse Treatment (ADRT)' |
| | 2.5 Explain what is meant by a ' Do Not Attempt Cardiopulmonary Resuscitation (DNACPR) ' |
| | 2.6 Explain how the individual's capacity to discuss advance care planning may influence their role in the process |
| | 2.7 Explain the role of the care worker in the advance care planning process and sources of support available |
| | 2.8 Describe how personal beliefs and attitudes can affect participation in the advance care planning process |
| | 2.9 Identify how an advance care plan can change over time |
| | 2.10 Outline the principles of record keeping in advance care planning |
| | 2.11 Describe when details of the advance care plan can be shared with others |
| 3. Understand person-centred approaches to advance care planning | 3.1 Describe factors an individual may consider when creating their advance care plan |
| | 3.2 Explain the importance of respecting the individual's values, beliefs and choices |
| | 3.3 Identify how the needs of others may need to be taken into account when planning advance care |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|-------------------------|---|
| The learner will: | The learner can: |
| | 3.4 Explain how to support an individual to exercise their right not to create an advance care plan |
| | 3.5 Outline actions to take when an individual is unable to participate in advance care planning |
| | 3.6 Explain how an individual's care or support plan may be affected by an advance care plan |

| Range |
|--|
| 1. Understand the principles of advance care planning |
| <p>1.2 Advance care planning:</p> <p>A voluntary process of discussion about future care between an individual and their care providers, irrespective of discipline. If the individual wishes, their family and friends may be included. It is recommended that, with the individual's agreement, this discussion is documented, regularly reviewed and communicated to key persons involved in their care. It may involve establishing the 'ceiling of treatment' for an individual, the preferred place of care and preferred place of death.</p> <p>1.6 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |
| 2. Understand the process of advance care planning |
| <p>2.3 Information could include:</p> <ul style="list-style-type: none"> • knowledge of illness and prognosis • choices of care and treatment options • resources available for delivery of care <p>2.3 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>2.5 Do Not Attempt Cardiopulmonary Resuscitation (DNACPR):</p> <p>This is often referred to as DNR (do not resuscitate).</p> <p>2.6 Individual's capacity:</p> <p>Refers to an individual being able to make their own decisions, based on the information available, and communicate that decision.</p> |

Range

2.7 Sources of support could include:

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

2.11 Others could include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families
- carers and advocates
- outside services and organisations
- those with power of attorney
- line manager
- other professionals
- others who are important to the individual's wellbeing

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

AN 27 Perform routine electrocardiograph (ECG) procedures (H/650/5284)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit covers the performance of recording electrocardiograph (ECG) at rest and ambulatory ECG procedures. The unit includes connection and disconnection of electrodes and acquisition of data ready for analysis. The procedures may be performed in a number of care settings such as outpatient departments, ward areas and GP practices. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 28 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice that impact on own role when performing routine electrocardiograph (ECG) procedures | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing routine ECG procedures |
| | 1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines |
| | 1.3 Explain the actions to take if the task surpasses your limitations of expertise |
| | 1.4 Explain the duty to report any acts or omissions in care that could be detrimental |
| 2. Understand the purpose and functions of electrocardiographs (ECGs) | 2.1 Explain the purpose of ECG procedures |
| | 2.2 Describe the type, common characteristics and set-up requirements of recording devices used in ECG procedures |
| | 2.3 Explain the structure and function of the heart |
| | 2.4 Describe a normal ECG and relate this to the conduction system of the heart |
| | 2.5 Describe the correct positioning of electrodes for at rest and ambulatory procedures and why these positions are important |
| | 2.6 Identify potential sources of artefact and explain how to recognise them |
| 3. Be able to prepare to carry out routine electrocardiograph (ECG) procedures | 3.1 Maintain a safe and healthy working environment, using infection prevention and control techniques including handwashing, sanitisation, disinfection and personal protective equipment (PPE) |
| | 3.2 Implement health and safety measures specifically relevant to routine ECG procedures |
| | 3.3 Confirm the individual's identity and reason for referral, and obtain valid consent |
| | 3.4 Confirm the individual is fit to undergo the procedure |
| | 3.5 Inform the individual and carers on the procedure and requirements for their compliance |
| | 3.6 Identify any factors or special needs that may affect the test or test results |
| | 3.7 Seek guidance where alternative arrangements are required to meet special needs |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| | 3.8 Establish the suitability of the equipment for the procedure |
| | 3.9 Prepare sites and position electrodes, considering any special needs that have been identified |
| 4. Be able to carry out routine electrocardiograph (ECG) procedures | 4.1 Inform the individual and their carers on the procedure and the next action |
| | 4.2 Recognise and respond to the signs and symptoms that an individual is in pain or discomfort to maximise comfort and wellbeing |
| | 4.3 Check that an individual's privacy and dignity is maintained at all times |
| | 4.4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual |
| | 4.5 Encourage the individual to relax and remain immobile throughout a resting ECG |
| | 4.6 Check the individual understands the need for recording signs and symptoms throughout an ambulatory ECG |
| | 4.7 Label documents and recording devices in line with local policy and protocol |

| Range |
|--|
| 3. Be able to prepare to carry out routine electrocardiograph (ECG) procedures |
| 3.3 Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 3.3 Valid consent: Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |
| 3.6 Special needs: This could include the need to use alternative positions for placing the electrodes due to dressings, sound supports, and/or limbs missing. |

| Delivery and assessment guidance |
|--|
| This unit must be assessed in line with Skills for Health Assessment Principles. |
| LO3 and LO4 must be assessed in a real work environment (RWE). |

Delivery and assessment guidance

Relationship to National Occupational Standards (NOS):

- SFHCHS130

AN 28A Undertake agreed pressure area care (J/650/5285)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit covers providing care to maintain healthy skin and prevent skin breakdown by undertaking pressure area care in accordance with an individual's care plan and risk assessment. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 4 credits | 30 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand the anatomy and physiology of the skin in relation to pressure area care | 1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure ulcers |
| | 1.2 Identify pressure sites of the body |
| | 1.3 Identify factors that might put an individual at risk of skin breakdown and pressure ulcers |
| | 1.4 Explain why it is important to use risk assessment tools |
| | 1.5 Describe how incorrect moving and handling techniques can damage the skin |
| | 1.6 Identify a range of interventions that can reduce the risk of skin breakdown and pressure ulcers |
| | 1.7 Describe changes to an individual's skin condition that should be reported |
| 2. Understand good practice in relation to own role when undertaking pressure area care | 2.1 Identify legislation and national guidelines affecting pressure area care |
| | 2.2 Describe agreed ways of working relating to pressure area care |
| | 2.3 Describe why team working is important in relation to providing pressure area care |
| | 2.4 Describe why it is important to follow the agreed care plan |
| | 2.5 Describe actions to take where any concerns with the agreed care plan are noted |
| 3. Be able to follow the agreed care plan when undertaking pressure area care | 3.1 Check the agreed care plan prior to undertaking the pressure area care |
| | 3.2 Identify any concerns with the agreed care plan prior to undertaking the pressure area care |
| | 3.3 Demonstrate the use of pressure area risk assessment tools in own work area |
| 4. Understand the use of materials, equipment and resources available when undertaking pressure area care | 4.1 Identify a range of aids or equipment used to relieve pressure |
| | 4.2 Describe safe use of aids and equipment |
| | 4.3 Identify where up-to-date information and support can be obtained about: <ul style="list-style-type: none"> • materials • equipment • resources |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 5. Be able to prepare to undertake pressure area care | 5.1 Prepare equipment and the environment in accordance with health and safety guidelines |
| | 5.2 Obtain valid consent for the pressure area care |
| 6. Be able to undertake pressure area care | 6.1 Carry out pressure area care in a way that: <ul style="list-style-type: none"> • respects the individual's dignity and privacy • maintains safety • ensures the individual's comfort • promotes active participation • promotes partnership working |
| | 6.2 Apply standard precautions for infection prevention and control |
| | 6.3 Carry out pressure area care without obstruction from bedding and clothing |
| | 6.4 Move an individual using approved techniques and in accordance with the agreed care plan |
| | 6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions |
| | 6.6 Communicate effectively with the individual throughout the intervention |
| | 6.7 Complete all records and documentation accurately and legibly |

| Range |
|--|
| 1. Understand the anatomy and physiology of the skin in relation to pressure area care |
| 1.3 Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 5. Be able to prepare to undertake pressure area care |
| 5.2 Valid consent: Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |
| 6. Be able to undertake pressure area care |
| 6.1 Active participation: A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. |

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3, LO5 and LO6 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHCHS5

AN 29A Administer medication to individuals and monitor the effects (K/650/5286)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is for those who prepare for, administer, and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 5 credits | 30 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand legislation, guidelines, policies, procedures and protocols relevant to the administration of medication | 1.1 Identify current legislation, guidelines, policies, procedures and protocols relevant to the administration of medication |
| 2. Know about common types of medication and their use | 2.1 Describe common types of medication including their effects and potential side effects |
| | 2.2 Identify medication that requires specific physiological measurements |
| | 2.3 Describe the common adverse reactions to medication, how each can be recognised, and the appropriate actions required |
| | 2.4 Explain the different routes of medicine administration |
| 3. Understand procedures and techniques for the administration of medication | 3.1 Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes |
| | 3.2 Identify the required information from the prescriptions/medication administration record |
| | 3.3 Explain the actions to be taken if an individual does not consent to prescribed medication |
| | 3.4 Explain ways to ensure appropriate timing of the medication |
| 4. Be able to prepare for the administration of medication | 4.1 Apply standard precautions for infection control |
| | 4.2 Confirm the identity of the individual against the medication administration record and medication label |
| | 4.3 Obtain the individual's valid consent and offer information, support and reassurance throughout as appropriate to the individual's needs and concerns |
| | 4.4 Select, check and prepare the medication correctly according to the medication administration record and medication information leaflet, following any specific instructions |
| 5. Be able to administer and monitor medication | 5.1 Select the route for the administration of medication, according to the individual's medication administration record, the medication to be administered and prepare the site if necessary |
| | 5.2 Administer the medication: <ul style="list-style-type: none"> • in line with legislation and local policies • in a way that minimises pain, discomfort and trauma to the individual • respecting privacy and dignity |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| | 5.3 Report any immediate problems with the medication administration |
| | 5.4 Monitor the individual's condition throughout medication administration |
| | 5.5 Observe that the medication has been taken by the individual as prescribed |
| | 5.6 Complete the individual's medication administration record |
| | 5.7 Maintain the security of medication and related records throughout the process |
| | 5.8 Return medication and related records to the correct place for storage |
| | 5.9 Dispose of out-of-date and part-used medications in accordance with legal and organisational requirements |

| Range |
|---|
| 4. Be able to prepare for the administration of medication |
| <p>4.2 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>4.3 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |

| Delivery and assessment guidance |
|---|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO4 and LO5 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHCHS3 |

AN 30 Understand the administration of medication (L/650/5287)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit provides the knowledge and understanding needed to understand the administration of medication under the direction of a health professional. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 28 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand the current legislation, guidelines and policies relevant to the administration of medication | 1.1 Identify the current national legislation and guidelines relevant to the administration of medication |
| | 1.2 Outline the organisational policies for the management and administration of medication |
| | 1.3 Outline the legislation surrounding medicine-specific and patient-specific directives |
| 2. Understand the roles and responsibilities involved in the administration of medication | 2.1 Describe the responsibilities and accountability in relation to the administration of medication |
| | 2.2 Explain the importance of working within organisational policies and procedures in relation to the administration of medication |
| | 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence |
| 3. Understand the requirements and procedures for the administration of medication | 3.1 Explain the purpose and significance of the information that should be provided on the label of a medication |
| | 3.2 Describe the different routes for the administration of medication |
| | 3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility |
| | 3.4 Describe the various aids that can be used to help individuals take their medication |
| | 3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice |
| | 3.6 Explain why medication should only be administered against the individual's medication record and in a way that is consistent with the prescriber's advice |
| 4. Understand the requirements and procedures for ensuring an individual's safety | 4.1 Explain the importance of identifying the individual for whom the medications are prescribed |
| | 4.2 Explain the importance of confirming the medication against the prescription/protocol with the person leading the administration before administering it |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|--|--|
| The learner will: | The learner can: |
| 5. Understand the management of medications and administration records | 5.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication |
| | 5.2 Explain how to complete the necessary records relating to the administration of medications |
| | 5.3 Explain the importance of completing records fully, legibly and accurately |
| | 5.4 Describe how to maintain the security of medication and related records throughout the administration process and the reasons they are returned to the correct place for storage |
| | 5.5 Explain how to maintain the confidentiality of medication records and information relating to the individual at all times |
| | 5.6 Describe how stock levels are maintained and what action is needed to obtain new stocks when required |

| Range |
|--|
| 3. Understand the requirements and procedures for the administration of medication |
| <p>3.4 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |

| Delivery and assessment guidance |
|---|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHCHS2 |

AN 31 Assist in the administration of oxygen (M/650/5288)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit provides the knowledge, understanding and skills to assist in the administration of oxygen. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 34 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand current organisational policies and procedures relating to the use of oxygen | 1.1 Explain current organisational policies in relation to the administration of oxygen |
| | 1.2 Explain risk management in relation to the administration of oxygen |
| | 1.3 Identify where manufacturers' information can be accessed |
| | 1.4 Describe the procedure for reporting and replacing faulty equipment |
| | 1.5 Describe own role and responsibilities during oxygen administration |
| 2. Understand respiratory conditions that may require the use of oxygen | 2.1 Describe respiratory conditions that may require the use of oxygen |
| 3. Understand the adverse effects of oxygen and how they can be minimised or prevented | 3.1 Describe the adverse effects of oxygen |
| | 3.2 Describe how the adverse effects of oxygen can be minimised or prevented |
| | 3.3 Describe respiratory conditions that may worsen with the use of oxygen |
| 4. Understand resources and equipment used when administering care in response to respiratory conditions | 4.1 Describe the difference between portable oxygen containers and static oxygen |
| | 4.2 Describe the equipment required for administering portable/home-administered oxygen |
| | 4.3 Describe oxygen gauges and their uses |
| | 4.4 Describe the differences between face-, nasal- and mouthpiece-applied oxygen |
| | 4.5 Explain how face-, nasal- and mouthpiece-applied oxygen are used dependent upon care need |
| | 4.6 Identify when a saturation monitor would be used and describe its functions |
| | 4.7 Explain portable liquid oxygen uses and flow rates |
| 5. Be able to monitor and record saturation levels | 5.1 Monitor saturation levels |
| | 5.2 Record saturation levels in line with organisational requirements |
| 6. Be able to assist in the preparation and administration of oxygen for individuals | 6.1 Apply standard precautions for infection prevention and control |
| | 6.2 Communicate with the individual and/or relevant others in a way that represents their needs and wishes |
| | 6.3 Obtain valid consent from the individual or relevant others |
| | 6.4 Prepare resources and equipment prior to assisting in the administration of oxygen |
| | 6.5 Assist in the administration of oxygen |
| | 6.6 Dispose of waste in line with local policy and procedure |
| | 6.7 Maintain records in line with organisational requirements |

| Range |
|--|
| <p>2. Understand respiratory conditions that may require the use of oxygen</p> <p>2.1 Respiratory conditions could include:</p> <ul style="list-style-type: none"> • bronchiolitis • asthma • cardiac conditions • cystic fibrosis |
| <p>6. Be able to assist in the preparation and administration of oxygen for individuals</p> <p>6.2 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>6.2 Relevant others could include:</p> <ul style="list-style-type: none"> • parent or parents • carer • those with parental responsibility • practitioner • supervisor • advocates • peers • therapists <p>6.3 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |
| Delivery and assessment guidance |
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO5 and LO6 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHCHS78 • SFHGEN8 |

AN 32 Administer oral nutritional products to individuals (R/650/5289)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a range of healthcare settings such as hospitals, nursing and residential homes, hospices and community settings to administer oral nutritional products to individuals. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare oral nutritional products and to administer them to individuals, including ensuring stock levels are maintained. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 23 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines in relation to administering oral nutritional products |
| | 1.2 Explain how medication administration charts inform the administration of oral nutritional products |
| | 1.3 Explain how to prepare oral nutritional products |
| | 1.4 Explain how to ensure the dignity, safety and privacy of an individual during the administration of oral nutritional products |
| | 1.5 Explain how to check if the individual has taken the oral nutritional product |
| 2. Understand common nutritional products and their uses | 2.1 Describe common nutritional products and their uses |
| | 2.2 Explain how common nutritional products should be stored |
| | 2.3 Describe the effects of common nutritional products, relevant to the individual's condition |
| | 2.4 Explain the importance of information labelling of nutritional products |
| 3. Understand how to manage possible reactions to the use of nutritional products | 3.1 Describe common adverse reactions to nutritional products and how to recognise them |
| | 3.2 Explain how to deal with adverse reactions |
| | 3.3 Explain how to deal with non-compliance when attempting to administer nutritional products |
| | 3.4 Identify support staff to help manage reactions to the use of nutritional products |
| | 3.5 Explain how to minimise risk of any hazards and complications occurring during the administration of nutritional products |
| 4. Be able to prepare for oral administration of nutritional products | 4.1 Apply standard precautions for infection control |
| | 4.2 Apply health and safety measures relevant to the procedure and environment |
| | 4.3 Confirm the individual's identity and gain valid consent prior to administering oral nutritional products |
| | 4.4 Check the individual's administration record for accuracy prior to administering oral nutritional products, taking any necessary action |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| | 4.5 Explain the procedure to the individual in a way that is sensitive to their personal beliefs and preferences |
| | 4.6 Prepare an individual to receive oral administration of nutritional products |
| | 4.7 Prepare oral nutritional products according to the administration record and standard hygiene precautions |
| | 4.8 Select materials, equipment and aids that can be used for the oral administration of nutritional products |
| 5. Be able to administer oral nutritional products to individuals | 5.1 Administer oral nutritional products to an individual according to the administration record and in a way that minimises pain and discomfort for the individual |
| | 5.2 Monitor the individual's condition throughout and after the administration of oral nutritional products |
| | 5.3 Dispose of waste products in line with local policy and protocol |
| | 5.4 Update records in line with local policy and protocol |
| 6. Be able to maintain stock of nutritional products | 6.1 Monitor and rotate stock levels, reporting any discrepancies to the appropriate person |
| | 6.2 Maintain the correct storage conditions for oral nutritional products |
| | 6.3 Dispose of out-of-date and part-used nutritional products in line with local policy and protocol |
| | 6.4 Maintain stock records |

| Range |
|---|
| 1. Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines |
| <p>1.4 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| 4. Be able to prepare for oral administration of nutritional products |
| <p>4.3 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> the individual must have the mental capacity to make the decision the individual must have sufficient unbiased information to make an informed choice the individual must not be pressured into making a decision and must give consent freely |
| <p>4.5 Preferences could include:</p> <ul style="list-style-type: none"> values culture aspirations wishes |

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO4, LO5 and LO6 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHCHS147

AN 33 Support individuals to access and use services and facilities (A/650/5290)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 25 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand factors that influence individuals' access to services and facilities | 1.1 Identify services and facilities that individuals may need/wish to access |
| | 1.2 Describe how accessing a range of services and facilities can be beneficial to an individual's wellbeing |
| | 1.3 Identify barriers that individuals may encounter in accessing services and facilities |
| | 1.4 Describe ways of overcoming barriers to accessing services and facilities |
| | 1.5 Explain why it is important to support individuals to challenge information about services that may present a barrier to participation |
| | 1.6 Explain how using digital skills and technology can support the access to services and facilities |
| 2. Be able to support individuals to select services and facilities | 2.1 Agree with individuals and others their preferred options for accessing services and facilities |
| | 2.2 Work with individuals and others to select services or facilities that meet their assessed needs and preferences |
| 3. Be able to support individuals to access and use services and facilities | 3.1 Identify with individuals the resources, support and assistance required to access and use selected services and facilities |
| | 3.2 Carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities |
| | 3.3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities |
| 4. Be able to support individuals to review their access to and use of services and facilities | 4.1 Work with individuals and others to evaluate whether services or facilities have met their assessed needs and preferences |
| | 4.2 Support individuals and others to provide feedback on their experiences of accessing and using services or facilities |
| | 4.3 Work with individuals and others to evaluate the support provided for accessing and using services or facilities within scope of own role |
| | 4.4 Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals within scope of own role |

| Range |
|--|
| 1. Understand factors that influence individuals' access to services and facilities |
| <p>1.1 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| 2. Be able to support individuals to select services and facilities |
| <p>2.1 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing <p>2.2 Preferences could include:</p> <ul style="list-style-type: none"> • beliefs • values • culture • aspirations • wishes |

| Delivery and assessment guidance |
|---|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO2, LO3 and LO4 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SCDHSC0026 |

