NCFE CACHE

Qualification specification

NCFE CACHE Level 3 Diploma in Healthcare Support
QN: TBC

Qualification summary

Qualification title	**NCFE CACHE Level 3 Diploma in Healthcare Support**		
Ofqual qualification number (QN)	TBC	**Aim reference**	XXXXXXX
Guided learning hours (GLH)	Minimum GLH - 491 Maximum GLH - 612	**Total qualification time (TQT)**	830
Credit value	83		
Minimum age	16		
Qualification purpose	D. Confirm occupational competence and/or 'licence to practice'.		
Grading	Achieved/Not Yet Achieved		
Assessment method	All units are internally assessed. Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification through a portfolio of evidence. Methods of assessment could include: • direct observation of learner by Assessor • witness evidence when directed by the sector skills assessment strategy • professional discussion • reflection on own practice in real work environments • written assignments • learner's own work products. Please note mandatory assessment for DHCS 14 Study Skills for senior healthcare support workers unit must provide evidence of a piece of extended writing or a project.		
Work/industry placement experience	Learners will need to be working, volunteering or on practical placement to be able to show competence in both knowledge and skills.		
Apprenticeship standards	This qualification can be undertaken as part of the **Senior Healthcare Support Worker** apprenticeship standard. If learners have not already achieved qualifications in English and Maths, Level 2 Functional Skills in English and Maths can also be taken. For Apprenticeship standards, the latest standard and assessment plan documents, available from https://www.gov.uk/government/publications/apprenticeship-standardsenior-healthcare-support-worker should always be consulted to ensure that all mandatory qualifications, units, assessment, on-the-job hours and apprenticeship conditions are achieved and evidenced.		

Contents

Section 1: introduction

Please note this is a draft version of the qualification specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of healthcare support
- offer breadth and depth of study, incorporating a key core of knowledge and skills
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- provide learners with the knowledge, understanding and skills required to work in a range of healthcare support settings
- support progression to employment and/or further study.

Healthcare support staff can work in a variety of different settings within the NHS and private care facilities. The role of the support staff is to provide assistance to healthcare professionals in diagnosing, treating and caring for patients.

The qualification is formed of mandatory and optional units. The mandatory units cover core competencies while the optional units allow learners to choose from a variety of specialist areas to tailor the qualification to their needs, interests and to reflect the context of their work.

The content of the qualification also aligns with the knowledge and skills required for the **Senior Healthcare Support Worker Apprenticeship Standard**.

The optional units have been categorised based on the occupational options within the apprenticeship standard (each option has its own optional unit specification which can be found on the NCFE website):

- Adult Nursing Support
- Maternity Support
- Theatre Support
- Mental Health Support
- Children and Young People's Support
- Allied Health Profession (Therapy Support).

Support handbook

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

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Guidance for entry and registration

The Level 3 Diploma in Healthcare Support provides learners with the knowledge, understanding and skills required to work in a variety of healthcare support settings. The optional units cover a range of healthcare support specialist occupations:

- Adult Nursing Support
- Maternity Support
- Theatre Support
- Mental Health Support
- Children and Young People's Support
- Allied Health Profession (Therapy Support)

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification in a related subject area such as health and social care.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve a minimum of **83 credits**. Learners must achieve **63 credits** from the 19 mandatory units and a minimum of **20 credits from the** optional units.

At least 47 of the credits must be achieved at level 3 or above.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the fees and pricing document on the NCFE website.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - senior healthcare support worker
  - senior healthcare assistant
  - maternity support worker
  - theatre support worker
  - mental health support worker
  - children and young people support worker
  - therapy support worker
  - rehabilitation assistant
  - enablement worker
- further education:
- higher education

Progression to higher level studies

Level 3 qualifications can support progression to higher level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

Resource requirements

There are no specific resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

The following documents are mandatory reading for any centre involved in the delivery, assessment and administration of this qualification:

- title of the assessment strategy/guidance requirements document
- evidence requirements/additional information

Real work environment (RWE) requirement/recommendation

The learner will need to be working, volunteering or on practical placement to be able to show competence in both knowledge and skills.

Where the assessment strategy for a unit/qualification allows, it is essential that organisations wishing to operate a real work environment (RWE) do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.

Work/industry placement experience

The learner must be working, volunteering, or on practical placement in an appropriate setting to be able to meet the assessment requirements of this qualification.

Age range/ranges covered by the qualification

This qualification covers age ranges from neonates, infants, children, young people and adults.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

All units must be assessed in line with the Skills for Health's Assessment Principles.

The assessment consists of the following component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

Please note mandatory assessment for DHCS 14 Study Skills for senior healthcare support workers unit must provide evidence of a piece of extended writing or a project.

This qualification must be assessed in line with Skills for Health's Assessment Principles.

The Level 3 Diploma in Healthcare Support is a competence-based qualification (CBQ).

A CBQ may be based on national occupational standards (NOS) and is a job-ready qualification that requires learners to demonstrate the skills and knowledge required to work in a specific industry. A CBQ must be assessed in the workplace or in a RWE in accordance with the relevant assessment strategy. For further information on the strategy, please visit the qualification's page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance (EQA) visits are required.