AN 34 Obtain a client history (D/650/5291)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit develops the learner in gathering information to obtain a relevant history from an individual and, if this is not feasible, a third party. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 22 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand current legislation, national guidelines, policies, protocols and best practice related to obtaining a client history | 1.1 Identify own roles and responsibilities with regards to the current legislation, national guidelines, policies, protocols and best practice guidelines when obtaining an individual's history |
| | 1.2 Explain the guidelines to be followed if the individual is unable to provide a relevant history |
| | 1.3 Explain how to check a third party's authority and ability to provide information about an individual |
| | 1.4 Outline the steps to be taken to clarify and confirm any missing or ambiguous information in an individual's history |
| | 1.5 Explain the purpose of obtaining a client history |
| 2. Be able to prepare to obtain a client history | 2.1 Confirm the individual's identity |
| | 2.2 Communicate own role and purpose of obtaining a client history |
| | 2.3 Check the individual's or confirmed third party's understanding of the purpose of the activity |
| 3. Be able to obtain a client history | 3.1 Gain valid consent to share information in line with national/local policy and protocol |
| | 3.2 Maintain confidentiality and the individual's dignity, privacy, beliefs and rights in line with local policy and protocol |
| | 3.3 Obtain relevant information on the individual's prior health and circumstances |
| | 3.4 Clarify any ambiguous or incomplete statements |
| | 3.5 Respond to any questions from the individual or third party |
| | 3.6 Record the outcomes of the activity in line with national/local policy and protocol |

| Range |
|--|
| 1. Understand current legislation, national guidelines, policies, protocols and best practice related to obtaining a client history |
| 1.1 Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 1.3 Third party may include: <ul style="list-style-type: none"> parent/carer |

| Range |
|--|
| <ul style="list-style-type: none">• those with parental responsibility• those with legal responsibility |
| 3. Be able to obtain a client history |
| 3.1 Valid consent: Must be in line with agreed UK country definition and could include: <ul style="list-style-type: none">• the individual must have the mental capacity to make the decision• the individual must have sufficient unbiased information to make an informed choice• the individual must not be pressured into making a decision and must give consent freely |
| Delivery and assessment guidance |
| This unit must be assessed in line with Skills for Health Assessment Principles. LO2 and LO3 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none">• SFHCHS168 |

AN 35 Understand the process and experience of dementia (H/650/5374)



| Unit summary | | | | |
|--|---------------------------|---------|-----------|--------|
| This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 23 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand the neurology of dementia | 1.1 Describe a range of causes of dementia syndrome |
| | 1.2 Describe the types of memory impairment commonly experienced by individuals with dementia |
| | 1.3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia |
| | 1.4 Explain how other factors can cause changes in an individual's condition that may not be attributable to dementia |
| | 1.5 Explain why the abilities and needs of an individual with dementia may fluctuate |
| | 1.6 Explain the meaning of mental capacity and the impact of this on an individual's needs |
| 2. Understand the impact of recognition and diagnosis of dementia | 2.1 Describe the impact of early diagnosis and follow up to diagnosis |
| | 2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working |
| | 2.3 Explain the process of reporting possible signs of dementia within agreed ways of working |
| | 2.4 Describe the possible impact of receiving a diagnosis of dementia on: <ul style="list-style-type: none"> • the individual • their family and friends |
| 3. Understand how dementia care must be underpinned by a person-centred approach | 3.1 Compare a person-centred and a non-person-centred approach to dementia care |
| | 3.2 Explain how to implement person-centred care when supporting an individual with dementia, taking into account equality, diversity, inclusion, active participation, consent and choice |
| | 3.3 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia |
| | 3.4 Describe how myths and stereotypes related to dementia may affect the individual and their carers |
| | 3.5 Describe ways in which individuals and carers can be supported to overcome their fears |

| Range |
|--|
| <p>1. Understand the neurology of dementia</p> <p>1.1 Dementia syndrome could include:</p> <ul style="list-style-type: none"> • Alzheimer's disease • vascular dementia • Creutzfeldt-Jakob disease (CJD) • Huntington's disease • dementia with Lewy bodies (DLB) <p>1.2 Memory impairment could include:</p> <ul style="list-style-type: none"> • regression • confusion • forgetfulness • loss of awareness of date/year • loss of ability to reason • loss of life skills • forgetting faces/names • communication difficulties <p>1.2 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>1.4 Other factors could include:</p> <ul style="list-style-type: none"> • urinary tract infection (UTI) • high temperature • depression • sensory loss • sight/hearing • reduced metabolism |
| Delivery and assessment guidance |
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> |

AN 36 Care for the older person (F/650/5292)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| The aim of this unit is to develop the knowledge and understanding of the needs of the older person and how to care for them. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 2 credits | 10 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Understand the ageing process | 1.1 Describe changes occurring with age, to include: <ul style="list-style-type: none"> • physical • psychological • emotional • social |
| | 1.2 Outline the needs of the older person in relation to the ageing process |
| 2. Understand how to adapt communication when caring for the older person | 2.1 Identify barriers to communication with the older person |
| | 2.2 Describe effective communication methods and adapted approaches for the older person |
| | 2.3 Outline ways to minimise environmental barriers to communication |
| 3. Understand how to care for the older person | 3.1 Describe a range of conditions affecting the older person |
| | 3.2 Describe how to adapt care plans for the older person |

| Range |
|--|
| 3. Understand how to care for the older person |
| 3.1 Conditions could include: <ul style="list-style-type: none"> • dementia • Parkinson's disease • stroke/transient ischaemic attack (TIA) • arthritis • osteoporosis • diabetes • sensory loss • incontinence • high blood pressure • influenza • depression and anxiety • cancer |

| Delivery and assessment guidance |
|--|
| This unit must be assessed in line with Skills for Health Assessment Principles. |

AN 37 Understand long-term conditions and frailty (H/650/5293)



| Unit summary | | | | |
|--|---------------------------|---------|-----------|--------|
| This unit covers the knowledge required to understand how frailty and long-term conditions can affect individuals across their lifespan. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 20 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand frailty and the impact of this on individuals | 1.1 Explain what frailty means |
| | 1.2 Describe how to assess frailty in individuals |
| | 1.3 Explain how frailty impacts an individual across their lifespan |
| | 1.4 Explain factors that have an impact on an individual's frailty |
| | 1.5 Explain effects frailty may have on individuals |
| 2. Understand long-term conditions | 2.1 Explain long-term conditions within own area of work and how they can be: <ul style="list-style-type: none"> • prevented • managed |
| | 2.2 Explain the factors that contribute to an individual's risk of developing a long-term condition |
| | 2.3 Explain what comorbidity is |
| | 2.4 Describe how comorbidity can impact on an individual's quality of life |
| | 2.5 Describe how a long-term condition relates to end-of-life care |
| | 2.6 Explain the psychological impact on individuals living with a long-term condition |
| | 2.7 Explain how advance care planning can be useful for individuals |
| | 2.8 Explain what needs to be considered prior to a discussion about advance care planning |
| 3. Know how to support individuals with frailty or long-term conditions | 3.1 Explain the importance of involving the individual and others in decisions about the care they receive in relation to their frailty or long-term condition |
| | 3.2 Describe the sources of support available for individuals and others in relation to managing their frailty or long-term condition |
| | 3.3 Explain how to recognise a reversible condition in an individual and the actions to take |
| | 3.4 Explain how to recognise if an individual is entering the terminal phase of their condition and the actions to take |
| | 3.5 Explain ways to support frail individuals across their lifespan |

| Range |
|---|
| <p>1. Understand frailty and the impact of this on individuals</p> <p>1.2 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>1.4 Factors could include:</p> <ul style="list-style-type: none"> • complex needs • age • mental health or cognition • physical or sensory impairment • behaviour • disability • ill health • polypharmacy <p>1.5 Effects could include:</p> <ul style="list-style-type: none"> • physical • psychological • social • emotional |
| <p>3. Know how to support individuals with frailty or long-term conditions</p> <p>3.2 Sources of support could include:</p> <ul style="list-style-type: none"> • community and voluntary groups • self-help group support benefits • personal health budget • expert patients • specialised equipment <p>3.3 Reversible condition could include:</p> <ul style="list-style-type: none"> • infection (for example, chest, urinary tract) • anaemia • fluid overload |
| Delivery and assessment guidance |
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> |

AN 38 Support independence in the tasks of daily living (D/615/7323)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals in the tasks of daily living and promote their independence in these areas. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 5 credits | 37 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand principles for supporting independence in the tasks of daily living | 1.1 Explain how individuals can benefit from being as independent as possible in the tasks of daily living |
| | 1.2 Explain how active participation promotes independence in the tasks of daily living |
| | 1.3 Describe how daily living tasks may be affected by an individual's culture or background |
| | 1.4 Explain the importance of providing support that respects the individual's culture and preferences |
| | 1.5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living |
| | 1.6 Explain why it is important to establish roles and responsibilities for providing support |
| 2. Be able to establish what support is required for daily living tasks | 2.1 Access information about support for daily living tasks, using an individual's care plan and agreed ways of working |
| | 2.2 Clarify with the individual and others , the requirements for supporting an individual's independence in daily living tasks |
| | 2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks |
| 3. Be able to provide support for planning and preparing meals | 3.1 Support the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences |
| | 3.2 Support the individual to store food safely |
| | 3.3 Support the individual to prepare food in a way that promotes active participation and safety |
| 4. Be able to provide support for buying and using household and personal items | 4.1 Identify different ways of buying household and personal items |
| | 4.2 Work with the individual to identify household and personal items that are needed |
| | 4.3 Support the individual to buy items in their preferred way |
| | 4.4 Support the individual to store items safely |
| | 4.5 Support the individual to use items safely |
| 5. Be able to provide support for keeping the home clean and secure | 5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety |
| | 5.2 Describe different risks to home security that may need to be addressed |
| | 5.3 Support the individual to use agreed security measures |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 6. Be able to identify and respond to changes needed in support for daily living tasks | 6.1 Enable the individual to express views about the support provided to increase independence in daily living tasks |
| | 6.2 Record changes in the individual's circumstances that may affect the type or level of support required |
| | 6.3 Adapt support in agreed ways to address concerns, changes or increased independence |

| Range |
|--|
| 1. Understand principles for supporting independence in the tasks of daily living |
| <p>1.1 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>1.2 Active participation:</p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> |
| 2. Be able to establish what support is required for daily living tasks |
| <p>2.1 Care plan:</p> <p>May have other names (for example, support plan, individual plan). It is the document where day-to-day requirements and preferences for care and support are detailed.</p> <p>2.2 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing |

| Delivery and assessment guidance |
|--|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO2, LO3, LO4, LO5 and LO6 must be assessed in a real work environment (RWE).</p> |

Delivery and assessment guidance

Relationship to National Occupational Standards (NOS):

- SCDHSC0027

AN 39 Awareness of mental health legislation (J/650/5294)



| Unit summary | | | | |
|---|---------------------------|---------|-----------|--------|
| This unit provides the knowledge and understanding required by a learner to provide care and treatment to individuals in accordance with the value base that underpins mental health legislation. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 28 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand the importance of mental health legislation | 1.1 Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves |
| | 1.2 Describe the factors that may lead to an individual lacking the capacity to make a particular decision for themselves |
| | 1.3 Explain how mental health legislation: <ul style="list-style-type: none"> empowers people to make decisions for themselves protects people who lack capacity by placing them at the heart of the decision-making process |
| | 1.4 Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves |
| 2. Understand the key elements of mental health legislation | 2.1 Define key principles of mental health legislation |
| | 2.2 Describe when a worker must comply with mental health legislation |
| | 2.3 Explain how mental health legislation gives legal protection to workers providing care and treatment for individuals who lack capacity |
| | 2.4 Explain 'capacity' as defined in mental health legislation |
| | 2.5 Explain ' best interests ' as defined in mental health legislation |
| | 2.6 Explain what actions need to be taken to ensure a worker acts in an individual's 'best interests' |
| | 2.7 Identify whose responsibility it is to assess 'capacity' and 'best interests' |
| | 2.8 Identify the type of day-to-day decisions a worker may find themselves making on behalf of an individual who lacks capacity to make those decisions themselves |
| | 2.9 Explain the circumstances when an independent mental capacity advocate (IMCA) should be appointed |
| | 2.10 Explain how mental health legislation can assist an individual to 'plan ahead' for a time when they may not have capacity to make certain decisions |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 3. Understand 'restraint' as defined under mental health legislation | 3.1 Identify the range of actions that amount to restraint |
| | 3.2 Identify the factors that make restraint lawful under mental health legislation |
| | 3.3 Describe the circumstances where the restrictions or restraint being used amount to an individual being ' deprived of their liberty ' |
| | 3.4 Describe the actions that are necessary to ensure that an individual is lawfully 'deprived of their liberty' |
| | 3.5 Explain why a worker should raise their concerns with their supervisor/manager when they think an individual may be being 'deprived of their liberty' |
| 4. Understand the importance of complying with the mental health legislation code of practice when working with individuals who lack capacity | 4.1 Explain the legal status of the code of practice |
| | 4.2 Explain the purpose of code of practice |
| | 4.3 Explain how mental health legislation code of practice affects the day-to-day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves |

| Range |
|---|
| 1. Understand the importance of mental health legislation |
| 1.1 Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 2. Understand the key elements of mental health legislation |
| 2.5 Best interests: When making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision. See the Mental Capacity Act Code of Practice (Chapter 5). |
| 3. Understand 'restraint' as defined under mental health legislation |
| 3.3 Deprived of their liberty: See the Mental Capacity Act Code of Practice (Chapter 6). |

| Delivery and assessment guidance |
|--|
| This unit must be assessed in line with Skills for Health Assessment Principles. |

AN 40 Understand the context of supporting individuals with learning disabilities (M/615/7374)


| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation, and also considers the central place of communication in working with individuals who have learning disabilities. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 35 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities | 1.1 Summarise legislation and policies that promote the human rights, inclusion, equal life chances and citizenship of individuals with learning disabilities |
| | 1.2 Explain how legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families |
| 2. Understand the nature, causes and characteristics of learning disability | 2.1 Explain what is meant by 'learning disability' |
| | 2.2 Describe causes of learning disabilities |
| | 2.3 Describe the medical and social models of disability |
| | 2.4 Evaluate the potential impact on the family of an individual with a learning disability |
| 3. Understand the historical context of learning disability | 3.1 Explain types of services that have been provided for individuals with learning disabilities over time |
| | 3.2 Evaluate how past ways of working may affect present services |
| | 3.3 Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to: <ul style="list-style-type: none"> • where the individual lives • daytime activities • employment • sexual relationships and parenthood • the provision of healthcare |
| 4. Understand the principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families | 4.1 Explain the meaning of the term 'social inclusion' |
| | 4.2 Explain the meaning of the term 'advocacy' |
| | 4.3 Describe different types of advocacy |
| | 4.4 Analyse strategies to promote empowerment and active participation |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 5. Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family/carers | 5.1 Explain impacts of views and attitudes of others on individuals with a learning disability |
| | 5.2 Describe strategies to promote positive attitudes towards individuals with learning disabilities and their family/carers |
| | 5.3 Explain the roles of external agencies and others in changing attitudes, policy and practice |
| 6. Understand how to promote communication with individuals with learning disabilities | 6.1 Explain how to meet the communication needs of individuals with learning disabilities |
| | 6.2 Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities |
| | 6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings |

| Range |
|--|
| 1. Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities |
| <p>1.1 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| 3. Understand the historical context of learning disability |
| <p>3.1 Types of services could include:</p> <ul style="list-style-type: none"> • hospitals • community based • person-centred |
| 4. Understand the principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families |
| <p>4.4 Active participation:</p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> |

| Delivery and assessment guidance |
|--|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHGEN86 |

AN 41 Work in partnership with families to support individuals (M/615/7214)

| Unit summary | | | | |
|--|---------------------------|---------|-----------|--------|
| This unit provides the learner with the knowledge and skills required to work in partnership with families to support individuals in a wide range of settings. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 27 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand partnership working with families and family members in care and/or support | 1.1 Describe the contribution families and family members have in caring for and/or supporting individuals |
| | 1.2 Identify factors that may affect the level of involvement of family members |
| | 1.3 Describe dilemmas or conflicts that may arise when working in partnership with families |
| | 1.4 Explain how the attitudes of a worker affect partnership working |
| 2. Be able to establish and maintain positive relationships with families and family members in care and/or support | 2.1 Interact with family members in ways that respect their culture, values, experiences and expertise |
| | 2.2 Show dependability in carrying out actions agreed with families |
| | 2.3 Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families |
| 3. Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support | 3.1 Agree with the individual , family members and others the desired outcomes of partnership working within scope of own role |
| | 3.2 Clarify own role, role of family members and roles of others in supporting the individual |
| | 3.3 Support family members to understand person-centred approaches and agreed ways of working |
| | 3.4 Plan ways to manage risks associated with sharing care or support within scope of own role |
| | 3.5 Agree with the individual, family members and others processes for monitoring the shared support care plan within scope of own role |
| 4. Be able to work with families to access support in their role as carers | 4.1 Identify the support required from families to fulfil their role |
| | 4.2 Provide accessible information about available resources for support |
| | 4.3 Work with family members to access resources for support |
| 5. Be able to exchange and record information about partnership work with families | 5.1 Exchange information, within scope of own role, with the individual and family members about: <ul style="list-style-type: none"> • implementation of the plan • changes to needs and preferences |
| | 5.2 Record information in line with agreed ways of working about: <ul style="list-style-type: none"> • progress towards outcomes • effectiveness of partnership working |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 6. Be able to contribute to reviewing partnership work with families | 6.1 Agree criteria and processes for reviewing partnership work with families and family members within scope of own role |
| | 6.2 Involve the individual and family members in the reviews |
| 7. Be able to provide feedback about support for families | 7.1 Provide feedback to others about the support accessed by family members |
| | 7.2 Report on any gaps in the provision of support for family members |
| | 7.3 Describe ways to challenge information or support that is discriminatory or inaccessible |

| Range |
|--|
| 1. Understand partnership working with families and family members in care and/or support |
| <p>1.1 Families and family members could include:</p> <ul style="list-style-type: none"> • parents • legal guardians/those with legal responsibility • siblings • grandparents • step-parents • other relatives |
| 3. Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support |
| <p>3.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>3.1 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing <p>3.3 Agreed ways of working:</p> <p>This will include standards, codes of practice, policies and procedures where these exist; they may be less formally documented with micro-employers.</p> |

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2, LO3, LO4, LO5, LO6 and LO7 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SCDHSC0387
- SCDHSC0426

AN 43 Advise and inform individuals on managing their condition (K/650/5295)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit develops the learner's ability to establish the information and advice needs of individuals in order to adapt their lifestyle. Knowledge and understanding of the effects of change is required as is knowledge of health conditions encountered and information gathering techniques. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 5 credits | 36 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Understand good practice in identifying information requirements | 1.1 Summarise the current legislation, national guidelines, regulatory and inspection requirements, policies, protocols and good practice guidelines that inform own job role in advising and informing individuals on how to manage their condition |
| | 1.2 Explain the importance of identifying appropriate information to enable individuals and relevant carers or family to make informed lifestyle choices |
| | 1.3 Explain how to recognise the information and advice an individual and relevant carers or family may require but may be unable to express |
| | 1.4 Explain the procedures for dealing with issues beyond own role, in accordance with local protocol |
| 2. Understand health conditions | 2.1 Describe the range of conditions encountered within the scope of own role |
| | 2.2 Describe the effects of health conditions on individuals and relevant carers or family |
| 3. Understand the effects of change on individuals' lifestyles | 3.1 Explain how change can be perceived by an individual and identify strategies for overcoming resistance to change |
| | 3.2 Identify how adapting a lifestyle can empower an individual and relevant carers or family |
| | 3.3 Describe the impact that empowering an individual to manage their own conditions has upon the individual, their family/carers and health services |
| 4. Be able to ascertain the information and advice needs of individuals | 4.1 Gain valid consent and explain to the individual who you are and what your role is in providing confidential advice and information |
| | 4.2 Identify whether an advocate or family member needs to be present |
| | 4.3 Identify the communication and information needs and abilities of the individual and relevant carers or family |
| | 4.4 Access information about the individual's lifestyle |
| | 4.5 Work with the individual to identify their information and advice requirements relating to their health condition |
| | 4.6 Present information and advice in a format that is appropriate to the individual's communication needs and abilities |
| | 4.7 Review a range of local and national advice and information services |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|---|---|
| The learner will: | The learner can: |
| | 4.8 Explain how to refer the individual to other sources of information and advice |
| 5. Be able to agree plans with individuals to adapt their lifestyle | 5.1 Explain to the individual the possible benefits of adapting their lifestyle while respecting their culture, needs and right to make their own decisions |
| | 5.2 Obtain valid consent from the individual to share information with other agencies |
| | 5.3 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual |
| | 5.4 Develop realistic plans and objectives with the individual to adapt their lifestyle within the scope of own role |
| | 5.5 Agree targets with the individual to optimise their health and wellbeing within the scope of own role |
| | 5.6 Discuss with the individual any concerns raised about adapting their lifestyle |
| | 5.7 Agree dates to review the individual's progress |
| | 5.8 Record and store information in line with organisational policy |

| Range |
|---|
| 1. Understand good practice in identifying information requirements |
| <p>1.1 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| 4. Be able to ascertain the information and advice needs of individuals |
| <p>4.1 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |
| 5. Be able to agree plans with individuals to adapt their lifestyle |
| <p>5.3 Preferences could include:</p> <ul style="list-style-type: none"> • values • culture • aspirations • wishes |

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO4 and LO5 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHGEN14

AN 44 Co-ordinate the progress of individuals through care pathways (L/650/5296)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is about co-ordinating the effective management of individuals through care or patient pathways. Pathways are determined by the specific needs of the individual and their condition. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 15 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines in relation to co-ordinating the progress of individuals through care pathways | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines in relation to the co-ordination of the progress of individuals through care pathways in relation to own role |
| | 1.2 Explain own and others' roles and responsibilities in the delivery of care pathways |
| | 1.3 Explain why and when individuals' priorities are reviewed |
| | 1.4 Describe the protocols for prioritising care and treatment in relation to own role |
| 2. Understand the co-ordination of individuals through care pathways | 2.1 Describe the stages of an individual's care pathway |
| | 2.2 Describe ways in which individuals accessing services can be managed and optimised |
| | 2.3 Describe ways to maintain individual safety when supporting the operation of care pathways |
| | 2.4 Identify the resources required for supporting individuals through care pathways |
| | 2.5 Identify any actions required to overcome any identified problems |
| 3. Be able to co-ordinate the progress of individuals through care pathways | 3.1 Share accurate information regarding the individual, their needs and treatment when the individual is transferred to the care of colleagues, other departments or services |
| | 3.2 Identify actions required when there is deviation from the planned pathway within scope of own role |
| | 3.3 Update records, and store and share documentation and information in line with local policy and protocol |
| | 3.4 Co-ordinate aspects of the care pathway in line with local policy and protocol and within scope of own role |
| | 3.5 Assess issues that arise as an individual moves through the care pathway |

| Range |
|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines in relation to co-ordinating the progress of individuals through care pathways |
| 1.1 Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |

Range**1.1 Care pathways:**

Represent every aspect of the individual's care from their initial presentation through to the successful resolution of their healthcare needs, their discharge or their death.

2. Understand the co-ordination of individuals through care pathways**2.4 Resources** could include:

- people/practitioners
- physical resources
- services and facilities

2.5 Actions:

This could include signposting.

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHGEN79

AN 45 Implement therapeutic group activities (Y/615/7188)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 25 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand the principles of therapeutic group activities | 1.1 Explain how participating in therapeutic group activities can benefit an individual's identity, self-esteem and wellbeing |
| | 1.2 Analyse reasons why a group activity rather than one-to-one work may be recommended in particular circumstances |
| | 1.3 Compare theories in relation to group dynamics |
| 2. Be able to plan and prepare for therapeutic group activities | 2.1 Work with individuals and others to agree: <ul style="list-style-type: none"> • the nature and purpose of a therapeutic group • specific activities to fit the purpose of the group • the monitoring or observations required as part of the group activity • own role in relation to planning and preparing for the group activity |
| | 2.2 Address any risks that may be associated with the planned activities |
| | 2.3 Prepare the environment for a therapeutic group activity |
| | 2.4 Prepare equipment or resources needed for the activity |
| 3. Be able to support individuals during therapeutic group activities | 3.1 Support group members to understand the purpose and proposed activity of the group |
| | 3.2 Support group members during the activity in ways that encourage effective communication, active participation and co-operation |
| | 3.3 Support group members according to their own level of ability and need |
| | 3.4 Give direction, praise, reassurance and constructive feedback during the activity |
| | 3.5 Support the group to bring the activity to a safe and timely end |
| 4. Be able to contribute to the evaluation of therapeutic group activities | 4.1 Encourage and support individuals to give feedback during and after group activities |
| | 4.2 Agree with others processes and criteria for evaluating the therapeutic benefits of the group and its activities |
| | 4.3 Carry out own responsibilities for supporting the evaluation and agreeing any revisions |
| | 4.4 Record and report on outcomes and any revisions in line with agreed ways of working |

| Range |
|--|
| <p>1. Understand the principles of therapeutic group activities</p> <p>1.1 Therapeutic group activities could include:</p> <ul style="list-style-type: none"> • reminiscence therapy • relaxation and anxiety management • remedial games • health-related group activities • art or music therapy <p>1.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| <p>2. Be able to plan and prepare for therapeutic group activities</p> <p>2.1 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing <p>2.2 Risks could include:</p> <ul style="list-style-type: none"> • the health, safety and wellbeing of those in the group • unintentional exclusion of some group members • others involved with the group's activities • the environment • equipment and resources used |
| <p>3. Be able to support individuals during therapeutic group activities</p> <p>3.2 Active participation:</p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> |
| Delivery and assessment guidance |
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO2, LO3 and LO4 must be assessed in a real work environment (RWE).</p> |

Delivery and assessment guidance

Relationship to National Occupational Standards (NOS):

- SCDHSC0393

AN 46 Support individuals to live at home (D/615/7337)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to live at home. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 29 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Understand the principles of supporting individuals to live at home | 1.1 Describe how being supported to live at home can benefit an individual |
| | 1.2 Compare the roles of people and agencies who may be needed to support an individual to live at home |
| | 1.3 Explain the importance of providing information about benefits, allowances and financial planning that could support individuals to live at home |
| | 1.4 Explain how risk management contributes to supporting individuals to live at home |
| 2. Be able to contribute to planning support for living at home | 2.1 Work with an individual to identify the strengths, skills and existing networks they have that could support them to live at home |
| | 2.2 Work with an individual to identify their needs that may require additional support and their preferences for how the needs may be met |
| | 2.3 Agree with the individual and others the risks that need to be managed in living at home, identifying ways to address them |
| 3. Be able to work with individuals to secure additional services and facilities to enable them to live at home | 3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home |
| | 3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks |
| | 3.3 Contribute to completing paperwork to apply for required resources, facilities and services in a way that promotes active participation |
| | 3.4 Obtain permission to provide additional information about the individual to secure resources, services and facilities |
| 4. Be able to work in partnership to introduce additional services for individuals living at home | 4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home |
| | 4.2 Introduce the individual to new resources, services, facilities or support groups |
| | 4.3 Record and report on the outcomes of additional support measures in required ways |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|--|---|
| The learner will: | The learner can: |
| 5. Be able to contribute to reviewing support for living at home | 5.1 Work with the individual and others to agree methods and timescales for ongoing review |
| | 5.2 Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support |
| | 5.3 Work with the individual and others to agree revisions to the support provided |

| Range |
|---|
| 1. Understand the principles of supporting individuals to live at home |
| <p>1.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>1.2 Support could include:</p> <ul style="list-style-type: none"> • comfort and reassurance • immediate physical support • immediate practical help |
| 2. Be able to contribute to planning support for living at home |
| <p>2.2 Needs could include:</p> <ul style="list-style-type: none"> • personal • physical • financial • social • environmental • safety <p>2.2 Preferences could include:</p> <ul style="list-style-type: none"> • beliefs • values • culture • aspirations • wishes <p>2.3 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney |

| Range |
|---|
| <ul style="list-style-type: none">• line manager• other professionals• others who are important to the individual's wellbeing |
| 3. Be able to work with individuals to secure additional services and facilities to enable them to live at home |
| 3.3 Active participation: A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. |
| Delivery and assessment guidance |
| This unit must be assessed in line with Skills for Health Assessment Principles. LO2, LO3, LO4 and LO5 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none">• SCDHSC0343 |

AN 47 Dementia awareness (M/650/5297)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|--------------|
| The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 2 credits | 7 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand dementia | 1.1 Define the term 'dementia' |
| | 1.2 Describe key functions of the brain that are affected by dementia |
| | 1.3 Explain why depression, delirium, high temperature and age-related memory impairment may be mistaken for dementia |
| | 1.4 Define mental capacity and explain the impact that this has on an individual living with dementia |
| 2. Understand models of dementia | 2.1 Outline the medical model of dementia |
| | 2.2 Outline the social model of dementia |
| | 2.3 Explain why dementia should be viewed as a disability |
| 3. Know types of dementia and their causes | 3.1 List possible causes of dementia |
| | 3.2 Describe signs and symptoms of dementia |
| | 3.3 Identify causal risk factors for types of dementia |
| | 3.4 Identify prevalence rates for types of dementia |
| 4. Understand an individual's experience of dementia | 4.1 Describe how individuals may experience living with dementia |
| | 4.2 Outline the impact that the attitudes and behaviours of others may have on an individual with dementia |

| Range |
|--|
| 1. Understand dementia |
| 1.2 Key functions could include: |
| <ul style="list-style-type: none"> • communication • cognitive • memory • emotions • behaviour • functions |
| 1.4 Individuals: |
| Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |

| Range |
|--|
| 4. Understand an individual's experience of dementia |
| 4.1 Experience living with dementia: Depending on age, type of dementia, and level of ability and disability. |
| 4.2 Others could include: <ul style="list-style-type: none">• team members• other colleagues• those who use or commission their own health or social care services• families• carers and advocates• outside services and organisations• those with power of attorney• line manager• other professionals• others who are important to the individual's wellbeing |
| Delivery and assessment guidance |
| This unit must be assessed in line with Skills for Health Assessment Principles. |

AN 48 Understanding the effect of dementia on end-of-life care (R/650/5298)



| Unit summary | | | | |
|---|---------------------------|---------|-----------|--------|
| The purpose of this unit is to provide the learner with the knowledge and understanding required to understand considerations for individuals with dementia at end of life. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 22 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand considerations for individuals with dementia at end of life | 1.1 Outline the reasons why dementia can be regarded as a terminal illness |
| | 1.2 Identify the indicators that an individual with dementia is approaching the terminal phase of their illness |
| | 1.3 Compare the differences in the end-of-life experience of an individual with dementia to that of an individual without dementia |
| | 1.4 Explain why it is important that end-of-life care for an individual with dementia must be person centred |
| | 1.5 Explain why individuals with dementia need to be supported to make advance care plans as early as possible |
| 2. Understand how to support individuals with dementia affected by symptoms at end of life | 2.1 Explain the symptoms that may be experienced by individuals with dementia at the end of life |
| | 2.2 Explain why symptoms in individuals with dementia are often poorly recognised and undertreated |
| | 2.3 Describe ways to assess whether an individual with dementia is in pain or distress |
| | 2.4 Describe ways to support individuals with dementia to manage their symptoms at end of life using: <ul style="list-style-type: none"> • medication • non-medication techniques |
| 3. Understand how to support carers of individuals with dementia at end of life | 3.1 Explain why carers may experience guilt and stress at the end of life of an individual with dementia |
| | 3.2 Describe ways of supporting carers to understand how the end-of-life process may differ for individuals with dementia |
| | 3.3 Describe how others caring for individuals with dementia may experience loss and grief |
| | 3.4 Describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life |
| | 3.5 Give examples of how to support carers and others to support an individual with dementia in the final stages of their life |

| Range |
|---|
| <p>1. Understand considerations for individuals with dementia at end of life</p> |
| <p>1.2 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>1.4 Person centred could include:</p> <ul style="list-style-type: none"> • ensuring that the individual is at the centre of their care including choices, preferences and spiritual wellbeing • ongoing and updated care planning • holistic approach • taking into account mental capacity • implementing wishes defined before capacity was lost and translating these into the current situation • maintaining dignity |
| <p>2. Understand how to support individuals with dementia affected by symptoms at end of life</p> |
| <p>2.1 Symptoms could include:</p> <ul style="list-style-type: none"> • physical (for example, pain, nausea, constipation, dysphagia, nutrition, hydration) • psychosocial (for example, distress, restlessness, agitation) • behaviour that challenges • emotional pain (for example, the need for mouth care, loss of appetite) • loss of continence • fear • regression • tiredness • loss of the ability to verbally communicate |
| <p>3. Understand how to support carers of individuals with dementia at end of life</p> |
| <p>3.3 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing <p>3.5 Support could include:</p> <ul style="list-style-type: none"> • self-care strategies • support groups |

Range

- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

AN 49 Managing symptoms in end-of-life care (T/650/5299)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to manage symptoms in end-of-life care. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 29 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand the effects of symptoms in relation to end-of-life care | 1.1 Identify a range of conditions where end-of-life care may need to be provided |
| | 1.2 Identify common signs and symptoms associated with end-of-life care |
| | 1.3 Explain how symptoms can cause an individual distress and discomfort |
| | 1.4 Describe how being at the end of life may impact on an individual's mental wellbeing |
| | 1.5 Explain the significance of the individual's own perception of their symptoms |
| 2. Understand how to manage symptoms in end-of-life care | 2.1 Identify signs that may indicate that an individual is experiencing pain, distress or discomfort from symptoms |
| | 2.2 Describe factors that can influence an individual's perception of their symptoms |
| | 2.3 Describe the range of assessment tools for monitoring symptoms including those for individuals with cognitive impairment in own work setting |
| | 2.4 Explain how to gain valid consent from an individual before supporting with symptoms |
| | 2.5 Explain how to provide relief from symptoms using a range of methods in end-of-life care |
| 3. Be able to manage symptoms in end-of-life care | 3.1 Demonstrate the range of methods that can provide symptom relief in own work setting |
| | 3.2 Describe own role in supporting therapeutic options used in symptom relief |
| | 3.3 Recognize symptoms that indicate the last few days of life may be approaching |
| | 3.4 Respond to an individual's needs and preferences in managing their symptoms |
| | 3.5 Provide support, comfort and wellbeing in end-of-life care |
| | 3.6 Seek advice from relevant others if the level of support required by the individual is beyond own scope of practice |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|---|--|
| The learner will: | The learner can: |
| 4. Be able to integrate symptom management in the care management process | 4.1 Explain how pain and symptom management is an important part of the care planning process |
| | 4.2 Regularly monitor symptoms associated with end-of-life care |
| | 4.3 Record and report changes in symptoms according to policies and procedures in own work setting |
| | 4.4 Support the implementation of changes in the care plan |

| Range |
|--|
| 1. Understand the effects of symptoms in relation to end-of-life care |
| <p data-bbox="113 696 1477 732">1.1 Conditions could include:</p> <ul data-bbox="113 768 478 1160" style="list-style-type: none"> • cancer • motor neurone disease • heart disease • lung disease • liver disease • stroke • dementia • Alzheimer's • coronavirus • influenza • pneumonia <p data-bbox="113 1196 1477 1232">1.2 Symptoms could include:</p> <ul data-bbox="113 1267 542 1877" style="list-style-type: none"> • physical: <ul style="list-style-type: none"> ○ pain ○ discomfort ○ tiredness ○ lack of appetite ○ incontinence ○ the need for mouth care • emotional: <ul style="list-style-type: none"> ○ fear ○ anxiety ○ sadness ○ guilt ○ anger • psychological: <ul style="list-style-type: none"> ○ cognitive ○ rationality ○ conception ○ perception |

| Range |
|--|
| <p>1.3 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| <p>2. Understand how to manage symptoms in end-of-life care</p> |
| <p>2.4 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely <p>2.5 Methods could include:</p> <ul style="list-style-type: none"> • comfort measures (for example, physical and psychological) • pharmacological and non-pharmacological methods |
| <p>3. Be able to manage symptoms in end-of-life care</p> |
| <p>3.4 Preferences could include:</p> <ul style="list-style-type: none"> • beliefs • values • culture • aspirations • wishes <p>3.6 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing |
| Delivery and assessment guidance |
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO3 and LO4 must be assessed in a real work environment (RWE).</p> |

AN 50 Support individuals at the end of life (H/650/5300)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of healthcare settings. It covers the knowledge and skills required to support individuals who are at the end of life. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 6 credits | 50 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Understand the aims and principles of end-of-life care | 1.1 Explain the aims and principles of end-of-life care |
| | 1.2 Analyse the impact of national and local drivers on current approaches to end-of-life care |
| | 1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end-of-life care |
| | 1.4 Identify the key people and services who may be involved in delivery of end-of-life care |
| | 1.5 Explain the concept of holistic care at the end of life |
| | 1.6 Describe the signs that suggest individuals are nearing the end of life |
| 2. Understand factors affecting end-of-life care | 2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death |
| | 2.2 Explain how the beliefs, religion and culture of individuals and key people can influence end-of-life care |
| | 2.3 Explain why support for an individual's health and wellbeing may not always relate to their terminal condition |
| 3. Understand advance care planning in relation to end-of-life care | 3.1 Describe the benefits to an individual of having as much control as possible over their end-of-life care |
| | 3.2 Explain the purpose of advance care planning in relation to end-of-life care |
| | 3.3 Explain why, with their valid consent , it is important to pass on information about the individual's wishes, needs and preferences for their end-of-life care |
| | 3.4 Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role |
| | 3.5 Explain how to work in the best interest of the individual without capacity |
| 4. Be able to provide support to individuals and key people during end-of-life care | 4.1 Support the individual and key people to explore their thoughts and feelings about death and dying |
| | 4.2 Provide support for the individual and key people that respects their beliefs, religion and culture |
| | 4.3 Demonstrate ways to help the individual feel respected and valued throughout the end-of-life period |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| | 4.4 Provide information to the individual and/or key people about the individual's illness and the support available 4.5 Give examples of how an individual's wellbeing can be enhanced by: <ul style="list-style-type: none"> • environmental factors • non-medical interventions • use of equipment and aids • alternative/complementary therapies 4.6 Contribute to partnership working with key people to support the individual's wellbeing during end of life |
| 5. Understand the role of organisations and support services available to individuals and key people in relation to end-of-life care | 5.1 Explain why support for spiritual needs may be especially important at the end of life 5.2 Describe a range of sources of support to address the needs of individuals and key people at the end of life |
| 6. Be able to support individuals through the process of dying | 6.1 Carry out own role in an individual's end-of-life care 6.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways 6.3 Adapt support to reflect the individual's changing needs or responses |
| 7. Be able to take action following the death of individuals | 7.1 Explain why it is important to know about an individual's wishes for their after-death care 7.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working 7.3 Describe ways to support key people immediately following an individual's death |
| 8. Be able to manage own feelings in relation to the dying or death of individuals | 8.1 Identify ways to manage own feelings in relation to an individual's dying or death 8.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death |

| Range |
|--|
| 1. Understand the aims and principles of end-of-life care 1.4 Key people could include: <ul style="list-style-type: none"> • family members • friends • others who are important to the wellbeing of the individual 1.6 Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |

| Range |
|---|
| <p>2. Understand factors affecting end-of-life care</p> <p>2.3 Wellbeing could include:</p> <ul style="list-style-type: none"> • social • emotional • cultural • spiritual • intellectual • economic • physical • mental |
| <p>3. Understand advance care planning in relation to end-of-life care</p> <p>3.3 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |
| Delivery and assessment guidance |
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO4, LO6, LO7 and LO8 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SCDHSC0385 |

AN 52 Support individuals who are bereaved (F/615/7167)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals who are bereaved. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 30 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand the effects of bereavement on individuals | 1.1 Describe how an individual may feel immediately following the death of a loved one |
| | 1.2 Analyse how the bereavement journey may be different for different individuals across the lifespan |
| 2. Understand principles for supporting individuals who are bereaved | 2.1 Compare theories of bereavement |
| | 2.2 Explain the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for bereavement |
| | 2.3 Explain the importance of empathy in supporting a bereaved individual |
| 3. Be able to support individuals to express their response to loss | 3.1 Create an environment where the individual has privacy to express their emotions |
| | 3.2 Use active listening skills to support the individual to express their thoughts, feelings and distress |
| 4. Be able to support individuals who are bereaved | 4.1 Assess the individual's level of distress and their capacity for resilience |
| | 4.2 Agree a programme of support with the individual and others |
| | 4.3 Carry out own role within the support programme |
| | 4.4 Support the individual to identify any changes they may need to make as a result of their loss |
| | 4.5 Explain the importance of working at the individual's pace during the bereavement journey |
| | 4.6 Support the individual to manage conflicting emotions, indecision or fear of the future |
| 5. Understand the role of specialist agencies in supporting individuals who are bereaved | 5.1 Compare the roles of specialist agencies in supporting individuals who are bereaved |
| | 5.2 Describe how to assess whether a bereaved individual requires specialist support |
| | 5.3 Explain the importance of establishing agreement with the individual for a referral to a specialist agency |
| 6. Be able to manage own feelings when providing support for individuals who are bereaved | 6.1 Identify ways to manage own feelings while providing support for an individual who is bereaved |
| | 6.2 Use support systems to help manage own feelings |

| Range |
|---|
| 1. Understand the effects of bereavement on individuals |
| <p>1.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| 4. Be able to support individuals who are bereaved |
| <p>4.2 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing |
| 6. Be able to manage own feelings when providing support for individuals who are bereaved |
| <p>6.2 Support systems:</p> <p>Refers to a network of people who provide an individual with practical or emotional support.</p> |

| Delivery and assessment guidance |
|--|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO3, LO4, and LO6 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SCDHSC0384 |

AN 53 Understand end-of-life care for individuals with specific health needs (J/650/5301)

| Unit summary | | | | |
|--|---------------------------|---------|-----------|--------|
| This unit covers the knowledge required to understand end-of-life care for individuals with specific health needs, which are often complex and are part of terminal illness. The learner should undertake this unit in the context within which they work. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 21 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand considerations for individuals at end of life | 1.1 Outline the terms: <ul style="list-style-type: none"> • complex health needs • terminal illness |
| | 1.2 Explain how palliative care differs across the lifespan |
| | 1.3 Describe national and local guidance available to support and improve the quality of life for individuals with specific health needs in own work setting |
| | 1.4 Describe what interventions may be available to improve quality of life for those with specific health needs across the lifespan in own work setting |
| | 1.5 Describe prognostic indicators that identify that the individual with specific health needs is entering the terminal phase of their illness |
| | 1.6 Explain why relationships with professionals and significant others are important for individuals at end of life |
| | 1.7 Explain why advance care planning and future wishes are important for individuals and significant others |
| 2. Understand how to support individuals affected by symptoms at end of life | 2.1 Describe symptoms that may be experienced by individuals at the end of life |
| | 2.2 Explain why symptoms in individuals with specific health needs are often poorly recognised and undertreated |
| | 2.3 Describe ways to assess whether an individual is in pain or distress |
| | 2.4 Describe ways to support individuals to manage their symptoms at end of life using: <ul style="list-style-type: none"> • medication • non-medication techniques |
| 3. Understand how to support significant others at the end of life of an individual with specific health needs | 3.1 Explain why significant others may experience guilt and stress at the end of life of an individual with specific health needs |
| | 3.2 Describe ways of supporting significant others to understand how the end-of-life process may differ for individuals with specific health needs across the lifespan |
| | 3.3 Describe how significant others of an individual with specific health needs may experience loss and grief |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|-------------------------|---|
| The learner will: | The learner can: |
| | 3.4 Describe ways of supporting significant others when difficult decisions need to be made for an individual with specific health needs at end of life |
| | 3.5 Describe sources of support for those caring for individuals with specific health needs at end of life |
| | 3.6 Describe the reasons why spiritual care may remain important for individuals and their significant others at the end of life and how these needs may be met |
| | 3.7 Identify how to support significant others in giving care in the final stages of the individual's life |

| Range |
|---|
| 1. Understand considerations for individuals at end of life |
| <p>1.3 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>1.4 Specific health needs could include:</p> <ul style="list-style-type: none"> • complex needs • age • mental health or cognitive impairment including dementia • physical or sensory impairment • behaviour • disability • ill health <p>1.6 Significant others could include:</p> <ul style="list-style-type: none"> • family members • related/non-related carers • close friends or colleagues • others with a responsibility for the individual such as those acting in loco parentis or power of attorney |
| 2. Understand how to support individuals affected by symptoms at end of life |
| <p>2.1 Symptoms could include:</p> <ul style="list-style-type: none"> • physical (for example, pain, nausea, constipation, dysphagia, nutrition, hydration) • psychosocial (for example, distress, restlessness, agitation) • behaviour that challenges • emotional pain |