All the evidence generated by the learner will be assessed against the standards expected of a level 3 learner for each LO.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

Please refer to the Skills for Health assessment principles for further information. This can be found on the qualification's page on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

DHCS 1 Effective communication in care settings (L/650/5179)

Unit summary				
The aim of this unit is to ensure that the learner understands different strategies and techniques used to communicate effectively and will be able to apply them in practice. Learners will understand barriers to effective communication and how they can be overcome. They should be aware of the role of an advocate in supporting individuals' communication needs.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**26 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand why effective communication is important in the work setting	1.1 Identify different reasons people communicate
	1.2 Analyse how communication affects relationships in the **work setting**
	1.3 Analyse how communication skills can be used to manage complex, sensitive, abusive and difficult situations
	1.4 Explain the importance of maintaining open and honest communication
	1.5 Identify how to access extra support or **services** to enable effective communication with and between individuals
2. Understand the variety in people's communication needs and preferences	2.1 Describe the range of **communication styles, methods and skills** available
	2.2 Explain how people may use and/or interpret communication methods and styles in different ways
	2.3 Identify factors to consider when promoting effective communication
	2.4 Explain how digital and other technologies can be used to promote and enhance communication between self and **others**
	2.5 Identify **barriers** that may be present when communicating with others
	2.6 Analyse the impact of **poor or inappropriate communication practices**
3. Be able to communicate effectively with others	3.1 Demonstrate a range of effective communication methods and skills
	3.2 Apply communication skills appropriately in relation to message and audience for maximum impact
	3.3 Use communication skills to build relationships
	3.4 Identify and overcome barriers to communication with a range of people
4. Be able to meet the communication and language needs, wishes and preferences of individuals	4.1 Establish the communication and language needs, wishes and **preferences** of **individuals** to maximise the quality of interaction
	4.2 Demonstrate a range of communication styles, methods and skills to meet individuals' needs
	4.3 Respond to an individual's reactions when communicating
	4.4 Demonstrate professionalism when using a variety of communication methods
5. Understand the role of independent advocacy	5.1 Explain the purpose and principles of independent advocacy

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
services in supporting individuals to communicate their wishes, needs and preferences	5.2 Explain when to offer support to individuals to access an advocate
	5.3 Explain how to support individuals to access advocacy services
6. Understand confidentiality in care settings	6.1 Explain the meaning of the term 'confidentiality'
	6.2 Explain the importance of maintaining confidentiality when communicating with others
	6.3 Give examples to illustrate when and why confidentiality may need to be breached
	6.4 Analyse the potential tension between maintaining an individual's confidentiality and disclosing concerns

Range
1. Understand why effective communication is important in the work setting
1.2 Work setting could include**:** • one specific location • a range of locations depending on the context of the learners' role   **1.5 Services** could include: • translation services • interpretation services • speech and language services • advocacy services
2. Understand the variety in people's communication needs and preferences
2.1 Communication styles, methods and skills must include**:** • verbal: words, voice, tone, pitch, spoken and written • non-verbal: body language, proximity, eye contact, touch, gestures, behaviour • additional methods to support communication: signs, symbols and pictures, objects of reference • face to face communication (physically together or online), phone calls, email, letters, reports, text messages, the use of digital technology and technological aids, social networks, presentations • active listening skills including paraphrasing, reflection, summarising, reframing, providing encouragement • interpretation of non-verbal communication • ability to use silence to provide space and support **2.4 Others** could include: • individuals accessing care and support services • carers, loved ones, family, friends of those accessing care and support services colleagues and peers • managers and supervisors • professionals from other services

Range
- visitors to the work setting   - members of the community   - volunteers   **2.5 Barriers** could include: - environment   - time   - own physical, emotional or psychological state   - physical, emotional or psychological state of others   - own skills, abilities or confidence   - own or others' prejudices   - conflict   **2.6 Poor or inappropriate communication practices** could include: - patronising individuals   - not listening to individuals   - not making time to communicate effectively   - not respecting individuals' communication preferences, needs or strengths   - using communication skills to control or take ownership of an interaction   - interrupting or talking over someone   - offering inappropriate or unsolicited advice   - placating an individual

4.   Be able to meet the communication and language needs, wishes and preferences of individuals
4.1 Preferences could include: - experiences   - desires   - beliefs   - values   - culture   - aspirations   - wishes   **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

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. **1.2** Analyse how communication affects relationships at work, both positively and negatively, and consider how it can impact on the effectiveness of a team, for example, considering Tuckman's group development theory **1.4** Learners should be able to identify ways of using effective verbal and non-verbal communication to manage challenging situations

Delivery and assessment guidance

For example, being able to identify:

- different behaviour types
- where conflict at work comes from
- own approach to handling conflict
- emotional triggers and handling them more effectively
- key skills needed to resolve the situation
- strategies and practices for handling these situations

LO6 Learners should be aware of policies and procedures related to confidentiality and data protection

Preferences may change over time

Learning outcomes 3 and 4 must be assessed in a real work environment (RWE).

Relationship to national occupational standards (NOS):

- SCDHSC0031

DHCS 2 Promote effective handling of information in care settings (T/650/5180)

Unit summary				
This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**2 credits**	**12 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand requirements for handling information in care settings	1.1 Identify legislation and codes of practice that relate to handling information in **care settings**
	1.2 Summarise the main points of legal requirements and codes of practice for handling information in care settings
	1.3 Describe how to ensure data and cyber security is maintained in care services when using: • electronic information systems • manual systems
	1.4 Describe how to support others to keep information secure
	1.5 Explain what is considered a 'data breach' in the handling of information electronically and manually
	1.6 Describe the role of the Caldicott guardian in relation to 'data breach' within care settings
2. Be able to implement good practice in handling information	2.1 Ensure data security is maintained when storing and accessing i**nformation**
	2.2 Maintain and promote confidentiality in day-to-day communication
	2.3 Maintain records that are up to date, complete, accurate and legible
3. Be able to support others to handle information	3.1 Support others to understand the need for secure handling of information
	3.2 Support others to understand and contribute to records
4. Be able to support audit processes within own role and responsibilities	4.1 Support audit processes in line with own role and responsibilities

Range
1.   Understand requirements for handling information in care settings
1.1 Care settings: Adult, children and young people's health settings and adult care settings
2.   Be able to implement good practice in handling information
2.1 Information must include: • electronic systems   • manual systems

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment (RWE).
Relationship to national occupational standards (NOS):
• SCDHSC31

DHCS 3 Promote personal development in care settings (Y/650/5181)

Unit summary				
This unit is about promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**10 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role
	1.2 Explain expectations about own work role as expressed in relevant **standards**
	1.3 Describe how to work effectively with **others**
2. Be able to reflect on practice	2.1 Explain the principles of reflective practice
	2.2 Explain the importance of reflective practice in continuously improving the quality of service provided
	2.3 Reflect on practice to improve the quality of the service provided
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards
	3.2 Use feedback to evaluate own performance and inform development
4. Be able to agree a personal development plan	4.1 Identify **sources of support** for planning and reviewing own development
	4.2 Participate in **appraisal** to support professional development
	4.3 Work with others to review and prioritise own learning needs, professional interests and development opportunities
	4.4 Work with others to agree own **personal development plan**
5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning activities have affected practice
	5.2 Explain how reflective practice has led to improved ways of working
	5.3 Explain why **continuing professional development** is important
	5.4 Record progress in relation to personal development

Range
1. Understand what is required for competence in own work role
1.2 Standards could include: • codes of practice • regulations • minimum standards • national occupational standards • legislation **1.3 Others** could include: • team members

Range
• other colleagues • those who use or commission their own health or social care services • families, carers and advocates

4. Be able to agree a personal development plan
4.1 Sources of support could include: • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation **4.2 Appraisal**: This could be evidenced in a supervision which would happen more regularly than an annual appraisal **4.4 Personal development plan**: This may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc
5. Be able to use learning opportunities and reflective practice to contribute to personal development
5.3 Continuing professional development: Refers to the process of tracking and documenting the skills, knowledge and experience that the learner gains both formally and informally as they work, beyond any initial training. It is a record of what the learner experiences, learns and then applies

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment. Relationship to national occupational standards (NOS): • SCDHSC0033 • GEN12 • GEN13

DHCS 4 Person-centred practice, choice and independence (A/650/5182)

Unit summary				
This unit is aimed at those working in a wide range of adult care settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	6 credits	39 GLH

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the application of person-centred practices in care settings	1.1 Explain how **person-centred values** can be applied in a range of situations
	1.2 Describe ways to build **relationships** with **individuals** effectively
	1.3 Explain how and why person-centred values and **strength-based approaches** must influence all aspects of care work
	1.4 Describe how **care plans** and **other resources** can be used to apply: • person-centred values • strength-based approaches
	1.5 Evaluate how active participation of individuals and others in care planning promotes person-centred values and strength-based approaches when: • meeting an individual's holistic needs • **planning for their futures**
	1.6 Explain how to collate feedback to support delivery of person-centred care in line with roles and responsibilities
	1.7 Describe how to support individuals to question or challenge decisions made about them by others
2. Understand the importance of individuals' relationships	2.1 Identify different relationships and people who may be important to individuals, including intimate or sexual relationships
	2.2 Analyse the impact maintaining and building relationships can have on individuals
	2.3 Describe own role in supporting individuals to maintain and build relationships
3. Be able to apply person-centred approaches	3.1 Work with an individual and **others** to establish and understand the individual's **history, preferences, wishes, strengths and needs**
	3.2 Work with individuals to identify how they want to actively participate in their care and support, taking into account their history, preferences, wishes, strengths and needs
	3.3 Respond to individuals' changing needs or preferences and adapt actions and approaches accordingly
	3.4 Demonstrate respect for individuals' lifestyle, choices and relationships
	3.5 Demonstrate ways to promote understanding and application of **active participation** to others
	4.1 Support individuals to make informed choices and decisions

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Be able to promote individuals' rights to make choices	4.2 Establish **valid consent** when providing care and support
	4.3 Use support mechanisms and guidance to support the individual's right to make choices
	4.4 Work with individuals to manage risk in a way that maintains and promotes the individual's right to make choices
5. Be able to promote individuals' independence	5.1 Involve individuals in their care and support
	5.2 Support individuals to recognise their strengths and their abilities to gain confidence to self-care
	5.3 Identify a range of **technologies** that can support or maintain individuals' independence
6. Understand the role of risk assessments in promoting person-centred approaches, choice and independence	6.1 Explain how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks
	6.2 Compare the different **risk assessment methods** that are used in different situations and own role within these
	6.3 Explain the importance of reviewing and updating individuals' risk assessments
	6.4 Describe when risk assessments should be reviewed and updated and who should be involved in the process

Range
1. Understand the application of person-centred practices in care settings
1.1 Person-centred values could include: • individuality • rights • choice • privacy • independence • dignity • respect • partnership **1.2 Relationships**: Learners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should also take into consideration intimacy, sexuality and sexual relationships. **1.2 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. **1.3 Strength-based approaches**: Sometimes referred to as 'asset-based approaches'. This approach focuses on individuals' strengths/resources, building on their abilities to maintain their wellbeing and independence.

Range

1.4 Care plans:

A care plan may be known by other names in different settings (for example, support plan, individual plan). It is a document in which day-to-day requirements and preferences for care and support are detailed and accessible to those involved in their care and support. Learners should consider their own role in using care plans when providing person-centred care, as well as how care plans are used to create and enable person-centred care. They should demonstrate understanding of how individual needs, wishes and preferences are reflected within the care plan. In addition, they should demonstrate awareness of people involved in creating a care plan, such as the individual and those important to them, as well as professionals, and how the care plan is reviewed to ensure it continues to reflect the individual's aspirations.