Range

3. Understand how to support significant others at the end of life of an individual with specific health needs

3.5 Sources of support could include:

- self-care strategies
- support groups
- formal support
- informal support
- supervision
- appraisal
- within the organisation
- beyond the organisation

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

AN 54 Support individuals during the last days of life (K/650/5302)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals during the last days of life. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 4 | 5 credits | 40 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Understand the impact of the last days of life on the individual and others | 1.1 Describe psychological effects of the dying phase on the individual and others |
| | 1.2 Describe the impact of the last days of life on the relationships between individuals and others |
| 2. Understand how to respond to common symptoms in the last days of life | 2.1 Describe the common signs of approaching death |
| | 2.2 Explain how to minimise the distress of symptoms related to the last days of life |
| | 2.3 Describe appropriate comfort measures in the final hours of life |
| | 2.4 Explain the circumstances when life-prolonging treatment can be stopped or withheld |
| | 2.5 Identify the signs that death has occurred |
| 3. Be able to support individuals and others during the last days of life | 3.1 Demonstrate a range of ways to enhance an individual's wellbeing during the last days of life |
| | 3.2 Describe ways to support others during an individual's last days of life |
| | 3.3 Work in partnership with others to support the individual's wellbeing during the last days of life |
| | 3.4 Describe how to use a range of resources for care in the last days of life according to agreed ways of working |
| | 3.5 Support others to understand the process following death according to agreed ways of working |
| 4. Be able to respond to changing needs of an individual during the last days of life | 4.1 Explain the importance of following the individual's advance care plan in the last days of life |
| | 4.2 Record the changing needs of the individual during the last days of life according to agreed ways of working |
| | 4.3 Support the individual when their condition changes according to agreed ways of working |
| | 4.4 Explain the importance of communicating with others during the individual's last days of life |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|--|---|
| The learner will: | The learner can: |
| 5. Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual | 5.1 Implement actions immediately after a death that respect the individual's and others' preferences and wishes according to agreed ways of working |
| | 5.2 Provide care for the individual after death according to national guidelines, local policies and procedures |
| | 5.3 Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care |
| | 5.4 Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person |
| | 5.5 Explain ways to support others immediately following the death of the individual |
| 6. Be able to manage own feelings in relation to an individual's dying or death | 6.1 Identify ways to manage own feelings in relation to an individual's death |
| | 6.2 Use sources of support to manage own feelings in relation to an individual's death |

| Range |
|---|
| 1. Understand the impact of the last days of life on the individual and others |
| <p>1.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>1.1 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing |
| 3. Be able to support individuals and others during the last days of life |
| <p>3.1 Range of ways could include:</p> <ul style="list-style-type: none"> • managing symptoms – pharmacological and non-pharmacological • physical, psychosocial and spiritual care <p>3.4 Agreed ways of working:</p> <p>This will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> |

| Range |
|--|
| 5. Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual |
| 5.1 Preferences could include: <ul style="list-style-type: none">• beliefs• values• culture• aspirations |
| 6. Be able to manage own feelings in relation to an individual's dying or death |
| 6.2 Sources of support could include: <ul style="list-style-type: none">• formal support• informal support• supervision• within the organisation• beyond the organisation |
| Delivery and assessment guidance |
| This unit must be assessed in line with Skills for Health Assessment Principles. LO3, LO4, LO5 and LO6 must be assessed in a real work environment (RWE). |

AN 55 Support individuals during emergency situations (L/650/5303)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| <p>This unit is about providing support for individuals who require emergency healthcare interventions. The support provided during the period of the intervention includes arranging childminding or care for dependent family members, organising the safe custody of the individuals' possessions, and providing comfort and reassurance to individuals.</p> <p>The unit does not include identifying or arranging long-term social care, emotional support, counselling or rehabilitation.</p> | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 27 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand current legislation, national guidelines, policies, protocols and procedures related to supporting individuals during emergency situations | 1.1 Outline the current legislation, national guidelines, policies and protocols related to supporting individuals during emergency situations |
| | 1.2 Describe the procedures to be followed when identifying, accessing and arranging support for an individual in an emergency situation |
| | 1.3 Explain the roles and responsibilities of self and others when providing personal and emotional support to individuals during emergency situations |
| 2. Understand how being involved in an emergency situation can impact on individuals' health and wellbeing, and how the negative effects can be reduced | 2.1 Explain the factors that may cause distress to individuals involved in emergency situations and how they can be minimised |
| | 2.2 Explain the need to monitor an individual's emotional and psychological wellbeing following an emergency situation |
| | 2.3 Describe how individuals can be encouraged to support their own health and wellbeing following an emergency situation |
| 3. Understand how to support individuals during emergency situations | 3.1 Describe the types of support that may be required in an emergency situation |
| | 3.2 Describe the nature of the support required by the individual |
| | 3.3 Explain your role in relation to the provision of support and the function of the organisation you represent |
| 4. Be able to provide support to individuals during emergency situations | 4.1 Confirm the individual's identity and gain valid consent before initiating support |
| | 4.2 Communicate with the individual at a pace and level appropriate to their understanding |
| | 4.3 Assess whether the individual has any significant others who may be able to provide additional support |
| | 4.4 Provide and organise physical support and practical help for the individual |
| | 4.5 Ensure that the individual's privacy and dignity is maintained at all times |
| | 4.6 Provide comfort and reassurance to the individual, keeping them informed at all times |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|-------------------------|---|
| The learner will: | The learner can: |
| | 4.7 Monitor the individual's emotional and psychological wellbeing and inform the emergency assistance team of their emotional and psychological status |
| | 4.8 Seek supervision and assistance for situations beyond agreed competence and authority |

| Range |
|---|
| 1. Understand current legislation, national guidelines, policies, protocols and procedures related to supporting individuals during emergency situations |
| <p>1.1 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>1.2 Support could include:</p> <ul style="list-style-type: none"> • comfort and reassurance • immediate physical support • immediate practical help |
| 4. Be able to provide support to individuals during emergency situations |
| <p>4.1 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely <p>4.3 Significant others could include:</p> <ul style="list-style-type: none"> • family members • related/non-related carers • close friends or colleagues • others with a responsibility for the individual such as those acting in loco parentis or power of attorney |

| Delivery and assessment guidance |
|--|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO4 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHGEN60 |

AN 56A Support individuals during a period of change (D/650/6470)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 29 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand reasons for and responses to change | 1.1 Describe types of change that may occur in the course of an individual's life |
| | 1.2 Analyse factors that can make the change process a positive or a negative experience |
| | 1.3 Describe potential conflicts that the change process can create and how to deal with this |
| | 1.4 Describe approaches likely to enhance an individual's capacity to manage change and experience change positively |
| 2. Be able to support individuals to plan how to manage or adapt to change | 2.1 Gain valid consent to work with individuals and others to identify recent or imminent changes affecting them |
| | 2.2 Support the individual to assess the implications and likely impacts of the change identified through agreed method of communication |
| | 2.3 Work with the individual and others to plan how to adapt to or manage the change |
| | 2.4 Explain the importance of both practical support and emotional support during a time of change |
| | 2.5 Identify and agree roles and responsibilities for supporting a period of change |
| 3. Be able to support individuals to manage or adapt to change | 3.1 Carry out agreed role and responsibilities for supporting a period of change, in ways that promote active participation |
| | 3.2 Provide information and advice to support the individual to manage change |
| | 3.3 Support the individual to express preferences and anxieties when going through change |
| | 3.4 Adapt support methods to take account of preferences or anxieties |
| | 3.5 Describe how and when to seek additional expertise and advice when supporting an individual through change |
| 4. Be able to evaluate the support provided during a period of change | 4.1 Agree with the individual and others how the support provided will be evaluated, and who will be involved |
| | 4.2 Work with the individual and others to identify positive and negative aspects of a change |
| | 4.3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process |
| | 4.4 Record and report on the effectiveness of support for the change process |

| Range |
|--|
| <p>1. Understand reasons for and responses to change</p> <p>1.1 Change could include:</p> <ul style="list-style-type: none"> • temporary or permanent • in the individual's wishes • in circumstances • it may have a positive or negative impact on the individual • housing • service offered • bereavement • health • staffing • communication <p>1.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| <p>2. Be able to support individuals to plan how to manage or adapt to change</p> <p>2.1 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely <p>2.1 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing |
| <p>3. Be able to support individuals to manage or adapt to change</p> <p>3.1 Active participation:</p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> |

Range

3.3 Preferences could include:

- beliefs
- values
- culture
- wishes
- aspirations
- connections
- support network

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2, LO3 and LO4 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SCDHSC0382

AN 57 Support individuals to access and use information about services and facilities (M/650/5304)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and evaluate services and facilities. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 3 credits | 20 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand ways to support individuals to access information on services and facilities | 1.1 Identify the types of services and facilities related to own job role about which individuals may require information |
| | 1.2 Identify potential barriers to accessing and understanding information |
| | 1.3 Describe ways to overcome barriers to accessing information |
| | 1.4 Identify a range of formats, translations and technology that could make information more accessible for individuals |
| | 1.5 Describe types of support individuals may need to enable them to identify and understand information |
| 2. Be able to work with individuals to select and obtain information about services and facilities | 2.1 Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities |
| | 2.2 Work with an individual to identify relevant and up-to-date information on services and facilities that meet assessed needs and wishes |
| | 2.3 Support an individual to obtain selected information in their preferred format and language |
| 3. Be able to work with individuals to access and use information about services and facilities | 3.1 Support an individual to access the content of information about services and facilities |
| | 3.2 Demonstrate ways to check an individual's understanding of the information |
| | 3.3 Work with an individual to access a service or facility using the information in ways that promote active participation |
| | 3.4 Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information |
| 4. Be able to support individuals to evaluate the information accessed on services and facilities | 4.1 Support an individual to give feedback on whether information on services and facilities has met their needs and preferences |
| | 4.2 Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information |
| | 4.3 Explain how to support an individual to challenge any information that is misleading, inaccurate or discriminatory |

| Range |
|--|
| <p>1. Understand ways to support individuals to access information on services and facilities</p> <p>1.1 Services and facilities could include:</p> <ul style="list-style-type: none"> • services provided within an individual's home • services to enable an individual to meet their social care needs • community facilities <p>1.1 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| <p>3. Be able to work with individuals to access and use information about services and facilities</p> <p>3.3 Active participation:</p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> |
| <p>4. Be able to support individuals to evaluate the information accessed on services and facilities</p> <p>4.1 Preferences could include:</p> <ul style="list-style-type: none"> • beliefs • values • culture • aspirations • wishes |

| Delivery and assessment guidance |
|---|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO2, LO3 and LO4 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SCDHSC0234 |

AN 59 Support individuals to access and manage direct payments (K/615/7213)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit covers the underpinning knowledge and skills to enable learners to support individuals with managing direct payments. This unit can apply to a number of care settings. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 4 | 4 credits | 20 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand the role of direct payments | 1.1 Explain the purpose of direct payments |
| | 1.2 Explain legislation and policies relating to direct payments for providing care and support |
| | 1.3 Identify the range of services for which direct payments may be used |
| | 1.4 Explain the term 'personalisation' in relation to direct payments |
| 2. Be able to support individuals to decide whether to use direct payments | 2.1 Identify sources of information and advice about using direct payments |
| | 2.2 Identify the conditions that need to be met for the individual to be eligible for direct payments |
| | 2.3 Provide information and advice about direct payments in a way that is accessible to an individual and others |
| | 2.4 Access specialist guidance about using direct payments |
| | 2.5 Work with the individual and others to assess: <ul style="list-style-type: none"> • whether a direct payment would be beneficial in meeting the individual's needs • the level and type of support needed to manage the direct payment |
| 3. Be able to provide support to select services to be purchased with direct payments | 3.1 Provide accessible information about services that are likely to meet the individual's needs |
| | 3.2 Work with the individual and others to select support that meets their needs within resources available |
| | 3.3 Support the individual to check and understand documents produced by service providers selected |
| 4. Be able to provide support for completing paperwork associated with direct payments | 4.1 Contribute to completing paperwork to apply for direct payments, in a way that promotes active participation |
| | 4.2 Support the individual to make payments for services purchased, in a way that promotes active participation |
| | 4.3 Contribute to submitting claims and monitoring documents for direct payments, in a way that promotes active participation |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 5. Understand how to address difficulties, dilemmas and conflicts relating to direct payments | 5.1 Explain how dilemmas may arise between duty of care and an individual's rights in the context of direct payments |
| | 5.2 Identify practical difficulties and conflicts that may arise in relation to direct payments |
| | 5.3 Describe strategies to resolve or minimise difficulties, dilemmas and conflicts |
| 6. Be able to contribute to reviewing the support provided through direct payments | 6.1 Agree with the individual any support needs and the required support to be purchased |
| | 6.2 Work with the individual and others to evaluate the support they have purchased |
| | 6.3 Agree and record any changes needed to the support purchased |
| | 6.4 Provide feedback to organisations about the support purchased |
| 7. Be able to contribute to reviewing the management of direct payments | 7.1 Work with the individual and others to review the management of the direct payment |
| | 7.2 Agree and record any changes to the type and level of support needed for managing a direct payment |
| | 7.3 Provide feedback to people and organisations about the management of the individual's direct payment |

| Range |
|---|
| 2. Be able to support individuals to decide whether to use direct payments |
| 2.2 Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 2.3 Others could include: <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing |
| 4. Be able to provide support for completing paperwork associated with direct payments |
| 4.1 Active participation: A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. |

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2, LO3, LO4, LO6 and LO7 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SCDHSC0346

AN 60 Support individuals to access housing and accommodation services (H/615/7243)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to access housing and accommodation services. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 31 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand support available to access housing and accommodation services | 1.1 Identify sources of funding and benefits that are available for housing and accommodation services |
| | 1.2 Analyse the range of housing and accommodation services available |
| | 1.3 Explain how and where to access specialist information and advice about housing and accommodation services |
| 2. Be able to work with individuals to identify housing and accommodation services that meet their needs | 2.1 Work with an individual to identify their accommodation requirements |
| | 2.2 Work with the individual to understand the range of accommodation services that could meet their needs |
| | 2.3 Support the individual to understand requirements that may be made by housing and accommodation services |
| 3. Be able to work with individuals to plan to access housing and accommodation services | 3.1 Work with the individual and others to agree a plan for accessing housing and accommodation services |
| | 3.2 Establish with an individual which housing and accommodation services will be approached |
| 4. Be able to work with individuals to access housing and accommodation services | 4.1 Support the individual to prepare to attend meetings with housing and accommodation services |
| | 4.2 Work with the individual to provide accurate and complete information to express their requirements and preferences |
| | 4.3 Support the individual to understand the outcome of decisions made by a housing or accommodation service |
| | 4.4 Describe ways to challenge discrimination in accessing housing and accommodation services |
| 5. Be able to work with housing and accommodation services to meet the needs of individuals | 5.1 Provide housing and accommodation services with information about own role and responsibilities |
| | 5.2 Contact housing and accommodation staff over a prolonged period of time |
| | 5.3 Show how continued contact is appropriate to ensure individual needs are being met |
| 6. Be able to contribute to the review of housing and accommodation services for individuals | 6.1 Work with the individual and others to: <ul style="list-style-type: none"> monitor the effectiveness and consistency of the service in meeting the individual's needs and preferences identify any additional support needed |
| | 6.2 Consult with others about any problems and proposed solutions |
| | 6.3 Record and report on the review in line with agreed ways of working |

| Range |
|--|
| 1. Understand support available to access housing and accommodation services |
| 1.1 Housing and accommodation: Covers affordable housing, housing association properties, accommodation for rent in the private and public sectors, supported housing, community housing and residential care places. |
| 2. Be able to work with individuals to identify housing and accommodation services that meet their needs |
| 2.1 Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 3. Be able to work with individuals to plan to access housing and accommodation services |
| 3.1 Others could include: <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing |
| 4. Be able to work with individuals to access housing and accommodation services |
| 4.2 Preferences could include: <ul style="list-style-type: none"> • beliefs • values • culture • aspirations • wishes |

| Delivery and assessment guidance |
|--|
| This unit must be assessed in line with Skills for Health Assessment Principles. LO2, LO3, LO4, LO5 and LO6 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none"> • SCDHSC0349 |

AN 61 Support individuals to prepare for and settle into new home environments (L/615/7317)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to prepare for and settle into new home environments. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 23 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Understand factors affecting a move to a new home environment | 1.1 Identify reasons why individuals may move to a new home environment |
| | 1.2 Explain the effects that moving may have on an individual and their personal relationships |
| | 1.3 Analyse strategies that can help a move to go smoothly |
| 2. Be able to support individuals to prepare to move into new home environments | 2.1 Access information and advice to support an individual to move and settle into a new home environment |
| | 2.2 Provide an individual and others with information about the proposed new home environment |
| | 2.3 Work with the individual and others to plan for the move |
| | 2.4 Support the individual to express their feelings about the move and any concerns they may have |
| | 2.5 Use strategies to address concerns |
| 3. Be able to support individuals to settle into new home environments | 3.1 Support the individual to familiarise themselves with the new environment and living arrangements |
| | 3.2 Support the individual to explore opportunities to: <ul style="list-style-type: none"> • maintain existing social networks • create new social networks |
| | 3.3 Support the individual to adjust to living with new people or to living alone |
| | 3.4 Work with the individual and others to identify and agree any changes that will help the individual to feel more comfortable in the new home environment |
| 4. Be able to support individuals to review the impact of new home environments | 4.1 Work with the individual and others to agree a process to review the move |
| | 4.2 Work with the individual to review positive and negative effects of the move |
| | 4.3 Work with the individual and others to plan how to maintain benefits of the move and address any difficulties |
| | 4.4 Agree any additional resources, facilities and support required |
| | 4.5 Record and report on the outcomes of the move, in line with agreed ways of working |

| Range |
|--|
| 1. Understand factors affecting a move to a new home environment |
| 1.1 Individuals: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 2. Be able to support individuals to prepare to move into new home environments |
| 2.2 Others could include: <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing |
| 4. Be able to support individuals to review the impact of new home environments |
| 4.5 Agreed ways of working: This will include policies and procedures where these exist; they may be less formally documented with micro-employers. |

| Delivery and assessment guidance |
|---|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO2, LO3 and LO4 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SCDHSC0343 |

AN 63A Support individuals to carry out their own healthcare procedures (T/650/6469)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit covers the knowledge and skills required to support individuals to carry out their own healthcare procedures. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 2 credits | 15 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand healthcare procedures likely to be undertaken by individuals | 1.1 Identify treatments and physical measurements likely to be undertaken by individuals |
| | 1.2 Explain reasons why physical measurements and specimens might need to be taken |
| | 1.3 Describe possible adverse reactions individuals may experience when undertaking their own healthcare procedures |
| 2. Be able to support individuals to prepare to carry out their own healthcare procedures | 2.1 Establish with others own role in supporting individuals to carry out their own healthcare procedures |
| | 2.2 Promote safe storage of supplies |
| | 2.3 Support the individual to prepare equipment and the environment to carry out procedures |
| | 2.4 Provide the individual and key people with accurate and accessible information about the procedures they will use and how materials and equipment should be stored and disposed of |
| | 2.5 Support the individual's understanding of techniques for procedures |
| | 2.6 Check the individual's understanding of when to seek advice or take immediate action when carrying out healthcare procedures |
| 3. Be able to support individuals to carry out healthcare procedures | 3.1 Assist the individual's understanding of when to seek advice or take immediate action when carrying out healthcare procedures |
| | 3.2 Promote safe disposal of supplies used for procedures |
| | 3.3 Support the individual to record measurements and store records safely |
| 4. Be able to monitor healthcare procedures undertaken by individuals | 4.1 Monitor the accuracy, timing and outcomes of healthcare procedures carried out by the individual |
| | 4.2 Record and report any adverse reactions or other concerns, in line with agreed ways of working |
| | 4.3 Describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed |

| Range |
|---|
| 1. Understand healthcare procedures likely to be undertaken by individuals |
| 1.1 Individuals: |
| Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adult. |

| Range |
|---|
| 2. Be able to support individuals to prepare to carry out their own healthcare procedures |
| 2.1 Others could include: <ul style="list-style-type: none">• team members• other colleagues• those who use or commission their own health or social care services• families• carers and advocates• outside services and organisations• those with power of attorney• line manager• other professionals• others who are important to the individual's wellbeing |
| 2.2 Supplies could include: <ul style="list-style-type: none">• medical dressings• medication• personal protective equipment (PPE)• biohazard equipment• mobility aides |
| Delivery and assessment guidance |
| This unit must be assessed in line with Skills for Health Assessment Principles. LO2, LO3 and LO4 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none">• SCDHSC0225 |

AN 64 Support individuals to manage continence (R/650/5305)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to manage continence. It covers the factors affecting continence, the management of continence and the use of continence equipment. In the case of children and young people, the learner will be working with parents and/or carers of the child or young person. | | | | |
| Assessment | | | | |
| This unit is internally assessed, via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 3 credits | 31 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand factors that affect the management of continence | 1.1 Explain how continence can affect an individual's self-esteem, health and day-to-day activities |
| | 1.2 List conditions that can affect continence |
| | 1.3 Explain how continence issues can be transient in individuals |
| | 1.4 Explain how the personal beliefs and values of an individual and/or their carers may affect the management of continence |
| | 1.5 Describe ways to respect an individual's privacy whilst managing continence |
| 2. Be able to support individuals and their carers to manage continence issues | 2.1 Encourage an individual and their carers to express preferences and concerns about continence needs |
| | 2.2 Support the individual and their carers to understand the effects of lifestyle on continence |
| | 2.3 Explain how to support adults to take responsibility for their own health and wellbeing |
| | 2.4 Work as part of a multi-disciplinary team to provide safe and non-discriminatory person-centred care and support with individuals' valid consent |
| | 2.5 Explain how and when to access additional support in relation to the management of continence |
| 3. Be able to support the use of equipment to manage continence | 3.1 Access information about continence equipment recommended for the individual |
| | 3.2 Agree with the individual and their carers preferred times and places for using continence equipment |
| | 3.3 Agree the level and type of support required for use of continence equipment |
| | 3.4 Support the individual and their carers to use continence equipment in ways that respect dignity and privacy, and promote active participation |
| 4. Be able to maintain infection control when supporting individuals to manage continence | 4.1 Identify infection risks that may arise while supporting individuals and their carers to manage continence |
| | 4.2 Maintain a safe and healthy working environment, using infection prevention and control techniques including handwashing, sanitisation, disinfection and personal protective equipment (PPE) |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|---|--|
| The learner will: | The learner can: |
| | 4.3 Encourage the individual and their carers to maintain personal hygiene whilst managing continence |
| | 4.4 Maintain the safe supply, storage, use and disposal of supplies and equipment |
| | 4.5 Ensure the environment is clean, tidy and accessible before and after use |
| 5. Be able to monitor, record and report on support for managing continence | 5.1 Monitor the individual's needs in relation to the support needed to manage continence |
| | 5.2 Recognise and respond to the signs and symptoms that an individual is in pain or discomfort to maximise comfort and wellbeing |
| | 5.3 Record and report on support for managing continence using agreed ways of working |
| | 5.4 Explain the activities of daily living and ways to support individuals to develop and maintain their independence in carrying out these activities |

| Range |
|---|
| 1. Understand factors that affect the management of continence |
| <p data-bbox="113 1059 1477 1095">1.1 Individual:</p> <p data-bbox="113 1131 1477 1202">Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p data-bbox="113 1238 1477 1274">1.2 Conditions could include:</p> <ul data-bbox="113 1310 1477 1512" style="list-style-type: none"> • congenital structural problems • disorders that affect nerve function of the bladder • overactive bladder disorder • enuresis/soiling • caffeine/fizzy drinks • polyuria |
| 2. Be able to support individuals and their carers to manage continence issues |
| <p data-bbox="113 1583 1477 1619">2.1 Preferences could include:</p> <ul data-bbox="113 1655 1477 1825" style="list-style-type: none"> • beliefs • values • culture • aspirations • wishes <p data-bbox="113 1861 1477 1897">2.4 Valid consent:</p> <p data-bbox="113 1933 1477 1968">Must be in line with agreed UK country definition and could include:</p> <ul data-bbox="113 2004 1477 2031" style="list-style-type: none"> • the individual must have the mental capacity to make the decision |

| Range |
|---|
| <ul style="list-style-type: none">the individual must have sufficient unbiased information to make an informed choicethe individual must not be pressured into making a decision and must give consent freely |
| 3. Be able to support the use of equipment to manage continence |
| 3.4 Active participation: A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. |

| Delivery and assessment guidance |
|---|
| This unit must be assessed in line with Skills for Health Assessment Principles. LO2, LO3, LO4 and LO5 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none">SCDHSC0219 |

AN 65 Support individuals who are distressed (T/650/5306)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 3 credits | 21 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand causes and effects of distress on individuals | 1.1 Identify causes of distress |
| | 1.2 Describe signs and symptoms that may indicate an individual is distressed |
| | 1.3 Explain how distress may affect the way an individual communicates |
| 2. Understand potential impacts on own wellbeing when supporting an individual who is distressed | 2.1 Explain how supporting an individual who is distressed may impact on own wellbeing |
| | 2.2 Identify sources of support to manage own feelings when supporting an individual who is distressed |
| 3. Be able to prepare to support individuals who are experiencing distress | 3.1 Access information and advice in relation to supporting an individual who is distressed |
| | 3.2 Recognise signs of distress that indicate the need for specialist intervention |
| | 3.3 Describe how to access specialist intervention |
| 4. Be able to support individuals who are experiencing distress | 4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and preferences of the individual |
| | 4.2 Work in ways to alleviate an individual's distress |
| | 4.3 Respond to the individual's reactions in a way that shows empathy and reassurance |
| | 4.4 Involve others at appropriate times when supporting an individual who is distressed |
| 5. Be able to support individuals to reflect on incidents of distress | 5.1 Encourage the individual to express thoughts and feelings |
| | 5.2 Work with the individual and others to identify triggers for distress |
| | 5.3 Work with an individual and others to manage triggers or alleviate causes of distress |
| | 5.4 Encourage the individual to review ways of coping with distress |
| 6. Be able to record and report on an individual's distress to identify patterns and trends | 6.1 Maintain records relating to the individual's distress and the support provided |
| | 6.2 Report on periods of distress in line with agreed ways of working |
| | 6.3 Use information gathered to identify patterns and trends relating to the individual's distress |

| Range |
|---|
| 1. Understand causes and effects of distress on individuals |
| <p>1.2 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| 2. Understand potential impacts on own wellbeing when supporting an individual who is distressed |
| <p>2.2 Sources of support could include:</p> <ul style="list-style-type: none"> • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation |
| 4. Be able to support individuals who are experiencing distress |
| <p>4.1 Preferences could include:</p> <ul style="list-style-type: none"> • values • culture • aspirations • wishes <p>4.4 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing |

| Delivery and assessment guidance |
|--|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO3, LO4, LO5 and LO6 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SCDHSC0226 |

AN 66 Support individuals to manage dysphagia (Y/650/5307)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those who support individuals who participate in therapy programmes to restore or maintain maximum independence in the management of dysphagia. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 4 | 5 credits | 36 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines | 1.1 Explain current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting individuals with dysphagia |
| | 1.2 Explain why individuals with dysphagia should be encouraged to promote their own health and wellbeing |
| | 1.3 Identify sources of information relating to an individual's requirements for managing their dysphasia |
| | 1.4 Explain types of activities that compensate for, and support development or maintenance of, swallowing ability |
| 2. Understand how dysphagia affects individuals | 2.1 Describe the main clinical causes of dysphagia |
| | 2.2 Explain how to recognise the main types of dysphagia |
| | 2.3 Identify major risks and secondary difficulties associated with dysphagia |
| | 2.4 Describe the anatomy and physiology relevant to maintaining a safe swallow |
| | 2.5 Explain how an individual's ability to swallow is affected by: <ul style="list-style-type: none"> • sensory impairment • physical impairment • neurological impairment • cognitive impairment • previous experiences of oral feeding • age |
| 3. Know the importance of nutritional intake and environment for individuals with dysphagia | 3.1 Describe the impact of dysphagia on oral intake and nutrition for an individual |
| | 3.2 Describe safe practices with regard to preparing oral intake |
| | 3.3 Describe food or drink textures in accordance with national guidelines and how this relates to individuals with dysphagia |
| | 3.4 Explain how to implement feeding techniques within scope of own role |
| | 3.5 Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia |
| | 3.6 Explain the importance of providing a suitable environment for affected individuals |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|--|---|
| The learner will: | The learner can: |
| 4. Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes | 4.1 Confirm the individual's identity and gain valid consent prior to carrying out the therapy programme |
| | 4.2 Explain how consent would be gained from individuals who do not have the capacity to consent |
| | 4.3 Explain the skill development activities to the individual or carer |
| | 4.4 Support the individual's active participation with skill development activities as specified in the individual's care programme |
| | 4.5 Obtain advice from the care team if the level of support required by the individual is beyond own scope of practice |
| | 4.6 Provide oral intake in the consistency and appearance outlined in the individual's care programme |
| | 4.7 Provide the individual with sufficient time to practise newly developed skills |
| | 4.8 Monitor and record food and drink intake to ensure nutritional requirements are met |
| | 4.9 Provide the individual or carer with information and advice in regard to the management of their dysphagia, as instructed by the specialist |
| | 4.10 Carry out therapeutic feeding activities with dysphagic individuals under direction |
| | 4.11 Work with others in the development of: <ul style="list-style-type: none"> • optimal feeding strategies • modelling and reinforcing strategies recommended by a speech and language therapist |
| 5. Be able to provide information to colleagues regarding individuals' treatment | 5.1 Update records regarding the support provided in line with local policy and protocol |
| | 5.2 Provide feedback to the individual's therapist and care team to aid future care planning |

| Range |
|--|
| 1. Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines |
| <p>1.1 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>1.1 Dysphagia:</p> <p>Refers to eating, drinking and swallowing difficulties.</p> |
| 3. Know the importance of nutritional intake and environment for individuals with dysphagia |
| <p>3.2 Safe practices could include:</p> <ul style="list-style-type: none"> • infection control • body positioning of the individual |

| Range |
|---|
| <p>4. Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes</p> |
| <p>4.1 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely <p>4.4 Active participation:</p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> <p>4.11 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing |
| Delivery and assessment guidance |
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO4 and LO5 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHCHS159 |

AN 67 Support the spiritual wellbeing of individuals (A/650/5308)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support the spiritual wellbeing of individuals. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 26 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand the importance of spiritual wellbeing for individuals | 1.1 Outline different ways in which spiritual wellbeing can be defined |
| | 1.2 Define the difference between spirituality and religion |
| | 1.3 Describe different aspects of spiritual wellbeing |
| | 1.4 Explain how spiritual wellbeing is an individual experience |
| | 1.5 Explain how spiritual wellbeing defines an individual's identity |
| | 1.6 Outline the links between spirituality, faith and religion |
| | 1.7 Explain how an individual's current exploration of spiritual wellbeing may be affected by their previous experience of spirituality, faith or religion |
| 2. Be able to identify the spiritual needs of an individual and others | 2.1 Support the individual and others to identify their spiritual needs and how, and by whom, these can be addressed |
| | 2.2 Identify how an individual's emphasis on spiritual wellbeing may vary at different stages of their life experience |
| | 2.3 Take action to ensure that the individual's spiritual wellbeing is recognised appropriately in their care plan |
| 3. Understand the impact of values and beliefs on own and an individual's spiritual wellbeing | 3.1 Analyse how own values and beliefs may impact on others when communicating with the individual regarding their spiritual wellbeing |
| | 3.2 Identify how the values and beliefs of others may impact on the individual |
| | 3.3 Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others |
| 4. Be able to support individuals' spiritual wellbeing | 4.1 Access resources and information to support the individual's spiritual wellbeing |
| | 4.2 Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing |
| | 4.3 Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing |
| | 4.4 Support the individual to participate in their chosen activities to support their spiritual wellbeing |
| | 4.5 Access any additional expertise required to meet the individual's spiritual needs |
| | 4.6 Outline the benefits of working in partnership with religious/non-religious communities to support the spiritual needs and preferences of the individual |

| Range |
|--|
| <p>1. Understand the importance of spiritual wellbeing for individuals</p> <p>1.1 Spiritual wellbeing could include:</p> <ul style="list-style-type: none"> • something everyone can experience • helps to find meaning and purpose in the things that individuals value • can bring hope and healing in times of suffering and loss • encourages individuals to seek the best relationship with themselves, others and what lies beyond: <ul style="list-style-type: none"> ○ personal values and beliefs ○ morals to live by ○ a search for holistic self-appreciation and understanding <p>1.5 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| <p>2. Be able to identify the spiritual needs of an individual and others</p> <p>2.1 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing |
| Delivery and assessment guidance |
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO2 and LO4 must be assessed in a real work environment (RWE).</p> |

AN 68 Support individuals to meet personal care needs (D/650/5309)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit covers the skills required to support individuals with their personal care needs. It includes monitoring and reporting on the personal care of individuals. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 2 credits | 16 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Be able to work with individuals to identify their needs and preferences in relation to personal care | 1.1 Enable an individual to communicate their needs, preferences and personal beliefs affecting their personal care |
| | 1.2 Establish the level and type of support an individual needs for personal care |
| | 1.3 Agree with the individual how privacy will be maintained during personal care |
| 2. Be able to provide support for personal care | 2.1 Obtain valid consent for activities |
| | 2.2 Support the individual to understand the reasons for: <ul style="list-style-type: none"> • hygiene • safety precautions |
| | 2.3 Use the following to minimize the risk of infection: <ul style="list-style-type: none"> • protective equipment • protective clothing • hygiene techniques |
| | 2.4 Report concerns about the safety and hygiene of equipment or facilities used for personal care |
| | 2.5 Ensure the individual understands how to summon help when alone during personal care |
| | 2.6 Dispose of waste materials safely |
| 3. Be able to support individuals to use the toilet | 3.1 Provide support for an individual to use toilet facilities in ways that respect dignity |
| | 3.2 Support an individual to make themselves clean and tidy after using toilet facilities |
| | 3.3 Support an individual to cleanse their hands after using the toilet |
| 4. Be able to support individuals to maintain personal hygiene | 4.1 Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care |
| | 4.2 Ensure toiletries, materials and equipment are within reach of an individual |
| | 4.3 Support an individual to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation |
| 5. Be able to support individuals to manage their personal appearance | 5.1 Enable an individual to manage their personal appearance in ways that respect dignity and promote active participation |
| | 5.2 Encourage the individual to keep their clothing and personal care items clean and safe |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|---|--|
| The learner will: | The learner can: |
| 6. Be able to monitor and report on support for personal care | 6.1 Seek feedback from the individual and others on how well the support for personal care meets the individual's needs and preferences |
| | 6.2 Record and report on an individual's personal care in agreed ways |
| | 6.3 Report concerns about an individual's personal care activities |

| Range |
|---|
| 1. Be able to work with individuals to identify their needs and preferences in relation to personal care |
| <p>1.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>1.1 Preferences could include:</p> <ul style="list-style-type: none"> • values • culture • aspirations • wishes |
| 2. Be able to provide support for personal care |
| <p>2.1 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely |
| 4. Be able to support individuals to maintain personal hygiene |
| <p>4.3 Active participation:</p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> |
| 6. Be able to monitor and report on support for personal care |
| <p>6.1 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager |

Range

- other professionals
- others who are important to the individual's wellbeing

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

All LOs must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SCDHSC0218

AN 69 Support individuals to eat and drink (J/650/5310)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 2 credits | 15 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Be able to support individuals to make choices about food and drink | 1.1 Establish the individual's dietary requirements |
| | 1.2 Establish with the individual and others the food and drink the individual wishes to consume |
| | 1.3 Encourage the individual to select suitable options for food and drink |
| | 1.4 Describe ways to resolve any concerns about the choice of food and drink |
| | 1.5 Describe how and when to seek guidance about an individual's choice of food and drink |
| 2. Be able to prepare to provide support for eating and drinking | 2.1 Identify support an individual requires when eating and drinking |
| | 2.2 Apply standard precautions for infection control when providing support for eating and drinking |
| | 2.3 Support the individual to prepare to eat and drink |
| | 2.4 Provide suitable utensils and equipment to assist the individual to eat and drink |
| 3. Be able to provide support for eating and drinking | 3.1 Describe factors that promote an individual's dignity, comfort and enjoyment while eating and drinking |
| | 3.2 Support the individual to consume manageable amounts of food and drink at their own pace |
| | 3.3 Encourage the individual to eat and drink |
| | 3.4 Support the individual to clean themselves if food or drink is spilt |
| | 3.5 Respond to an individual's feedback or observed reactions while eating and drinking |
| 4. Be able to clear away after eating and drinking | 4.1 Explain why it is important to be sure that an individual has finished eating and drinking before clearing away |
| | 4.2 Confirm that the individual has finished eating and drinking |
| | 4.3 Clear away used crockery and utensils in a way that promotes active participation |
| | 4.4 Support the individual to wash their hands and make themselves clean and tidy after eating and drinking |
| | 4.5 Store or dispose of any left-over food and drink |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 5. Be able to monitor eating and drinking and the support provided | 5.1 Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter |
| | 5.2 Monitor, record and report: <ul style="list-style-type: none"> • the food and drink the individual consumes • any issues or concerns in relation to the individual and their eating and drinking |
| | 5.3 Report support provided for eating and drinking |

| Range |
|---|
| 1. Be able to support individuals to make choices about food and drink |
| <p>1.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>1.2 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing |
| 4. Be able to clear away after eating and drinking |
| <p>4.3 Active participation:</p> <p>A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.</p> |

| Delivery and assessment guidance |
|--|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>All LOs must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SCDHSC0213 • SCDHSC0214 |

AN 71 Provide support for sleep (K/615/7339)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to establish conditions suitable for sleep and support the individual to sleep. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 2 credits | 13 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand the importance of sleep | 1.1 Explain how sleep contributes to an individual's wellbeing |
| | 1.2 Identify reasons why an individual may find it hard to sleep |
| | 1.3 Describe the possible short-term and long-term effects on an individual who is unable to sleep well |
| 2. Be able to establish conditions suitable for sleep | 2.1 Describe conditions likely to be suitable for sleep |
| | 2.2 Minimise aspects of the environment likely to make sleep difficult for an individual |
| | 2.3 Adjust own behaviour to contribute to a restful environment |
| | 2.4 Describe actions to take if the behaviour or movement of others hinders an individual's ability to sleep |
| 3. Be able to assist an individual to sleep | 3.1 Explain the importance of a holistic approach to assisting sleep |
| | 3.2 Encourage the individual to communicate the support they need to sleep |
| | 3.3 Assist the individual to find a position for sleep consistent with their plan of care |
| | 3.4 Support the individual to use aids for sleep in ways that reflect the plan of care and follow agreed ways of working |
| 4. Be able to monitor sleep | 4.1 Establish with the individual and others how sleep will be monitored |
| | 4.2 Record agreed observations relating to the individual's sleep and the assistance given |
| 5. Know how to access information and advice about difficulties with sleep | 5.1 Describe situations in which additional information or assistance about sleep would be needed |
| | 5.2 Explain how to access additional information and assistance |

| Range |
|--|
| 1. Understand the importance of sleep |
| 1.1 Individual: |
| Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |

Range

3. Be able to assist an individual to sleep

3.4 Agreed ways of working:

This will include standards, codes of practice, policies and procedures where these exist; they may be less formally documented with micro-employers.