1.4 Other resources could include:

- one-page profiles
- advance care plans
- assessment from other organisations
- information from other people important to the individual

1.5 Planning for their futures could include:

- living arrangements
- health and wellbeing
- relationships
- education or employment
- end of life care

3.   Be able to apply person-centred approaches

3.1 Others could include:

- team members
- other colleagues
- those who use or commission their own health or social care services
- families
- carers
- advocates

3.1 History, preferences, wishes, strengths and needs:

These may be based on experiences, desires, values, beliefs or culture, and may change over time

3.5 Active participation:

Is 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

4.   Be able to promote individuals' rights to make choices

4.2 Valid consent: (must be in line with agreed UK country definition) could include:

Range
• the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias 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 promote individuals' independence
5.3 Technologies: To include assistive technology and/or digital technology
6. Understand the role of risk assessments in promoting person-centred approaches, choice and independence
6.2 Risk assessment methods: In line with organisational policies, procedures and practices

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health assessment principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0035 • SCDHSC0332 • SCDHSC0350 • SCDHSC0034 • SCDHSC3111 • SFHGEN12

DHCS 5 Promote equality and inclusion in care settings (L/650/5359)

Unit summary				
This unit is aimed at those who work in in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**22 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of diversity, equality and inclusion	1.1 Explain the principles of: • diversity • equality • inclusion • discrimination
	1.2 Describe the **effects** of discrimination
	1.3 Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role
	1.4 Explain how inclusive practice promotes equality and supports diversity
	1.5 Explain the meaning of consent and the importance of gaining consent in your practice
2. Be able to work in an inclusive way	2.1 Plan **interactions** which are inclusive to different needs
	2.2 Communicate with individuals regarding their needs and wishes
	2.3 Work in partnership with others to ensure that individuals are able to access opportunities in line with their needs and wishes
3. Be able to promote diversity, equality and inclusion	3.1 Work with **individuals** in a way that respects their beliefs, culture, values and **preferences**
	3.2 Support **others** to promote equality and rights
	3.3 Describe how to challenge discrimination in a way that promotes change

Range
1. Understand the importance of diversity, equality and inclusion
1.1 Effects could include: • the individual • families or friends of the individual • those who inflict discrimination • wider society
2. Be able to work in an inclusive way
2.1 Interactions could include: • activities • outings • treatment • meetings

Range
3. Be able to promote diversity, equality and inclusion
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 Preferences** could include: • beliefs • values • culture • personal goals and aspirations • wishes **3.2 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

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment. Relationship to national occupational standards (NOS): • SCDHSC3111

DHCS 6 Promote health, safety and wellbeing in care settings (D/650/5183)

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 promote and implement health, safety and wellbeing in their work setting.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**6 credits**	**45 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Identify legislation relating to health and safety in a **care setting**
	1.2 Explain the main points of health and safety **policies and procedures** agreed with the employer
	1.3 Analyse the main health and safety responsibilities of: • self • the employer or manager • **others** in the **work setting**
	1.4 Identify specific **tasks** in the work setting that should not be carried out without special training
2. Be able to carry out own responsibilities for health and safety	2.1 Use policies and procedures or other agreed ways of working that relate to health and safety
	2.2 Monitor potential health and safety risks
	2.3 Use risk assessment in relation to health and safety
	2.4 Minimise potential risks and hazards
	2.5 Access additional support or information relating to health and safety
	2.6 Support others' understanding of health and safety and follow agreed safe practices
3. Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in own work setting
	3.2 Explain procedures to be followed if an accident or sudden illness should occur
4. Be able to reduce the spread of infection	4.1 Describe the causes and spread of infection
	4.2 Demonstrate the **use of Personal Protective Equipment (PPE)**
	4.3 Wash hands using the recommended method
	4.4 Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work
	4.5 Explain own role in supporting others to follow practices that reduce the spread of infection
5. Be able to move and handle equipment and other objects safely	5.1 Explain main points of legislation that relate to moving and handling
	5.2 Explain principles for safe moving and handling
	5.3 Move and handle equipment and other objects safely
6. Be able to handle hazardous substances and materials	6.1 Describe types of hazardous substances that may be found in the work setting
	6.2 Use safe practices when: • storing hazardous substances • using hazardous substances

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	• disposing of hazardous substances and materials
7. Be able to promote fire safety in the work setting	7.1 Describe practices that prevent fires from: • starting • spreading
	7.2 Demonstrate measures that prevent fires from starting
	7.3 Explain emergency procedures to be followed in the event of a fire in the work setting
	7.4 Ensure clear evacuation routes are maintained at all times
8. Be able to implement security measures in the work setting	8.1 Follow agreed procedures for checking the identity of anyone requesting access to: • premises • information
	8.2 Use measures to protect own security and the security of others in the work setting
	8.3 Explain the importance of ensuring that others are aware of own whereabouts
9. Know how to manage stress	9.1 Describe common signs and indicators of **stress** in self and others
	9.2 Analyse factors that can trigger stress
	9.3 Compare strategies for managing stress in self and others
	9.4 Explain how to access **sources of support**

Range
1   Understand own responsibilities, and the responsibilities of others, relating to health and safety
1.1 Care settings could include: • adult   • children and young people's health settings   • adult care settings   **1.2 Policies and procedures** could include: • other agreed ways of working as well as formal policies and procedures   **1.3 Others** could include: • team members   • other colleagues   • those who use or commission their own health or social care services   • families, carers and advocates   **1.3 Work setting** could include: • one specific location   • a range of locations, depending on the context of a particular work role   **1.4 Tasks** could include:

Range
- use of equipment   - first aid   - medication   - health care procedures   - food handling and preparation
4.   Be able to reduce the spread of infection
4.2 Use of personal protective equipment (PPE): The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration, PPE is not required
9.   Know how to manage stress
9.1 Stress: Can have positive, as well as negative, effects on a person. In this context, we refer to the negative impacts of stress. **9.4 Sources of support** could include: - 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. Learning outcomes 2, 4, 5, 6, 7 and 8 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS):   - SCDHSC0032   - IPC2, IPC4, IPC6

DHCS 7 Responsibilities of a senior healthcare support worker (F/650/5184)

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 understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**22 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand agreed ways of working	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role
	1.2 Explain what is meant by the term: • **'delegated healthcare task'** • who might delegate a healthcare task and why
	1.3 Explain own role in **quality assurance processes** and promoting positive experiences for **individuals** accessing healthcare
	1.4 Describe escalation and reporting processes when delegated healthcare tasks are outside limits of own knowledge and skills
2. Understand working relationships in healthcare settings	2.1 Explain how a working relationship is different from a personal relationship
	2.2 Describe different **working relationships** in **healthcare settings**
	2.3 Explain the different skills and approaches used when: • partnership working • resolving conflicts in relationships and partnerships
	2.4 Explain how and when to access support and advice about: • partnership working • resolving conflicts in relationships and partnerships
3. Be able to follow agreed ways of working	3.1 Explain why it is important to adhere to the agreed scope of the job role, responsibility and training
	3.2 Access full and up-to-date details of **agreed ways of working**
	3.3 Implement agreed ways of working within limits of own knowledge and skills and escalating and reporting to **others** when needed
4. Be able to work in partnership with others	4.1 Explain why it is important to work in partnership with others
	4.2 Demonstrate ways of working that can help improve partnership working

Range
1. Understand agreed ways of working
1.2 Delegated healthcare task: A delegated healthcare task is a health intervention or activity usually of a clinical nature, that a registered healthcare professional delegates to a paid healthcare worker. It is recognised that not all care and support workers will have healthcare tasks delegated to them. However, it is important learners develop an understanding of what these are and the requirements around them. This is to help prepare learners for potential delegated responsibility in the future.

Range

Delegated healthcare tasks could include:

- supporting skin integrity and wound healing by changing dressing
- supporting a person's nutrition using a PEG (Percutaneous endoscopic gastronomy)
- supporting a person to manage their diabetes through insulin administration and monitoring

1.3 Quality assurance processes must include:

- own role, understanding and accountability with internal governance and processes used such as assurance and auditing procedures
- participating in inspection visits, e.g., Care Quality Commission (CQC)
- attend relevant training

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. Understand working relationships in healthcare settings

2.2 Working relationships must include (unless their role means they do not have a relationship with a particular group of people):

- individuals accessing care support service
- the friends, family and loved ones of those accessing care and support services
- peers and team members
- managers and senior management
- other colleagues (paid and volunteers) within the organisation
- paid workers and volunteers from both a organisations and teams

Healthcare settings could include:

- adult
- children and young people's healthcare settings
- adult healthcare settings

3. Be able to follow agreed ways of working

3.2 Agreed ways of working must include:

- standards
- codes of practice
- policies and procedures where they exist
- job descriptions
- less formal agreements
- expected practices

3.3 Others could include:

- team members and colleagues
- line manager, other professionals
- individuals who require care or support
- families, friends, advocates or others who are important to individuals' wellbeing

Range

- outside services and organisations
- those with power of attorney

Delivery and assessment guidance

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

Learning outcomes 3 and 4 must be assessed in a real work environment (RWE).

Relationship to national occupational standards (NOS):

- SCDHSC0023
- SCDHSC0024

DHCS 8 Duty of care in care settings (H/650/5185)   ☆

Unit summary				
This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**16 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role
	1.2 Explain how duty of care relates to duty of candor
	1.3 Explain how duty of care contributes to the safeguarding or protection of **individuals**
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Identify conflicts or dilemmas that may arise between the duty of care and an individual's rights
	2.2 Explain how to work effectively with individuals and others to address conflicts and dilemmas related to duty of care and achieve positive outcomes
	2.3 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
	2.4 Outline where to access additional support and advice about addressing dilemmas in a care/ healthcare setting
3. Know how to respond to concerns, comments and complaints	3.1 Explain own role in identifying and responding to concerns, comments, and complaints
	3.2 Outline the agreed **policies and procedures** for handling concerns, comments, and complaints
	3.3 Explain the benefits of empowering individuals and others to express their concerns, comments, suggestions, and complaints
4. Know how to recognise and respond to adverse events, incidents, errors and near misses	4.1 Describe what is meant by: • an adverse event • an incident • an error • a near miss
	4.2 Explain own role in recognising, reporting and responding to: • an adverse event • an incident • an error • a near miss
	4.3 Outline actions to take in response to an identified incident or risk
	4.4 Describe how effective practice may prevent further occurrences and improve quality of care

Range
1. Understand how duty of care contributes to safe practice
1.3 Individual:

Range
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. Know how to respond to concerns, comments and complaints
3.2 Policies and procedures could include: • other agreed ways of working as well as formal policies and procedures

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. Relationship to national occupational standards (NOS): • SCDHSC0023 • SCDHSC0024 • SCDHSC0227 • SCDHSC0034 • SCDHSC0035

DHCS 9 Safeguarding and protection in care settings (J/650/5186)

Unit summary				
This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	**Level 2**	**3 credits**	**26 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand principles of safeguarding adults	1.1 Explain the term safeguarding
	1.2 Explain own role and responsibilities in safeguarding individuals
	1.3 Define the following terms: • physical abuse • **domestic abuse** • sexual abuse • emotional/ psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • institutional/organisational abuse • self-neglect • neglect by others
	1.4 Describe 'harm'
	1.5 Describe restrictive practices
2. Know how to recognise signs and symptoms of abuse	2.1 Identify the signs and symptoms associated with each of the following types of abuse: • physical abuse • domestic abuse • sexual abuse • emotional/ psychological abuse • financial/material abuse • modern slavery • discriminatory abuse • institutional/ organisational abuse • self-neglect • neglect by others
	2.2 Describe **factors** that may contribute to an **individual** being more vulnerable to abuse
3. Understand how to respond to suspected or alleged abuse	3.1 Explain the **actions to take** if there are suspicions that an individual is being abused
	3.2 Explain the actions to take if an individual alleges that they are being abused