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2, LO3 and LO4 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SCDHSC0216

AN 72 Support individuals with specific communication needs (K/650/5311)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit covers the knowledge and skills required to support individuals with specific communication needs covering use of special methods and aids to promote communication. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 5 credits | 35 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand an individual's specific communication needs | 1.1 Explain the importance of meeting an individual's communication needs |
| | 1.2 Explain how and when to access information and support in relation to communication needs |
| | 1.3 Explain how own role and practice can impact on communication with an individual who has specific communication needs |
| | 1.4 Identify a range of communication methods and aids to support individuals to communicate |
| | 1.5 Analyse features of the environment that impact on communication |
| | 1.6 Explain reasons why an individual may use a form of communication that is not based on a formal language system |
| | 1.7 Describe the potential effects on an individual of having unmet communication needs |
| | 1.8 Explain how hospital passports can support individuals with specific communication needs |
| 2. Understand how to support the use of communication technology and aids | 2.1 Identify specialist services relating to communication technology and aids |
| | 2.2 Describe types of support that an individual may need in order to use communication technology and aids |
| | 2.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly |
| 3. Be able to contribute to identifying and addressing specific communication needs of individuals | 3.1 Work in partnership with the individual and others to identify the individual's communication needs |
| | 3.2 Contribute to identifying communication methods or aids to meet the individual's communication needs |
| 4. Be able to interact with individuals using their preferred communication method | 4.1 Identify communication methods that can be used to interact with individuals |
| | 4.2 Prepare the environment to facilitate communication |
| | 4.3 Use agreed methods of communication to interact with the individual |
| | 4.4 Monitor the individual's responses during and after the interaction |
| | 4.5 Adapt own practice to improve communication with the individual |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 5. Be able to promote person-centred values when supporting effective communication between individuals and others | 5.1 Support the individual to develop communication methods |
| | 5.2 Promote person-centred values when supporting effective communication between individuals and others |
| | 5.3 Provide opportunities for the individual to communicate with others |
| | 5.4 Support others to be understood by the individual |
| | 5.5 Support others to understand the individual |
| 6. Be able to review an individual's communication needs and the support provided | 6.1 Collate information in relation to an individual's communication and the support provided |
| | 6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided |
| | 6.3 Work with others to support the continued development of communication |

| Range |
|--|
| 1. Understand an individual's specific communication needs |
| 1.1 Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 1.2 Communication needs could include: |
| <ul style="list-style-type: none"> • different language • hearing loss (both minor and major) • learning difficulties • finding speech difficult |
| 1.4 Communication methods could include: |
| <ul style="list-style-type: none"> • sign language • speed of verbal communication • volume of verbal communication • body language • written instead of verbal • listening |
| 3. Be able to contribute to identifying and addressing specific communication needs of individuals |
| 3.1 Others could include: |
| <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager |

Range

- other professionals
- others who are important to the individual's wellbeing

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3, LO4, LO5 and LO6 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SCDHSC0369
- SFHGEN85

AN 73 Support individuals undergoing healthcare activities (L/650/5312)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 3 credits | 30 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand healthcare activities in order to support individuals | 1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines that inform own practice in relation to supporting individuals undergoing healthcare activities |
| | 1.2 Describe anatomy and physiology in relation to the healthcare activity |
| | 1.3 Explain the purposes and use of medical equipment and devices required for the procedure |
| | 1.4 Explain the roles and responsibilities of team members |
| | 1.5 State protection/precautionary measures: <ul style="list-style-type: none"> • for the procedure being carried out • how they should be applied • the implications and consequences of not applying these measures |
| | 1.6 Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states |
| | 1.7 Explain how to complete records of the actions taken and the individual's condition during the healthcare activity |
| 2. Be able to prepare individuals to undergo healthcare activities | 2.1 Introduce self and confirm the individual's identity |
| | 2.2 Explain the procedure to the individual and relevant others |
| | 2.3 Confirm that valid consent has been obtained |
| | 2.4 Explain how consent would be gained from individuals who do not have the capacity to consent |
| | 2.5 Identify any concerns and worries that an individual and relevant others may have in relation to healthcare activities |
| | 2.6 Describe ways of responding to any concerns and worries that an individual and relevant others may have in relation to healthcare activities |
| | 2.7 Agree the support needed with the individual and relevant others in a way that is sensitive to their personal beliefs and preferences |
| | 2.8 Explain who to refer any concerns or questions raised by the individual to if unable to answer |
| | 2.9 Support an individual to prepare and position for the procedure ensuring that privacy and dignity are maintained at all times |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 3. Be able to support individuals undergoing healthcare activities | 3.1 Keep individuals informed and reassured throughout the healthcare activity |
| | 3.2 Apply standard precautions for infection prevention and control |
| | 3.3 Apply health and safety measures relevant to the healthcare activity and environment |
| | 3.4 Explain actions to take in response to any ill effects or adverse reactions during the healthcare activity |
| | 3.5 Ensure that an individual's privacy and dignity are maintained at all times |
| 4. Be able to support individuals following healthcare activities | 4.1 Provide an individual with the facilities and support for the period of recovery |
| | 4.2 Monitor an individual and recognise signs of ill effects or adverse reactions |
| | 4.3 Explain actions to take in response to any ill effects or adverse reactions following the healthcare activity |
| | 4.4 Give individuals and relevant others instructions and advice, within scope of own role |
| | 4.5 Explain how any requirements for transport and escorts are confirmed and arranged with the individual |
| | 4.6 Update the individual's healthcare activity records within scope of own role |
| | 4.7 Maintain confidentiality of information in accordance with guidelines and procedures |

| Range |
|--|
| 1. Understand healthcare activities in order to support individuals |
| 1.6 Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 2. Be able to prepare individuals to undergo healthcare activities |
| 2.2 Relevant others could include: <ul style="list-style-type: none"> • parent or parents • carer • those with parental responsibility • practitioner • supervisor • advocates • peers • therapists |

Range**2.3 Valid consent:**

Must be in line with agreed UK country definition and could include:

- the individual must have the mental capacity to make the decision
- the individual must have sufficient unbiased information to make an informed choice
- the individual must not be pressured into making a decision and must give consent freely

2.7 Preferences could include:

- values
- culture
- aspirations
- wishes

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2, LO3 and LO4 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHGEN4
- SFHGEN5

AN 75 Collate and communicate health information to individuals (M/650/5313)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit covers collating and communicating health information to individuals, their family or significant others in response to queries or as part of health promotion and giving advice. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 2 credits | 15 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for accessing, updating and maintaining individuals' health records and confidentiality in accordance with information governance |
| | 1.2 Explain own roles, responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice concerning the collection and provision of information |
| | 1.3 Explain the ethics concerning confidentiality |
| | 1.4 Explain the tensions that may exist between an individual's request for information and the organisation's responsibilities within information governance |
| 2. Be able to identify the health information to be collated and communicated | 2.1 Respond to individual needs in accordance with clinical governance , national guidelines and local policies and protocols |
| | 2.2 Confirm the purpose of the communication and needs of the individual or others |
| | 2.3 Adhere to legislation, protocols and guidelines relating to giving/sharing information, confidentiality and record keeping in relation to information governance |
| | 2.4 Use relevant secure sources to access the required health information |
| 3. Be able to communicate health information | 3.1 Provide a suitable environment for communication to maintain privacy and dignity |
| | 3.2 Identify the communication and information needs and abilities of the individual or others |
| | 3.3 Identify and overcome barriers to communication |
| | 3.4 Communicate with the individual and relevant carers or family at a pace and level consistent with their understanding |
| | 3.5 Present health information in a format that is: <ul style="list-style-type: none"> • consistent with the individual's level of understanding, culture, background and preferred ways of communicating • appropriate to the individual's communication needs and abilities |
| | 3.6 Actively listen to the individual's or others' reactions to information provided and clarify any issues raised |
| | 3.7 Confirm with the individual and others that their needs relating to the information have been met |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|-------------------------|---|
| The learner will: | The learner can: |
| | 3.8 Direct the individual or others to other sources of information where appropriate |
| | 3.9 Record the outcome of the communication by updating records in line with policies and procedure |

| Range |
|---|
| <p>1. Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals</p> |
| <p>1.1 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| <p>2. Be able to identify the health information to be collated and communicated</p> |
| <p>2.1 Clinical governance:</p> <p>An initiative to ensure high quality healthcare is being delivered. It is a statutory duty placed on all NHS organisations with the aim of assuring high standards of care, safeguarding patients against poor performance and reducing variations between providers of services.</p> <p>2.2 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing <p>2.3 Information governance:</p> <p>This covers information quality, confidentiality, data protection, information security, freedom and records management.</p> |

| Delivery and assessment guidance |
|--|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO2 and LO3 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHGEN62 |

HSC AS 17 Implement positive behaviour support (L/616/6342)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| The aim of this unit is to provide learners with the knowledge, understanding and skills required to implement positive behaviour support. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 6 credits | 41 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand the legislative framework in relation to positive behaviour support | 1.1 Summarise current legislation, frameworks, codes of practice and policies in relation to positive behaviour support |
| | 1.2 Summarise organisational policies and procedures in relation to positive behaviour support |
| | 1.3 Explain the value base underpinning positive behaviour support |
| | 1.4 Describe own and others' role and responsibilities in relation to positive behaviour support |
| 2. Understand behaviour as a means of expression | 2.1 Explain the role of functional assessment in understanding an individual's behaviour |
| | 2.2 Analyse how behaviour may be perceived by others |
| | 2.3 Explain factors that may influence an individual's behaviour |
| | 2.4 Explain behaviour as a form of expression |
| 3. Understand approaches to positive behavioural support | 3.1 Explain approaches to positive behaviour support |
| | 3.2 Explain: <ul style="list-style-type: none"> • proactive strategies • reactive strategies |
| | 3.3 Explain reasons for reinforcing positive behaviour with individuals |
| | 3.4 Explain the importance of positive interaction |
| | 3.5 Explain the importance of supporting individuals to understand their behaviour and its effects on themselves and others |
| | 3.6 Explain how active support can help promote positive behaviour |
| | 3.7 Analyse the role of structure and daily planning in positive behaviour support |
| | 3.8 Identify sources of support, information and guidance for positive behaviour support |
| 4. Be able to monitor the behaviour of individuals | 4.1 Use structured methods to monitor and record an individual's pattern of behaviour |
| | 4.2 Work with the individual and others to identify triggers : <ul style="list-style-type: none"> • slow triggers • fast triggers |
| | 4.3 Review an individual's behaviour in relation to: <ul style="list-style-type: none"> • antecedent • behaviour • consequences |
| | 4.4 Record and report outcomes |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|---|---|
| The learner will: | The learner can: |
| 5. Be able to agree strategies for positive behaviour support with individuals and others | 5.1 Establish ways to develop an individual's skills to promote participation in day-to-day activities |
| | 5.2 Support individuals to acknowledge their behaviour and develop coping strategies |
| | 5.3 Agree with individuals and others' strategies to be used in different situations to support positive behaviour |
| | 5.4 Describe sources of support, information and guidance for promoting positive behaviour |
| 6. Be able to implement positive behaviour support plans | 6.1 Explain the purpose of positive behaviour support plans for individuals |
| | 6.2 Identify the components of a positive behaviour support plan |
| | 6.3 Implement agreed strategies in line with the individual's positive behaviour support plan |
| | 6.4 Contribute to the review of an individual's positive behaviour support plan |
| 7. Be able to support individuals through incidents of behaviour | 7.1 Work with others to agree protocols for least restrictive interventions |
| | 7.2 Identify and respond to triggers that may result in escalation of behaviour |
| | 7.3 Maintain safety and wellbeing throughout the incident for: <ul style="list-style-type: none"> • individual • self • others |
| | 7.4 Provide post-incident support to individuals and others |
| | 7.5 Record and report incidents of behaviour |
| 8. Be able to develop practice in relation to positive behaviour support | 8.1 Support others to recognise how their actions can diffuse or escalate an individual's behaviour |
| | 8.2 Role model good practice in positive behaviour support |
| | 8.3 Provide feedback to others in relation to positive behavioural support practice |
| | 8.4 Reflect on own practice in relation to positive behaviour support |
| | 8.5 Explain how and when to access support to manage the wellbeing of self and others |

Range

1. Understand the legislative framework in relation to positive behaviour support

1.4 **Others** could include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families
- carers and advocates
- outside services and organisations
- those with power of attorney

| Range |
|---|
| <ul style="list-style-type: none"> • line manager • other professionals • others who are important to the individual's wellbeing |
| <p>2. Understand behaviour as a means of expression</p> <p>2.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>2.3 Factors could include:</p> <ul style="list-style-type: none"> • dementia, autism, learning disability • stress response • sensory needs • frustration • pain • past experiences • physical or mental health • boredom • confusion or memory impairment • age-related • feelings of loss of control • communication difficulties • environmental |
| <p>3. Understand approaches to positive behavioural support</p> <p>3.1 Approaches to positive behaviour support could include:</p> <ul style="list-style-type: none"> • proactive approaches • individual behaviour support planning • time intensity model • theories of personhood and malignant psychology that are used in relation to individuals with dementia (Kitwood, 1997) <p>3.4 Positive interaction:</p> <p>The interaction, behaviour and attitude of those supporting an individual. It consists of providing different levels of support; working with an individual's strengths and abilities; breaking activities into manageable steps; and positive reinforcement to promote participation.</p> <p>3.6 Active support:</p> <p>Refers to a person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.</p> |

| Range |
|---|
| <p>4. Be able to monitor the behaviour of individuals</p> <p>4.1 Structured methods could include:</p> <ul style="list-style-type: none"> • measures for monitoring and recording behaviour: <ul style="list-style-type: none"> ○ antecedent-behaviour-consequence (ABC) charts ○ scatter plots ○ incident forms ○ behaviour monitoring forms ○ direct observation <p>4.2 Triggers:</p> <p>Those events, circumstances or stimuli that cause behaviour that may bring harm to the individual and others, or that others find challenging:</p> <ul style="list-style-type: none"> • slow triggers (aspects of an individual's environment or daily routines that do not necessarily happen immediately before the behaviour, but still have an effect on behaviour) • fast triggers (specific events that occur immediately prior to the behaviour; their impact upon behaviour is rapid or immediate) |
| <p>6. Be able to implement positive behaviour support plans</p> <p>6.1 Positive behaviour support plans:</p> <p>Different terminology may be used to refer to this in various settings. It is used to monitor patterns of:</p> <ul style="list-style-type: none"> • behaviour • identify causes and triggers • plan strategies to put in place • review effects of strategies <p>It should be personalised and created with the individual whenever possible.</p> |
| Delivery and assessment guidance |
| <p>This unit must be assessed in line with Skills for Health Assessment Principles and Skills for Care and Development assessment principles.</p> <p>LO4, LO5, LO6, LO7 and LO8 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SCDHSC0336 |

AN 79 Understand planning and the practical application of health promotion (R/650/5314)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is concerned with health promotion related to general health and wellbeing. It covers the scientific basis of health promotion, the practical application of health promotion and methods of health promotion planning. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 2 credits | 12 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand methods of health promotion planning | 1.1 Outline the stages of a health promotion project |
| | 1.2 Distinguish between aims and objectives |
| | 1.3 Explain the importance of needs assessments |
| 2. Understand practical application opportunities for health promotion | 2.1 Recognise appropriate applications of own health promotion knowledge |
| | 2.2 Identify opportunities for health promotion within own workplace |
| | 2.3 Outline strategies for health promotion opportunities |
| 3. Understand the scientific basis of health promotion | 3.1 Describe the evidence available for the cause or causes of one body system-related disease |
| | 3.2 Identify the effect of this disease on general health and wellbeing |
| | 3.3 Review current methods of disease prevention |
| | 3.4 State appropriate health promotion messages |

| Delivery and assessment guidance |
|---|
| This unit must be assessed in line with Skills for Health Assessment Principles. |
| Relationship to National Occupational Standards (NOS): |
| <ul style="list-style-type: none"> • SFHPHP13 • SFHPHP14 • SFHPHP15 • SFHPHP16 • SFHCHDEB2 • SFHCHDED3 • SFHCVDED2 |

AN 80 Human structure and functionality (T/650/5315)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit covers knowledge about human structure and functionality relevant to the learner's role. This unit should be applied in the context of where the learner works. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 20 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand the structure and function of the human body | 1.1 Describe the structure of the body's major systems |
| | 1.2 Describe the function of the body's major systems |
| | 1.3 Describe how the body maintains a constant internal environment (homeostatic state) |
| | 1.4 Describe how the body's major systems develop across the lifespan |
| 2. Understand factors that affect the function of the human body | 2.1 State the normal observation ranges for individuals |
| | 2.2 Outline how the normal observation ranges change across the lifespan |
| | 2.3 Describe factors that affect normal functioning of the body's systems |
| | 2.4 Outline the links between physiological malfunction and ill health observed within individuals in own workplace |

| Range |
|--|
| 1. Understand the structure and function of the human body |
| 1.1 Body's major systems: <ul style="list-style-type: none"> • musculoskeletal • nervous • cardiovascular • respiratory • digestive • urinary • lymphatic • integumentary • reproductive |
| 2. Understand factors that affect the function of the human body |
| 2.1 Observation ranges include: <ul style="list-style-type: none"> • heart rate • breathing rate • temperature • blood pressure |

Range**2.4 Individuals:**

Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

For AC2.4, the learner must choose 2 physiological malfunctions and outline the signs and symptoms that are reflected as ill health. The learner should relate the changes to the normal observational ranges covered in AC2.1 and changes to the homeostatic state outlined in AC1.3.

AN 81 Prepare individuals for healthcare activities (Y/650/5316)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| The aim of this unit is for the learner to be able to prepare individuals for healthcare activities in a safe and professional manner. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 3 credits | 22 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities | 1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines relevant to the preparation of an individual for healthcare activities |
| | 1.2 Describe own role and accountabilities in relation to preparing individuals for healthcare activities |
| 2. Be able to prepare individuals for healthcare activities | 2.1 Greet the individual, complete introductions and explain own role |
| | 2.2 Confirm the individual's identity, explain the activity to be undertaken and obtain valid consent |
| | 2.3 Maintain the individual's privacy and dignity at all times |
| | 2.4 Confirm that the individual has complied with any pre-procedural instruction |
| | 2.5 Provide support and reassurance to the individual being sensitive to their personal beliefs and preferences |
| | 2.6 Respond to any questions the individual may have, referring to others when required |
| | 2.7 Prepare the individual for the healthcare activity in accordance with the requirements |
| | 2.8 Maintain a safe and healthy working environment, using infection prevention and control techniques including handwashing, sanitisation, disinfection and personal protective equipment (PPE) |
| | 2.9 Recognise and respond to changes in an individual's health and wellbeing |
| | 2.10 Explain how to respond to any issue or emergency situation that arises outside of the limits of own competence |
| 3. Be able to record and report healthcare activities | 3.1 Record information in line with national and local policy and protocol |
| | 3.2 Describe how to report any issues that arise to the relevant person |

| Range |
|---|
| <p>1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities</p> |
| <p>1.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| <p>2. Be able to prepare individuals for healthcare activities</p> |
| <p>2.2 Valid consent:</p> <p>Must be in line with agreed UK country definition and could include:</p> <ul style="list-style-type: none"> • the individual must have the mental capacity to make the decision • the individual must have sufficient unbiased information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely <p>2.5 Preferences could include:</p> <ul style="list-style-type: none"> • values • culture • aspirations • wishes <p>2.6 Others could include:</p> <ul style="list-style-type: none"> • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing <p>2.7 Prepare the individual must include:</p> <ul style="list-style-type: none"> • optimal position of the individual • optimal position of medical equipment • secure storage of personal articles |
| Delivery and assessment guidance |
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO2 and LO3 must be assessed in a real working environment (RWE).</p> |

Delivery and assessment guidance

Relationship to National Occupational Standards (NOS):

- SFHGEN4

AN 82 Select and wear appropriate personal protective equipment (PPE) for work in healthcare settings (A/650/5317)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit aims to develop the learner in achieving a professional standard when dressing for work. Aspects of the control of cross infection impact on correctly preparing and dressing for work in healthcare areas. Emphasis is placed on following requirements for wearing personal protective equipment (PPE) and hand cleansing. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 2 credits | 15 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand legislation, local policy and protocols in relation to dressing for work in a healthcare setting | 1.1 Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings |
| | 1.2 Explain standard precautions for infection prevention and control that affect own practice in: <ul style="list-style-type: none"> • preparing for work • dressing for work |
| | 1.3 Explain how and when to cleanse own hands in line with local policy and protocol |
| | 1.4 Explain the importance of maintaining professional appearance and presentation |
| | 1.5 Explain the importance of removing personal clothing, make-up and fashion items as required by own work setting |
| | 1.6 Describe the importance of promptly reporting reduction in stocks of PPE |
| 2. Understand how to select and use personal protective equipment (PPE) in a healthcare setting | 2.1 Describe how to select and use appropriate PPE for own job role and setting |
| | 2.2 Describe how PPE may become unsuitable for use including the actions to take if this happens |
| | 2.3 Describe what additional PPE should be worn when there is a risk of: <ul style="list-style-type: none"> • aerosols • blood • body fluids • radiation |
| | 2.4 Explain when synthetic non-powdered, non-sterile gloves and apron should be used |
| 3 Be able to select and use personal protective equipment (PPE) in a healthcare setting | 3.1 Check the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken |
| | 3.2 Wear PPE in the designated work area only according to own role and procedures to be undertaken |
| | 3.3 Remove and dispose of PPE in line with local policy and protocol |
| | 3.4 Demonstrate how the reporting and restocking of PPE is carried out |

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHGEN2

AN 83 Assist the practitioner to carry out healthcare activities (D/650/5318)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit develops the learner in an assistant's role and skills in supporting the healthcare practitioner and can be evidenced in a range of environments. It requires an understanding of relevant legislation, policies, protocols, guidance and procedures. The learner assists the practitioner but may not be directly involved with an individual. This unit should be applied in the context of the learner's own role and work setting. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 3 credits | 19 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out healthcare activities | 1.1 Summarise own role, responsibilities and accountability with regard to: <ul style="list-style-type: none"> • current legislation • national guidelines • policies, protocols and good practice guidelines • local ways of working |
| 2. Be able to assist the practitioner in carrying out healthcare activities | 2.1 Identify the information needed by the practitioner: <ul style="list-style-type: none"> • prior to carrying out healthcare activities • during healthcare activities |
| | 2.2 Confirm the identity of the individual |
| | 2.3 Confirm valid consent has been obtained |
| | 2.4 Carry out tasks as required by the practitioner, the care plan and within the scope of own competence |
| | 2.5 Communicate information to other team members while maintaining confidentiality |
| | 2.6 Explain how to seek guidance and refer onto the appropriate person if any adverse events occur, in line with organisational requirements |
| | 2.7 Recognise and respond to changes in an individual's health and wellbeing |
| | 2.8 Collaborate during activities that require teamwork |
| | 2.9 Record information as directed by the practitioner in line with national and local policy |

| Range |
|---|
| 2. Be able to assist the practitioner in carrying out healthcare activities |
| 2.1 Healthcare activities could include: |
| <ul style="list-style-type: none"> • clinical • diagnostic • therapeutic |

Range**2.2 Individual:**

Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

2.3 Valid consent:

Must be in line with agreed UK country definition and may include:

- the individual must have the mental capacity to make the decision
- the individual must have sufficient unbiased information to make an informed choice
- the individual must not be pressured into making a decision and must give consent freely

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHGEN8

AN 84 Monitor and maintain the environment and resources during and after healthcare activities (F/650/5319)

| Unit summary | | | | |
|---|---------------------------|---------|-----------|--------|
| This unit develops the learner's ability to maintain and monitor the environment and resources while under supervision during healthcare activities; knowledge of monitoring and maintenance parameters informs practice. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 3 credits | 20 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Know the procedures for monitoring and maintaining the environment and resources | 1.1 Summarise the legislation, guidelines, organisational policies and protocols that inform own role, responsibilities and accountability |
| | 1.2 Identify procedures relating to monitoring the environment during specific healthcare activities in own work practice |
| | 1.3 Identify resources needed during specific healthcare activities in own work practice |
| | 1.4 Explain procedures for reporting problems with the environment and resources, beyond own scope of practice |
| | 1.5 Outline hazards and risks associated with procedures carried out in own work practice including how these are controlled |
| 2. Be able to operate equipment | 2.1 Explain the importance of ensuring equipment is safe to use |
| | 2.2 Apply standard precautions for infection control when handling equipment |
| | 2.3 Implement health and safety measures when handling equipment |
| | 2.4 Operate equipment in line with manufacturers' instructions, national and local policies and procedures, and own scope of practice |
| 3. Be able to monitor and maintain the environment and resources | 3.1 Maintain environmental conditions at the levels required by the activity |
| | 3.2 Replenish and replace resources as required for the activity |
| | 3.3 Explain the importance of checking resources are of the correct quality and quantity for the activity |
| | 3.4 Return unused and/or surplus resources to the correct storage location |
| | 3.5 Store resources in line with local policy or protocol at the end of the activity |
| | 3.6 Maintain monitoring records in line with national and local policies and protocols |
| 4. Be able to clean resources in own work area | 4.1 Maintain the level of cleanliness required in own work area |
| | 4.2 Clean fixed resources after use in line with national and local policies and protocols |
| | 4.3 Clean reusable resources and make safe prior to storage |
| | 4.4 Dispose of waste in line with national and local policy |

Range

1. Know the procedures for monitoring and maintaining the environment and resources

1.2 **Healthcare activities** could include:

- clinical
- diagnostic
- therapeutic

1.3 **Resources:**

All equipment, items or materials used to undertake activities.