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.3 Identify when to seek support in situations beyond your experience and expertise
	3.4 Identify ways to ensure that evidence of abuse is preserved
4. Understand the national and local context of safeguarding and protection from abuse	4.1 Identify relevant legislation, national policies and **local systems** that relate to safeguarding and protection from abuse
	4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse
	4.3 Identify factors that have featured in reports into serious cases of abuse and neglect
	4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including **whistleblowing**
5. Understand ways to reduce the likelihood of abuse	5.1 Explain how the likelihood of abuse may be reduced by: • working with **person-centred values** • encouraging **active participation** • promoting choice and rights • supporting individuals with awareness of personal safety
	5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse
	5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention
6. Understand how to recognise and report unsafe practices	6.1 Describe **unsafe practices** that may affect the **wellbeing** of individuals
	6.2 Explain the actions to take if unsafe practices have been identified
	6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response
7. Understand principles for online safety	7.1 Describe the potential risks presented by: • the use of electronic communication devices • the use of the internet • the use of social networking sites • carrying out financial transactions online
	7.2 Explain ways of reducing the risks presented by each of the following: • the use of electronic communication devices • the use of the internet • the use of social networking sites • carrying out financial transactions online
	7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices

Range
1. Understand principles of safeguarding adults
1.3 Domestic abuse must include: • acts of control and coercion

Range
2. Know how to recognise signs and symptoms of abuse
2.2 Factors could include: • a setting or situation • the individual **2.2 Individual**: Refers to someone requiring care or support; it will usually mean the person or people supported by the learner but may include those for whom there is no formal duty of care. Individuals may be neonates, infants, children, young people or adults
3. Understand how to respond to suspected or alleged abuse
3.1 Actions to take: Constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates: • a colleague • someone in the individual's personal network • the learner • the learner's line manager • others
4. Understand the national and local context of safeguarding and protection from abuse
4.1 Local systems could include: • employer/organisational policies and procedures • multi-agency adult protection arrangements for a locality **4.4 Whistleblowing**: A whistle-blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct
5. Understand ways to reduce the likelihood of abuse
5.1 Person-centred values could include: • individuality • rights • choice • privacy • independence • dignity • respect • partnership • care • compassion • courage • communication • competence

Range
5.1 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
6. Understand how to recognise and report unsafe practices
6.1 Unsafe practices could include: • poor working practices • resource difficulties • operational difficulties **6.1 Wellbeing** could include: • social • emotional • cultural • spiritual • intellectual • economic • physical • mental • geographical

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. Relationship to national occupational standards (NOS): • SCDHSC0024 • SCDHSC0035

DHCS 10 Maintain infection prevention and control in a care setting (K/650/5187)

Unit summary				
This unit is aimed at those who work in a wide range of care settings. The unit explores the prevention and control of infection.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**20 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand own role in the prevention and control of the spread of infection	1.1 Describe the different **types of infection**
	1.2 Describe how the chain of infection can lead to the **spread of infection**
	1.3 Explain how to identify **individuals** who have, or are at risk of developing an infection
	1.4 Identify actions to reduce the risks of infection to individuals and **others**
	1.5 Describe own role and responsibilities in relation to: • identifying an outbreak or spread of infection • actions to take once an infection outbreak or spread has been identified
	1.6 Describe own responsibilities for ensuring that cleaning and **decontamination** of environments and equipment is carried out according to the level of risk
	1.7 Describe own role in supporting others to follow practices that reduce the spread of infection
2. Be able to work in ways to prevent and control the spread of infection	2.1 Risk assess a range of situations and select and use **personal protective equipment (PPE)** appropriate to the risk and situation
	2.2 Identify when it is necessary to perform **hand hygiene**
	2.3 Perform hand hygiene prior to and following appropriate **points of contact** using approved techniques and products
	2.4 Demonstrate ways of working to ensure that own health and hygiene does not pose a risk to individuals and others

Range
1. Understand own role in the prevention and control of the spread of infection
1.1 Types of infection could include: • bacterial • viral • fungal • parasitic • protozoan **1.2 Spread of infection**:

Range
Learners must describe each of the 6 links of the chain of infection to illustrate how infection can spread. They must also demonstrate awareness of the different modes of transmission infection (for example, airborne, droplet, contact, through body fluids, contaminated food or objects).   **1.3 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.   **1.4 Others** could include: • individuals accessing care and support services   • carers, loved ones, family, friends of those accessing care and support services   • colleagues and peers   • managers and supervisors   • professionals from other services   • visitors to the work setting   • members of the community   • volunteers   **1.6 Decontamination**:   The process of removing or neutralising harmful microorganisms from an item or surface, by cleaning, disinfection and/or sterilisation, to reduce the spread of infection
2. Be able to work in ways to prevent and control the spread of infection
2.1 Personal protective equipment (PPE):   The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after risk assessment PPE is not required.   **2.2 Hand hygiene**:   Using recommended hand-washing techniques, approved products and the use of sanitiser where indicated.   **2.3 Points of contact**:   Key moments when hand hygiene should take place to prevent cross infection, for example: • before and after physical contact with each individual   • prior to cleaning procedures   • after risk of exposure to body fluids   • following removal of gloves

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles.   Learning outcome 2 must be assessed in a real work environment (RWE).

Delivery and assessment guidance
Relationship to national occupational standards (NOS):   • IPC01.2012

DHCS 11 Cleaning, decontamination and waste management (L/650/5188)

Unit summary				
This unit provides the knowledge, understanding and skills for maintaining a clean environment in accordance with national policies. Learners will gain knowledge and skills of the decontamination process and good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**22 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to maintain a clean environment	1.1 State the general principles for environmental cleaning
	1.2 Explain the purpose of cleaning schedules
	1.3 Describe how the correct management of the environment minimises the spread of infection
	1.4 Explain the reason for the national policy for colour coding of cleaning equipment
2. Understand the principles and steps of the decontamination process	2.1 Describe the three steps of the decontamination process
	2.2 Describe how and when cleaning agents are used
	2.3 Describe how and when disinfecting agents are used
	2.4 Explain the role of personal protective equipment (PPE) during the decontamination process
	2.5 Explain the concept of risk in dealing with specific types of contamination
	2.6 Explain how the level of risk determines the type of agent that may be used to decontaminate
	2.7 Describe how equipment should be cleaned and stored
3. Understand the importance of good waste management practice	3.1 Identify the different categories of waste and the associated risks
	3.2 Explain how to dispose of the different types of waste safely and without risk to others
	3.3 Explain how waste should be stored prior to collection
	3.4 Identify the legal responsibilities in relation to waste management
	3.5 State how to reduce the risk of sharps injury
4. Be able to undertake the decontamination process	4.1 Select the appropriate cleaning and disinfecting agents
	4.2 Select the appropriate personal protective equipment (PPE)
	4.3 Clean and decontaminate equipment
	4.4 Store equipment safely
	4.5 Dispose of waste safely
	4.6 Store waste prior to collection

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles.   Learning outcome 4 must be assessed in a real work environment (RWE).

Delivery and assessment guidance
Relationship to national occupational standards (NOS): • IPC3.2012

DHCS 12 Understand mental ill health (M/650/5189) ☆

Unit summary
This unit aims to provide the learner with knowledge of the main forms of mental ill health according to the psychiatric classification system. Learners also consider the strengths and limitations of this model and look at alternative frameworks for understanding mental distress. The focus of the unit is on understanding the different ways in which mental ill health may affect the individual and others in their social network. It also considers the benefits of early intervention in promoting mental health and well-being.

Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**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 types of mental ill health	1.1 Describe the types of mental ill health according to the psychiatric (DSM/ICD) classification system: • mood disorders • personality disorders • anxiety disorders • psychotic disorders • substance-related disorders • eating disorders • cognitive disorders
	1.2 Explain the key strengths and limitations of the psychiatric classification system
	1.3 Explain alternative frameworks for understanding mental ill health
	1.4 Explain indicators of mental ill health
2. Understand the impact of mental ill health on individuals and others in their social network	2.1 Explain how **individuals** experience discrimination
	2.2 Explain how an online presence may impact on mental ill health
	2.3 Explain the **effects** mental ill health may have on an individual
	2.4 Explain the effects mental ill health may have on those in the individual's familial, social, or work network
	2.5 Explain the impact of an individual's mental ill-health on active participation in society
	2.6 Explain how to intervene to promote an individual's mental health and well-being
3. Understand the difficulties individuals with mental ill health may face	3.1 Outline barriers individuals with mental ill health may face
	3.2 Describe difficulties individuals with mental ill health may face in the community
	3.3 Explain ways to promote community access for individuals with mental ill health
4. Know how to recognise and respond to deterioration in an	4.1 Identify indicators that an individual's physical health, mental health and wellbeing is deteriorating
	4.2 Describe the process to notify observations of an individual's physical health, mental health and wellbeing is deteriorating

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
individual's overall health and wellbeing	4.3 Explain how to respond to deteriorations in an individuals' physical health, mental health and wellbeing
5. Know how to recognise and respond to limitations in an individual's mental capacity	5.1 Explain the meaning of capacity relating to mental health
	5.2 Describe how to recognise limitations in an individual's mental capacity
	5.3 Identify limitations in an individual's mental capacity
	5.4 Explain how to respond to limitations in an individual's mental capacity
6. Understand how to identify situations of risk to individuals with mental ill-health and to self and others	6.1 Describe how to identify situations of risk to: • individuals with mental ill-health • self • others
	6.2 Explain how to seek support where a situation of risk is identified

Range
2. Understand the impact of mental ill health on individuals and others in their social network
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.   **2.3 Effects** must include: • psychological and emotional impacts   • behaviour   • physical health   • practical and financial impacts   • the impact of using services   • social exclusion   • positive impacts

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles.   Relationship to national occupational standards (NOS):   • SCDHSC3111, MH14

DHCS 13 Communicate with individuals about promoting their health and wellbeing (Y/650/5190)

Unit summary				
The unit introduces the concepts of health and wellbeing and the ways of communicating key messages to individuals, in order to support them with choices they could make to improve their health and wellbeing.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**15 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the relationship between health, wellbeing and lifestyle	1.1 Explain the terms 'health' and 'wellbeing'
	1.2 Define the term 'lifestyle'
	1.3 Explain the relationship between health and wellbeing and lifestyle
	1.4 Explain the impact on society of health and wellbeing
2. Understand factors influencing health and wellbeing	2.1 Analyse factors influencing **individuals'** health and wellbeing
	2.2 Explain wider determinants of health and wellbeing
3. Be able to communicate with individuals and others when promoting health and wellbeing	3.1 Summarise key health promotion messages and the benefits of making lifestyle changes
	3.2 Select and use ways to communicate with individuals and others in relation to their health and wellbeing
	3.3 Encourage an open and frank exchange of views
	3.4 Identify barriers to communication
	3.5 Use appropriate methods to reduce barriers to communications
	3.6 Acknowledge individuals' right to make their own decisions
	3.7 Support individuals and others to make their own informed decisions
4. Be able to encourage individuals to address issues relating to their health and wellbeing	4.1 Describe a range of approaches for promoting health and wellbeing
	4.2 Raise individuals' awareness of the key issues relating to their health and wellbeing
	4.3 Support individuals and others to identify factors affecting their health and wellbeing
	4.4 Explore individuals' knowledge and beliefs about health and wellbeing
	4.5 Encourage individuals and others to take responsibility for changing their behaviour
	4.6 Identify agencies and **others** who may be able to help individuals to improve their health and wellbeing
	4.7 Signpost individuals and others to reliable and up-to-date information and advice
	4.8 Enable individuals and others to access appropriate support

Range
2. Understand factors influencing health and wellbeing
2.1 Individual:

Range
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 encourage individuals to address issues relating to their health and wellbeing
4.6 Others could include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • HT2

DHCS 14 Study skills for senior healthcare support workers (A/650/5191)