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2, LO3 and LO4 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHGEN7

AN 85 Contribute to the discharge of individuals to carers (K/650/5320)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit develops the learner to assist in the discharge process when the decision has been taken by the practitioner. Knowledge of procedures and policies for discharging an individual is vital, as is maintaining confidentiality, sharing information, and effective communication. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 2 credits | 11 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand the procedures for discharging individuals to a carer | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines that inform the discharge of an individual to a carer |
| | 1.2 Explain the national/local policies with regard to sharing clinical records and information |
| | 1.3 Explain the procedures for contacting carers to whom the individual is being discharged |
| | 1.4 Explain the procedures to follow when the receiving carer cannot accommodate the individual |
| 2. Be able to prepare individuals for discharge | 2.1 Inform the individual of the decisions made in relation to their discharge |
| | 2.2 Explain discharge arrangements to the individual |
| | 2.3 Communicate information in a way that is sensitive to the needs, personal beliefs and preferences of the individual and carer |
| | 2.4 Check that the individual understands the arrangements that have been made |
| 3. Be able to contribute to the discharge of individuals to carers | 3.1 Explain the reasons for arranging transport or escorts for an individual |
| | 3.2 Explain the procedures for arranging transport or escorts in line with local policy |
| | 3.3 Make arrangements for transport or escorts in line with local procedures |
| | 3.4 Advise the receiving carer of the individual's discharge and communicate information in line with local procedures |
| | 3.5 Ensure that discharge records are updated in line with local procedures and within own role and responsibilities |
| | 3.6 Refer any problems or issues regarding discharge to an appropriate person |
| | 3.7 Maintain confidentiality in accordance with national/local policies and procedures |

| Range |
|--|
| <p>1. Understand the procedures for discharging individuals to a carer</p> |
| <p>1.1 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>1.1 Carer could include:</p> <ul style="list-style-type: none"> • a family member • a residential or nursing care establishment • sheltered housing officer |
| <p>2. Be able to prepare individuals for discharge</p> |
| <p>2.3 Preferences could include:</p> <ul style="list-style-type: none"> • values • culture • aspirations • wishes |
| <p>3. Be able to contribute to the discharge of individuals to carers</p> |
| <p>3.7 Policies and procedures:</p> <p>This could include other agreed ways of working as well as formal policies and procedures.</p> |

| Delivery and assessment guidance |
|--|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO2 and LO3 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHGEN17 |

AN 86 Inform an individual of discharge arrangements (L/650/5321)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit develops the learner's ability to assist in the discharge of an individual by providing information on discharge arrangements. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 2 credits | 17 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Understand discharge and post discharge information needs of individuals | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines that inform own practice in relation to informing an individual of discharge arrangements |
| | 1.2 Describe the information an individual might need about discharge and their recovery |
| | 1.3 Explain the local systems for discharge and transfer and the availability of services and agencies offered by the wider health and social care system |
| 2. Be able to inform individuals of discharge arrangements | 2.1 Clarify with the practitioner the potential side effects of treatment that the individual should be aware of on discharge |
| | 2.2 Clarify with the practitioner any advice and information to be given to the individual |
| | 2.3 Gain any necessary authorisation prior to passing on discharge information to the individual |
| | 2.4 Communicate information in a way that is sensitive to the needs, personal beliefs, preferences and abilities of the individual |
| | 2.5 Contribute to signposting to relevant agencies and discharge or transfer of individuals between services, in line with their care plan |
| | 2.6 Confirm the individual's and/or relevant others understanding of general and aftercare information |
| | 2.7 Maintain confidentiality throughout the procedure |
| | 2.8 Record details of the procedure in line with organisational requirements |

| Range |
|--|
| 1. Understand discharge and post discharge information needs of individuals |
| 1.1 Individual: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |
| 2. Be able to inform individuals of discharge arrangements |
| 2.4 Preferences could include: <ul style="list-style-type: none"> • values • culture |

Range

- aspirations
- wishes

2.6 Others may include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families
- carers and advocates
- outside services and organisations
- those with power of attorney
- line manager
- other professionals
- others who are important to the individual's wellbeing

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHGEN16

AN 87 Contribute to the care of a deceased person (M/650/5322)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 3 credits | 24 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Know the factors that affect how individuals are cared for after death | 1.1 Outline legal requirements and agreed ways of working that underpin the care of deceased individuals |
| | 1.2 Describe how beliefs and religious and cultural factors affect how deceased individuals are cared for |
| | 1.3 Identify the physical changes that take place after death and how this may affect laying out and moving individuals |
| | 1.4 Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals |
| | 1.5 Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high-risk diseases and conditions |
| 2. Be able to contribute to supporting those who are close to deceased individuals | 2.1 Describe the likely immediate impact of an individual's death on others who are close to the deceased individual |
| | 2.2 Support others immediately following the death of an individual in ways that: <ul style="list-style-type: none"> • reduce their distress • respect the deceased individual |
| 3. Be able to contribute to preparing deceased individuals prior to transfer | 3.1 Contact key people according to the deceased individual's personal beliefs, expressed wishes and preferences |
| | 3.2 Confirm with key people the expressed wishes and preferences of the deceased individual as to how they will be viewed and moved after death |
| | 3.3 Follow agreed ways of working to ensure that the deceased person is correctly identified |
| | 3.4 Prepare the deceased individual in a manner that respects their dignity, beliefs and culture |
| | 3.5 Apply standard precautions for infection control during preparation of the deceased individual |
| | 3.6 Contribute to recording any property and valuables that are to remain with the deceased individual in ways that are consistent with legal and work setting requirements |
| 4. Be able to contribute to transferring deceased individuals | 4.1 Contact appropriate organisations |
| | 4.2 Carry out agreed role in transferring the deceased individual |
| | 4.3 Record details of the care and transfer of the deceased individual |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|---|--|
| The learner will: | The learner can: |
| 5. Be able to manage own feelings in relation to the death of individuals | 5.1 Identify ways to manage own feelings in relation to an individual's death |
| | 5.2 Access support systems to deal with own feelings in relation to an individual's death |

| Range |
|---|
| 1. Know the factors that affect how individuals are cared for after death |
| <p>1.1 Agreed ways of working:</p> <p>This will include policies and procedures where these exist; they may be less formally documented with micro-employers.</p> <p>1.1 Individuals:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> |
| 2. Be able to contribute to supporting those who are close to deceased individuals |
| <p>2.2 Others may include:</p> <ul style="list-style-type: none"> • team members • line manager • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • other professionals • others who are important to the individual's wellbeing |
| 3. Be able to contribute to preparing deceased individuals prior to transfer |
| <p>3.1 Key people:</p> <p>Those who are important to an individual and who can make a difference to their wellbeing. Key people could include family, friends, carers and others with whom the individual has a supportive relationship.</p> <p>3.1 Preferences could include:</p> <ul style="list-style-type: none"> • values • culture • aspirations |

Range

5. Be able to manage own feelings in relation to the death of individuals

5.2 Support systems:

Refers to a network of people who provide an individual with practical or emotional support.

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2, LO3, LO4 and LO5 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SCDHSC0239

AN 89 Support carers to meet the care needs of individuals (T/650/5324)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those who assist the provision of support to individuals and carers in the community. Support may be physical or psychological. The learner will have the opportunity to develop knowledge, understanding and skills required to provide support to carers. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 5 credits | 40 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community | 1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community |
| 2. Understand why individuals might require support | 2.1 Identify conditions that may challenge individuals |
| | 2.2 Describe the effects conditions may have on individuals' lifestyles |
| | 2.3 Explain how increased dependence affects individuals, carers and the provision of services |
| 3. Understand how to ensure individuals receive the support they need from carers | 3.1 Explain reasons for linking support with need |
| | 3.2 Explain the importance of establishing partnerships with carers |
| | 3.3 Explain the importance of open communication with carers and how to encourage carers to ask questions |
| | 3.4 Describe reasons for assessing a carer's abilities in relation to supporting individuals |
| | 3.5 Describe the demands placed on a carer |
| | 3.6 Describe potential tensions between the demands placed on a carer and other commitments |
| | 3.7 Identify signs that indicate issues with service delivery |
| 4. Be able to support carers to meet the care needs of individuals | 4.1 Inform the carer of the individual's needs and care plan |
| | 4.2 Agree the type of support needed by the carer for them to meet the individual's care needs |
| | 4.3 Arrange for the provision of resources necessary for the carer to support the individual |
| | 4.4 Provide the carer with information on how to contact the care team |
| | 4.5 Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team |
| | 4.6 Update records related to service delivery agreements in line with local policy and protocol |

| Learning outcomes (LOs) | Assessment criteria (AC) |
|---|--|
| The learner will: | The learner can: |
| 5. Be able to support and promote individuals to take responsibility for their own health and wellbeing | 5.1 Explain the importance for individuals to take responsibility for their own health and wellbeing |
| | 5.2 Explain how to support individuals to take responsibility for their own health and wellbeing |
| | 5.3 Support individuals to take responsibility for their own health and wellbeing |

| Range |
|--|
| 1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community |
| 1.1 Individuals: |
| Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. |

| Delivery and assessment guidance |
|--|
| This unit must be assessed in line with Skills for Health Assessment Principles. |
| LO4 and LO5 must be assessed in a real work environment (RWE). |
| Relationship to National Occupational Standards (NOS): |
| <ul style="list-style-type: none"> SFHGEN20 |

AN 90 Perform first line calibration on clinical equipment to ensure it is fit for use (Y/650/5325)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit relates to first line calibration of specific equipment prior to clinical use. Learners will be able to calibrate equipment for use in their own healthcare context. Learners can use the standard for each type of equipment within the scope of their normal work activity. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 25 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice that impact on own role when calibrating equipment | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidance that affect clinical practice in relation to first line calibration |
| | 1.2 Describe the standard operating policies and procedures, including their importance |
| | 1.3 Explain the scope of practice, limitations of own competence, including limitations of own role in relation to medication, and who to ask for support in relation to the calibration of equipment |
| 2. Understand the procedures involved in the calibration of equipment | 2.1 Explain the importance of accuracy and precision when calibrating equipment |
| | 2.2 Explain how to check for validity and reliability when calibrating equipment |
| | 2.3 Identify the faults in equipment and corrective action that should be taken |
| 3. Be able to run tests on equipment | 3.1 Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role |
| | 3.2 Conduct a risk assessment to recognise factors that pose a risk to safety associated with the use of equipment within scope of own role |
| | 3.3 Undertake tests/checks to confirm operational status |
| | 3.4 Select reference material to calibrate equipment for operation |
| | 3.5 Use standards to undertake the calibration of equipment for the intended purpose |
| | 3.6 Follow procedures to confirm operational effectiveness of equipment |
| | 3.7 Confirm the equipment is suitable |
| 4. Be able to conclude and report on tests on equipment | 4.1 Record the validity and reliability of the calibration procedure |
| | 4.2 Prevent accidental use of any equipment that does not meet calibration standards |
| | 4.3 Work within the scope of practice, and the limits of own knowledge and skills, escalating and reporting to others when needed |

| Range |
|--|
| <p>1. Understand current legislation, national guidelines, policies, protocols and good practice that impact on own role when calibrating equipment</p> |
| <p>1.1 Calibration could include:</p> <ul style="list-style-type: none"> • daily • weekly • monthly • new kits • new reagents • quality control protocols <p>1.3 Equipment:</p> <p>Depending on the setting and use, equipment can be a mechanical or electronic device that can be used to monitor, diagnose, maintain or improve a clinical condition.</p> |
| <p>3. Be able to run tests on equipment</p> |
| <p>3.4 Reference material could include:</p> <ul style="list-style-type: none"> • solutions • test strips • electronic sensors |

| Delivery and assessment guidance |
|--|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO3 and LO4 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SFHGEN77 |

AN 91 Reprocess endoscopy equipment (A/650/5326)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those who reprocess endoscopy equipment. This involves preparing and testing the endoscopic equipment prior to use, and then reprocessing the endoscopy equipment, including the endoscope itself. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 30 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand current legislation, national guidelines, policies, protocols and good practice related to the reprocessing of endoscopy equipment | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines related to the reprocessing of endoscopy equipment |
| | 1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols that affect work practice when carrying out the reprocessing of endoscopy equipment |
| 2. Understand the procedures involved in reprocessing endoscopy equipment | 2.1 Explain the endoscopic procedures , equipment and sedations that are used |
| | 2.2 Describe the receiving and return procedures for reprocessing endoscopic equipment |
| | 2.3 Identify the sources of authoritative information on endoscopic procedures, including evidence-based information |
| 3. Be able to carry out the reprocessing procedure | 3.1 Confirm all endoscopy equipment is accounted for after the endoscopic procedure |
| | 3.2 Maintain compliance with health and safety guidance at all times relevant to reprocessing endoscopy equipment |
| | 3.3 Test reprocessing equipment is fit for purpose prior to use |
| | 3.4 Reprocess the endoscopy equipment in accordance with local policy and protocol |
| | 3.5 Dispose of any used, damaged or out-of-date items in accordance with local policy and protocol |
| | 3.6 Restore the endoscopy equipment and environmental conditions in preparation for the next procedure, in accordance with local policy and protocol |
| 4. Be able to report on and record the reprocessing of endoscopy equipment | 4.1 Report any endoscopy or reprocessing equipment that is not functioning correctly or requires maintenance, in accordance with local policy and protocol |
| | 4.2 Keep records in accordance with local policy and procedure |
| | 4.3 Liaise with the individual, others and agencies in line with local policy and protocol |

| Range |
|--|
| <p>1. Understand current legislation, national guidelines, policies, protocols and good practice related to the reprocessing of endoscopy equipment</p> |
| <p>1.2 Reprocessing must include:</p> <ul style="list-style-type: none"> • cleaning • decontamination • disposal • preparation for re-use • storage <p>1.2 Endoscopy equipment could include:</p> <ul style="list-style-type: none"> • accessories • diathermy • disposable items • emergency • endoscopes • fluoroscopy • imaging systems • lasers • light sources • monitoring systems • oxygen supply • recording systems • suction devices • ultrasound |
| <p>2. Understand the procedures involved in reprocessing endoscopy equipment</p> |
| <p>2.1 Endoscopic procedures could be one of the following:</p> <ul style="list-style-type: none"> • colonoscopy • enteroscopy • endoscopic retrograde cholangio-pancreatography (ERCP) • endoscopic ultrasound (EUS) • flexible sigmoidoscopy • gastroscopy • percutaneous endoscopic gastrostomy (PEG) insertion |
| <p>4. Be able to report on and record the reprocessing of endoscopy equipment</p> |
| <p>4.3 Individual:</p> <p>Refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.</p> <p>4.3 Others may include:</p> <ul style="list-style-type: none"> • team members • line manager |

Range

- other colleagues
- those who use or commission their own health or social care services
- families
- carers and advocates
- outside services and organisations
- those with power of attorney
- other professionals
- others who are important to the individual's wellbeing

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3 and LO4 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHEND21

AN 92 Conduct routine maintenance on clinical equipment (D/650/5327)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is about the carrying out of routine preventative and/or first line corrective maintenance activities for clinical equipment within the learner's own working context. It ensures that clinical equipment in use remains safe and fit for its intended purpose. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 30 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand current legislation, national guidelines, policies, protocols and best practice related to conducting routine maintenance on clinical equipment | 1.1 Summarise the current legislation, national guidelines, policies, protocols and best practice guidelines for conducting routine maintenance on clinical equipment |
| 2. Understand the procedures involved in conducting routine maintenance on clinical equipment | 2.1 Describe the frequency of maintenance for clinical equipment in own scope of activity |
| | 2.2 Explain the expected performance parameters, principles of operation, capabilities and limitations of the equipment |
| | 2.3 Explain the requirements for routine preventative and/or first line corrective maintenance |
| | 2.4 Explain the factors affecting decisions on maintenance activity |
| | 2.5 Explain a fault and error message diagnosis and actions to take |
| | 2.6 Explain the type and range of records required for maintenance of equipment |
| 3. Be able to prepare to carry out routine maintenance on clinical equipment | 3.1 Prioritise action based on maintaining services |
| | 3.2 Access relevant data from technical or supporting manuals to assist with routine maintenance |
| | 3.3 Apply standard precautions for infection control prior to maintenance |
| | 3.4 Confirm equipment is correctly set up for preventive and/or first line corrective maintenance/fault diagnosis activities |
| 4. Be able to carry out routine maintenance on clinical equipment | 4.1 Notify any issues affecting the preventive and/or first line corrective maintenance and their impact on delivery of services to colleagues, in line with local policy and protocol |
| | 4.2 Assess decontamination status and requirements of the equipment to be maintained |
| | 4.3 Conduct planned preventive and/or first line corrective maintenance in line with local policy and protocol |
| | 4.4 Check equipment is functioning against operational parameters to confirm operational status |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| | 4.5 Seek advice or support when preventive and/or first line corrective maintenance activity falls outside own level of expertise |
| | 4.6 Dispose of waste materials in accordance with local policy and protocol |
| 5. Be able to report and record on routine maintenance carried out on clinical equipment | 5.1 Report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule |
| | 5.2 Update/maintain records in line with local policy and protocol |

| Range |
|--|
| 2. Understand the procedures involved in conducting routine maintenance on clinical equipment |
| 2.3 Routine preventative and/or first line corrective maintenance: Maintenance that is predicted, regular, expected and scheduled within the scope of the learner's role and responsibilities. |
| 3. Be able to prepare to carry out routine maintenance on clinical equipment |
| 3.3 Standard precautions for infection control must include: Correct procedures for handwashing, using gloves, aprons, goggles and masks/personal protective equipment (PPE), and using sharps safely. |

| Delivery and assessment guidance |
|--|
| This unit must be assessed in line with Skills for Health Assessment Principles. LO3, LO4, and LO5 must be assessed in a real work environment (RWE). Relationship to National Occupational Standards (NOS): <ul style="list-style-type: none"> SFHGEN78 |

AN 93 Make recommendations for the use of physical resources in a health setting (H/650/5329)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those who are responsible for ensuring that physical resources are available to meet health service delivery needs. The learner will have the opportunity to develop knowledge, understanding and skills required to prepare budgetary proposals for expenditure for physical resources required to meet health service delivery needs. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 15 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|---|
| 1. Understand how to make recommendations for the use of physical resources in a health setting | 1.1 Explain own role and responsibilities in relation to making recommendations for the use of physical resources |
| | 1.2 Explain the types of information required in order to make recommendations for the use of physical resources |
| | 1.3 Explain local plans and objectives in relation to programmes of work |
| | 1.4 Identify possible trends and developments that might influence future expenditure |
| | 1.5 Explain the principles and methods that underpin budgetary control |
| | 1.6 Summarise the importance of and reasons for accurate forecasting for physical resource requirements |
| 2. Be able to interpret information to inform expenditure proposals in line with organisational plans and objectives | 2.1 Gather information to inform proposals for expenditure |
| | 2.2 Identify the level of physical resources required to maintain service |
| | 2.3 Explain the use of cost-benefit analysis |
| | 2.4 Collate suggestions for future expenditure from key stakeholders |
| | 2.5 Interpret any data gathered to inform expenditure proposal |
| | 2.6 Set targets and standards for the use of resources |
| | 2.7 Outline proposed methods of monitoring expenditure |
| 3. Be able to present proposals for expenditure for physical resources to stakeholders | 3.1 Present proposals for expenditure to stakeholders |
| | 3.2 Summarise the expected benefits and any potential negative consequences of proposed expenditure |
| | 3.3 Justify financial proposals, based on information gathered |
| | 3.4 Provide explanations to stakeholders why any other options for future expenditure have been rejected |
| 4. Be able to negotiate proposals for expenditure for physical resources with stakeholders | 4.1 Negotiate proposals for expenditure with stakeholders, clarifying any areas of uncertainty or disagreement if necessary |
| | 4.2 Conclude negotiations with stakeholders within the agreed timescale |
| | 4.3 Use communication skills to maintain positive relations with stakeholders |

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO2, LO3 and LO4 must be assessed in a real work environment (RWE).

Relationship to National Occupational Standards (NOS):

- SFHGEN65

AN 95 Manage the use of physical resources in a health setting (L/650/5330)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|---------------|
| This unit is aimed at those who are responsible for controlling the use of physical resources in a health service. The learner will have the opportunity to develop the knowledge, understanding and skills required to manage and monitor expenditure and resource usage, in line with local policy and protocol. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 3 credits | 20 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|---|
| 1. Understand how to control the use of physical resources in a health setting in line with local policy and protocol | 1.1 Explain the legislation, policies, standards, local ways of working, systems and codes of conduct that apply to own role in relation to expenditure control |
| | 1.2 Explain organisational requirements for expenditure control, authorisation procedures and record keeping, including standing financial instructions |
| | 1.3 Describe corrective action to take in response to actual variations from agreed budgets |
| | 1.4 Describe corrective action to take in response to potential variations from agreed budgets |
| | 1.5 Describe how to respond to requests for additional expenditure in line with local policy and protocol |
| | 1.6 Explain the importance of effective expenditure control |
| | 1.7 Explain the importance of accurate and comprehensive record keeping to expenditure control and systems to achieve this |
| 2. Be able to advise team members on the control of expenditure and physical resource usage in a health setting | 2.1 Prepare advisory information for team members on the control of expenditure and resource usage |
| | 2.2 Set targets for team members to take responsibility for monitoring and controlling expenditure |
| 3. Be able to monitor expenditure and physical resource usage in a health setting | 3.1 Monitor expenditure and physical resource use against local targets |
| | 3.2 Control expenditure and physical resource use in line with budgets and local requirements |
| | 3.3 Take action in response to actual or potential variations from budget |

| Delivery and assessment guidance |
|--|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles.</p> <p>LO2 and LO3 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> SFHGEN66 |

AN 98 Contribute to the effectiveness of teams (D/615/7256)

| Unit summary | | | | |
|--|----------------------------------|----------------|------------------|--------------|
| The aim of this unit is to introduce learners to the skills and knowledge that will ensure they contribute to the effectiveness of teams. The unit also addresses time management. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 2 | 2 credits | 5 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand the importance of own role and how it contributes to the team performance | 1.1 Describe the team's overall objectives and purpose |
| | 1.2 Explain how own role and responsibilities contribute to team activities, objectives and purposes |
| | 1.3 Identify other team members, their roles and responsibilities within the team |
| | 1.4 Explain ways to share activities and ideas with other members of the team |
| 2. Be able to reflect on own performance | 2.1 Use feedback or suggestions from others to enable them to improve own practice within the team |
| | 2.2 Propose suggestions or ideas to benefit team members and improve team working |
| | 2.3 Undertake development and learning to interact with the team more effectively |
| 3. Be able to manage time and commitments effectively | 3.1 Fulfil own commitments to other team members within agreed timescales and according to overall work priorities |
| | 3.2 Inform appropriate team members when commitments cannot be fulfilled within specified timescales |
| 4. Be able to establish effective working relationships with all members of the team | 4.1 Behave towards other team members in a way that supports the effective functioning of the team |
| | 4.2 Resolve differences of opinion and conflicts within the team in ways that respect other team members' points of view |

| Delivery and assessment guidance |
|---|
| <p>This unit must be assessed in line with Skills for Health Assessment Principles and Skills for Care and Development assessment principles.</p> <p>LO2, LO3 and LO4 must be assessed in a real work environment (RWE).</p> <p>Relationship to National Occupational Standards (NOS):</p> <ul style="list-style-type: none"> • SCDHSC0241 |

AN 99 Managing digital radiographic images (K/650/5401)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is about managing digital radiographic images and quality assurance concerning equipment, record keeping and storage for all radiographic imaging modalities. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 23 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|--|--|
| 1. Understand the legislation and codes of practice related to the acquisition, storage and communication of radiographic images | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the acquisition, storage and handling of radiographic images |
| 2. Understand the equipment involved in acquiring, storing and communicating radiographic images | 2.1 Explain how radiographic images and records are acquired, stored and made available for viewing |
| | 2.2 Explain why radiographic images must be correctly identified and labelled |
| | 2.3 Explain the types of equipment used to acquire, store and manipulate images |
| | 2.4 Explain the process and procedures associated with image sharing |
| 3. Be able to prepare equipment to process radiographic images | 3.1 Confirm that the equipment is in good working order and fully operational prior to use |
| | 3.2 Select image production and reproduction materials or systems appropriate to the modality and the method of image storage |
| 4. Be able to support the quality assurance programme for relevant equipment | 4.1 Operate and handle equipment or systems in line with local policy and protocol |
| | 4.2 Explain how to identify and remedy any faults or minimise any damage to equipment and materials |

| Range |
|--|
| 1. Understand the legislation and codes of practice related to the acquisition, storage and communication of radiographic images |
| <p>1.1 Legislation, national guidelines, policies, protocols and good practice guidelines could include:</p> <ul style="list-style-type: none"> • computed radiography (CR) and digital radiography (DR) • legislation around safe use of radiation • data protection legislation for image acquisition and transfer • physics (for example, how ionising radiation affects tissues, how images are produced) • image formation (for example, ionising and non-ionising radiation, types of storage systems and viewing systems, modality storage versus long term storage, image manipulation, record management) |

| Range |
|--|
| <ul style="list-style-type: none"> • ICT for image management (for example, radiology information systems (RIS), picture archiving and communication system (PACS), order communications/electronic patient records) • The Ionising Radiations Regulations 2017 (IRR) equipment quality assurance (for example, monitors, viewing conditions, radiation protection, record keeping, doses) • The Ionising Radiation (Medical Exposure) Regulations 2017 (IR(ME)R) operator role: <ul style="list-style-type: none"> ○ data input – modality patient ID ○ checking images ○ recording dose rates ○ sending to/checking images are on PACS ○ checking RIS records ○ recording and storing relevant documents |
| <p>2. Understand the equipment involved in acquiring, storing and communicating radiographic images</p> <p>2.1 How radiographic images and records are acquired, stored and made available for viewing must include:</p> <ul style="list-style-type: none"> • safe use of digital imaging systems • how PACS works, including Image Exchange Portal (IEP) and other data transfer methodologies <p>2.2 Why radiographic images must be correctly identified and labelled could include:</p> <ul style="list-style-type: none"> • selection of correct patient data across imaging systems • implications arising from incorrect patient data • what to do with incorrect data capture: <ul style="list-style-type: none"> ○ rectification activities for wrong patient or exams selected <p>2.4 Process and procedures associated with image sharing could include:</p> <ul style="list-style-type: none"> • IEP • burning disks or remote access by external clinicians • role of NHS numbers • use of systems to check identification |
| <p>3. Be able to prepare equipment to process radiographic images</p> <p>3. Prepare equipment to process radiographic images must include:</p> <ul style="list-style-type: none"> • ensuring availability and accuracy of modality worklists • ensuring the patient record is for the correct examination • workstation quality assurance processes <p>3.2 Modality and the method of image storage must include:</p> <ul style="list-style-type: none"> • the need for image manipulation – assigning to a worklist or checking flagged as urgent • regulatory compliance issues associated with lack of appropriate image capture and digital storage |

Range

4. Be able to support the quality assurance programme for relevant equipment

4 Support the quality assurance programme for relevant equipment must include:

Understanding of cassette or DR imaging plate integrity and quality assurance if using CR/DR.

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO3 and LO4 must be assessed in a real work environment (RWE).

AN 100 Assist in assuring the effective functioning of the radiographic image quality assurance programme (M/650/5403)

| Unit summary | | | | |
|---|----------------------------------|----------------|------------------|---------------|
| This unit is about quality assurance in relation to digital imaging equipment and procedures. It covers the monitoring and maintenance work required for quality assurance within an imaging department. This unit is designed to be applicable in all environments where radiographic images are produced. | | | | |
| Assessment | | | | |
| This unit is internally assessed via a portfolio of evidence. | | | | |
| Optional | Achieved/not yet achieved | Level 3 | 4 credits | 25 GLH |

| Learning outcomes (LOs) The learner will: | Assessment criteria (AC) The learner can: |
|---|--|
| 1. Understand the legislation, policy and good practice guidelines related to assuring the safe functioning of radiographic image equipment | 1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for the safe functioning of imaging equipment and systems |
| 2. Understand procedures and techniques in relation to radiographic imaging equipment quality assurance | 2.1 Explain how to prepare and handle quality assurance equipment and materials |
| | 2.2 Explain the optimum frequency of quality control tests on equipment |
| | 2.3 Explain own role in monitoring radiographic equipment |
| | 2.4 Explain how to maintain radiographic image processing equipment |
| 3. Understand the importance of monitoring the image processing procedure for radiographic images | 3.1 Explain why the quality of viewing equipment and procedures must be regularly monitored |
| 4. Be able to record and report on the functioning of relevant radiographic equipment | 4.1 Record the results of monitoring in line with local policy and procedure |
| | 4.2 Describe how to record where any monitoring reveals actual or potential defects in equipment |
| | 4.3 Describe how to escalate any actual or potential defects in equipment in line with local policy and procedure |
| | 4.4 Store monitoring records in line with local policy and procedure |

| Range |
|--|
| 1. Understand the legislation, policy and good practice guidelines related to assuring the safe functioning of radiographic image equipment |
| 1.1 Current legislation, national guidelines, policies, protocols and good practice guidelines must include: |
| <ul style="list-style-type: none"> • The Ionising Radiation Regulations 2017 (IRR) • The Ionising Radiation (Medical Exposures) Regulations 2017 (IR(M)ER) |

| Range |
|---|
| <ul style="list-style-type: none"> • The Medicines and Healthcare Products Regulatory Agency (MHRA) magnetic resonance imaging (MRI) equipment in clinical use safety guidelines • The Environmental Permitting (England and Wales) Regulations 2016 • The Control of Electromagnetic Fields at Work Regulations 2016 <p>1.1 Safe functioning of imaging equipment and systems could include:</p> <ul style="list-style-type: none"> • understanding the quality assurance schedule and requirements • visual checks • warning lights • audible signals • notices/information • door latches/openers/interlocks • environmental monitoring |
| <p>2. Understand procedures and techniques in relation to radiographic imaging equipment quality assurance</p> |
| <p>2.2 Quality control tests on equipment must include:</p> <ul style="list-style-type: none"> • the role of the quality assurance schedule • how to support compliance <p>2.3 Own role in monitoring radiographic equipment may include:</p> <ul style="list-style-type: none"> • the role of the quality assurance programme: <ul style="list-style-type: none"> ○ visual checks ○ cleanliness/infection control ○ defect spotting – doors, floors, environment, warning lights and signs, audible warning ○ what to do (for example, alert mechanisms) when the equipment operates outside of those limits |
| <p>3. Understand the importance of monitoring the image processing procedure for radiographic images</p> |
| <p>3.1 Quality of viewing equipment and procedures must include:</p> <p>The quality assurance of monitors, light sources and viewing conditions.</p> |
| <p>4. Be able to record and report on the functioning of relevant radiographic equipment</p> |

Range

4. The functioning of relevant radiographic equipment must include:

- record keeping:
 - mobile equipment (for example, wheels roll, brakes work)
 - batteries charged
 - hoists maintained against schedule
 - warmers/fridges at correct temperature
 - monitoring equipment and ancillary kit (for example, contrast pumps)

4.1 Record the results of monitoring:

Quality assurance and quality control records.

Delivery and assessment guidance

This unit must be assessed in line with Skills for Health Assessment Principles.

LO4 must be assessed in a real work environment (RWE).

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Appendix A: optional units

The units within this qualification cross over into the various occupational subject areas available and, therefore, do not follow the standard unit numbering of Unit 01, Unit 02, for example.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Adult Nursing Support optional units

| Unit number | Regulated unit number | Unit title | Level | Credit | GLH | Notes |
|-------------|-----------------------|---|-------|--------|-----|-------|
| AN 2A | K/650/1686 | Undertake personal hygiene activities with individuals | 2 | 3 | 24 | |
| AN 3 | A/650/5263 | Perform intravenous cannulation | 4 | 6 | 45 | |
| AN 4 | K/650/5358 | Obtain venous blood samples | 3 | 3 | 24 | |
| AN 5 | D/650/5264 | Obtain and test capillary blood samples | 3 | 4 | 30 | |
| AN 7 | F/650/5265 | Carry out blood collection from fixed or central lines | 3 | 4 | 30 | |
| AN 9 | H/650/5266 | Insert and secure nasogastric tubes | 3 | 4 | 30 | |
| AN 10 | J/650/5267 | Supporting the care of individuals with nasogastric tubes | 3 | 3 | 19 | |
| AN 11 | K/650/5268 | Undertake urethral catheterisation processes | 3 | 4 | 34 | |

| Unit number | Regulated unit number | Unit title | Level | Credit | GLH | Notes |
|-------------|-----------------------|--|-------|--------|-----|-------|
| AN 12 | L/650/5269 | Care for individuals with urethral catheters | 3 | 4 | 30 | |
| AN 13 | T/650/5270 | Undertake stoma care | 3 | 4 | 30 | |
| AN 14 | Y/650/5271 | Prepare for and carry out extended feeding techniques | 3 | 4 | 27 | |
| AN 15 | A/650/5272 | Assist in the administration of medication | 2 | 3 | 25 | |
| AN 16 | D/650/5273 | Undertake tissue viability risk assessments | 3 | 3 | 16 | |
| AN 17 | F/650/5274 | Obtain and test specimens from individuals | 2 | 3 | 20 | |
| AN 18 | H/650/5275 | Undertake treatments and dressings of lesions and wounds | 3 | 4 | 23 | |
| AN 19 | J/650/5276 | Carry out wound drainage care | 3 | 4 | 23 | |
| AN 20 | K/650/5277 | Remove wound drains | 3 | 5 | 43 | |
| AN 21 | L/650/5278 | Remove wound closure materials | 2 | 3 | 24 | |
| AN 22 | M/650/5279 | Carry out vision screening | 3 | 4 | 34 | |
| AN 23 | Y/650/5280 | Conduct hearing assessments | 3 | 4 | 30 | |
| AN 24 | A/650/5281 | Conduct external ear examinations | 3 | 4 | 32 | |

| | Unit number | Regulated unit number | Unit title | Level | Credit | GLH | Notes |
|---|-------------|-----------------------|---|-------|--------|-----|-------|
| ★ | AN 25 | D/650/5282 | Move and position individuals safely in accordance with their care plan | 2 | 4 | 27 | |
| | AN 26 | F/650/5283 | Understand advance care planning | 3 | 3 | 25 | |
| | AN 27 | H/650/5284 | Perform routine electrocardiograph (ECG) procedures | 3 | 4 | 28 | |
| | AN 28A | J/650/5285 | Undertake agreed pressure area care | 2 | 4 | 30 | |
| | AN 29A | K/650/5286 | Administer medication to individuals and monitor the effects | 3 | 5 | 30 | |
| ★ | AN 30 | L/650/5287 | Understand the administration of medication | 3 | 3 | 28 | |
| | AN 31 | M/650/5288 | Assist in the administration of oxygen | 3 | 4 | 34 | |
| | AN 32 | R/650/5289 | Administer oral nutritional products to individuals | 3 | 4 | 23 | |
| | AN 33 | A/650/5290 | Support individuals to access and use services and facilities | 3 | 4 | 25 | |
| | AN 34 | D/650/5291 | Obtain a client history | 3 | 3 | 22 | |
| ★ | AN 35 | H/650/5374 | Understand the process and experience of dementia | 3 | 4 | 23 | |
| ★ | AN 36 | F/650/5292 | Care for the older person | 2 | 2 | 10 | |
| ★ | AN 37 | H/650/5293 | Understand long-term conditions and frailty | 3 | 3 | 20 | |

| Unit number | Regulated unit number | Unit title | Level | Credit | GLH | Notes |
|-------------|-----------------------|---|-------|--------|-----|-------|
| AN 38 | D/615/7323 | Support independence in the tasks of daily living | 2 | 5 | 37 | |
| ★ AN 39 | J/650/5294 | Awareness of mental health legislation | 3 | 3 | 28 | |
| ★ AN 40 | M/615/7374 | Understand the context of supporting individuals with learning disabilities | 3 | 4 | 35 | |
| AN 41 | M/615/7214 | Work in partnership with families to support individuals | 3 | 3 | 27 | |
| AN 43 | K/650/5295 | Advise and inform individuals on managing their condition | 3 | 5 | 36 | |
| AN 44 | L/650/5296 | Co-ordinate the progress of individuals through care pathways | 3 | 3 | 15 | |
| AN 45 | Y/615/7188 | Implement therapeutic group activities | 3 | 4 | 25 | |
| AN 46 | D/615/7337 | Support individuals to live at home | 3 | 4 | 29 | |
| ★ AN 47 | M/650/5297 | Dementia awareness | 2 | 2 | 7 | |
| ★ AN 48 | R/650/5298 | Understanding the effect of dementia on end-of-life care | 3 | 3 | 22 | |
| AN 49 | T/650/5299 | Managing symptoms in end-of-life care | 3 | 4 | 29 | |
| AN 50 | H/650/5300 | Support individuals at the end of life | 3 | 6 | 50 | |
| AN 52 | F/615/7167 | Support individuals who are bereaved | 3 | 4 | 30 | |



| Unit number | Regulated unit number | Unit title | Level | Credit | GLH | Notes |
|-------------|-----------------------|---|-------|--------|-----|-------|
| AN 53 | J/650/5301 | Understand end-of-life care for individuals with specific health needs | 3 | 4 | 21 | |
| AN 54 | K/650/5302 | Support individuals during the last days of life | 4 | 5 | 40 | |
| AN 55 | L/650/5303 | Support individuals during emergency situations | 3 | 3 | 27 | |
| AN 56A | D/650/6470 | Support individuals during a period of change | 3 | 4 | 29 | |
| AN 57 | M/650/5304 | Support individuals to access and use information about services and facilities | 2 | 3 | 20 | |
| AN 59 | K/615/7213 | Support individuals to access and manage direct payments | 4 | 4 | 20 | |
| AN 60 | H/615/7243 | Support individuals to access housing and accommodation services | 3 | 4 | 31 | |
| AN 61 | L/615/7317 | Support individuals to prepare for and settle into new home environments | 3 | 3 | 23 | |
| AN 63A | T/650/6469 | Support individuals to carry out their own healthcare procedures | 2 | 2 | 15 | |
| AN 64 | R/650/5305 | Support individuals to manage continence | 2 | 3 | 31 | |
| AN 65 | T/650/5306 | Support individuals who are distressed | 2 | 3 | 21 | |
| AN 66 | Y/650/5307 | Support individuals to manage dysphagia | 4 | 5 | 36 | |
| AN 67 | A/650/5308 | Support the spiritual wellbeing of individuals | 3 | 4 | 26 | |

| Unit number | Regulated unit number | Unit title | Level | Credit | GLH | Notes |
|-------------|-----------------------|---|-------|--------|-----|-------|
| AN 68 | D/650/5309 | Support individuals to meet personal care needs | 2 | 2 | 16 | |
| AN 69 | J/650/5310 | Support individuals to eat and drink | 2 | 2 | 15 | |
| AN 71 | K/615/7339 | Provide support for sleep | 2 | 2 | 13 | |
| AN 72 | K/650/5311 | Support individuals with specific communication needs | 3 | 5 | 35 | |
| AN 73 | L/650/5312 | Support individuals undergoing healthcare activities | 2 | 3 | 30 | |
| AN 75 | M/650/5313 | Collate and communicate health information to individuals | 3 | 2 | 15 | |
| HSC AS 17 | L/616/6342 | Implement positive behaviour support | 3 | 6 | 41 | |
| ★ AN 79 | R/650/5314 | Understand planning and the practical application of health promotion | 2 | 2 | 12 | |
| ★ AN 80 | T/650/5315 | Human structure and functionality | 3 | 3 | 20 | |
| AN 81 | Y/650/5316 | Prepare individuals for healthcare activities | 2 | 3 | 22 | |
| AN 82 | A/650/5317 | Select and wear appropriate personal protective equipment (PPE) for work in healthcare settings | 2 | 2 | 15 | |
| AN 83 | D/650/5318 | Assist the practitioner to carry out healthcare activities | 2 | 3 | 19 | |

| Unit number | Regulated unit number | Unit title | Level | Credit | GLH | Notes |
|-------------|-----------------------|---|-------|--------|-----|-------|
| AN 84 | F/650/5319 | Monitor and maintain the environment and resources during and after healthcare activities | 2 | 3 | 20 | |
| AN 85 | K/650/5320 | Contribute to the discharge of individuals to carers | 2 | 2 | 11 | |
| AN 86 | L/650/5321 | Inform an individual of discharge arrangements | 2 | 2 | 17 | |
| AN 87 | M/650/5322 | Contribute to the care of a deceased person | 2 | 3 | 24 | |
| AN 89 | T/650/5324 | Support carers to meet the care needs of individuals | 3 | 5 | 40 | |
| AN 90 | Y/650/5325 | Perform first line calibration on clinical equipment to ensure it is fit for use | 3 | 3 | 25 | |
| AN 91 | A/650/5326 | Reprocess endoscopy equipment | 3 | 4 | 30 | |
| AN 92 | D/650/5327 | Conduct routine maintenance on clinical equipment | 3 | 4 | 30 | |
| AN 93 | H/650/5329 | Make recommendations for the use of physical resources in a health setting | 3 | 4 | 15 | |
| AN 95 | L/650/5330 | Manage the use of physical resources in a health setting | 3 | 3 | 20 | |
| AN 98 | D/615/7256 | Contribute to the effectiveness of teams | 2 | 2 | 5 | |
| AN 99 | K/650/5401 | Managing digital radiographic images | 3 | 4 | 23 | |

| Unit number | Regulated unit number | Unit title | Level | Credit | GLH | Notes |
|-------------|-----------------------|--|-------|--------|-----|-------|
| AN 100 | M/650/5403 | Assist in assuring the effective functioning of the radiographic image quality assurance programme | 3 | 4 | 25 | |

The units above may be available as stand-alone unit programmes. Please visit our website for further information.