Unit summary				
This unit intends to provide the learner with the skills and knowledge required to produce an extended piece of work using investigatory techniques.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**6 credits**	**20 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is meant by study skills within the context of the role of senior healthcare support worker	1.1 Give examples of types of study skills that may be utilised when undertaking an extended piece of work
	1.2 Explain the benefits of applying study skills within context of own role
2. Understand the qualities and abilities required of an independent learner	2.1 Discuss the qualities required of an independent learner
	2.2 Explain approaches for problem solving
	2.3 Explain the importance of critical reflection to support personal development
	2.4 Explain the need and requirements for Continuing Professional Development (CPD)
3. Understand how to use investigatory techniques	3.1 Explain the difference between: • primary research • secondary research
	3.2 Explain the use of the following within the health sector: • primary research • secondary research
	3.3 Explain the impact of different **factors** on research
	3.4 Describe the **strategies** for gathering information critically and effectively to inform research.
4. Understand plagiarism and the consequences of plagiarism	4.1 Explain the term plagiarism and the different forms plagiarism can take
	4.2 Explain the consequences of plagiarism in the context of academic work, work-based assessment, and Good Scientific Practice
	4.3 Discuss the use and abuse of plagiarism software
5. Understand how to reference information sources	5.1 Explain the different methods for referencing information sources
6. Be able to plan and carry out an extended piece of work	6.1 Create a **plan** that will inform the extended piece of work
	6.2 Carry out primary and/or secondary research to inform the extended piece of work
	6.3 Monitor own progress against the plan
7. Be able to present an extended piece of work	7.1 Create an extended piece of work that includes: • use of standard English • information and communication technology (ICT) • consideration of audience • an evaluation of information from a variety of sources

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	• interpretation of information • appropriate citation and referencing • appropriate presentation format for chosen medium
	7.2 Explain the importance of including: • methodology • analysis • findings • conclusions • recommendations
8. Be able to review an extended piece of own work	8.1 Explain the importance of seeking feedback on an extended piece of work
	8.2 Seek feedback on an extended piece of work
	8.3 Evaluate the methodology and the outcomes of feedback to: • identify improvements • inform future approach

Range
3. Understand how to use investigatory techniques
3.3 Factors could include: • access to information • relevance of the research • time availability • trust in the research • authority of the presenters • competency of the methods used • funding of the research **3.4 Strategies** could include: • gathering information • critical analysis and validating • application of research
6. Be able to plan and carry out an extended piece of work
6.1 Plans could include: • topic • aims/terms of reference • audience • justification/methodology • timescales • sources • ethical considerations

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

Delivery and assessment guidance

Please also refer to unit assessment guidance on the next page.

Learning outcomes 6, 7 and 8 must be assessed in a real work environment (RWE).

Relationship to national occupational standards (NOS):

- F6.1 R and D 8
- F6.2 R and D 10
- F6.3 R and D 11
- R and D 12

DHCS 14 Study skills for senior healthcare support workers: Assessment guidance

Guidance for centres

Study skills for senior healthcare support workers is a mandatory unit within the Level 3 Diploma in Healthcare Support.

The study skills unit should be assessed via an extended piece of writing or a project which can also be used as evidence towards the assessment of other units within the qualification. The production of this piece of work will not automatically assess the study skills unit in its entirety as there are knowledge criteria that also need to be evidenced, for example through using evidence from planning or monitoring meetings with Tutors.

Centres will need to liaise with employers on suitability of the piece of work/project.

Centres may set a range of projects/titles suitable for cohorts or it may be appropriate to agree individual titles with learners.

Timeframes for the production of the piece of work/project are to be agreed between the centre and the learner; however, it is expected that the piece of work/project will be produced towards the end of the qualification in order for the learner to be able to apply the knowledge and skills acquired during the programme of study.

It is important that any piece of work/project provides scope for investigation and exploration. Examples include:

- evolution of a job role/clinical area
- service improvement
- impact of policy on your practice
- new technology or innovation
- application of theories.

Centres and employer involvement should be as follows:

- initial planning stage including ethical considerations
- regular reviews with the learner which would include further guidance/areas to be improved
- reviews should be recorded.

Special considerations will be taken into account when completing this piece of work/project.

DHCS 15 Maintaining quality standards in the health sector (D/650/5192)

Unit summary				
To develop an understanding of the importance of maintaining the quality of own work and that of others through monitoring competences to meet quality standards. Learners will learn the importance of prioritising workload, using and maintaining resources and the benefits of working with others. The unit will help the learner understand how legislation, policies and procedures determine quality standards.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**13 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to provide a quality service within legislation, policies and procedures	1.1 Explain the importance of meeting quality standards as determined by legislation, **policies and procedures**
	1.2 Explain how **others** could be encouraged to meet quality standards
	1.3 Explain the benefits of maintaining quality standards
2. Understand the importance of working with others to provide a quality service	2.1 Explain professional responsibilities for working with others
	2.2 Explain accountability when working with others
	2.3 Explain the importance of working effectively with others to provide a quality service
3. Know how to monitor quality standards	3.1 Describe methods of monitoring quality standards
	3.2 Explain how to inform other staff of quality issues
	3.3 Describe how resources can be monitored and maintained
	3.4 Outline the benefits of monitoring quality to maintain and improve standards
4. Understand the importance of prioritising own workload to reduce risks to quality	4.1 Review factors that can affect own workload
	4.2 Explain how prioritising work will ensure the maintenance and improvement of a quality service

Range
1. Understand how to provide a quality service within legislation, policies and procedures
1.1 Policies and procedures could include: • other agreed ways of working as well as formal policies and procedures   **1.2 Others** could include: • team members   • other colleagues   • those who use or commission their own health or social care services   • families, carers and advocates   • others who are important to the individuals wellbeing

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

DHCS 16 Service improvement within the health sector (F/650/5193)

Unit summary
This unit aims to develop the ability to contribute to service improvement in the health sector. The unit looks at how to identify, discuss and implement service improvements. Learners will consider how to implement change and how to support others in making changes.

Assessment
This unit is internally assessed via a portfolio of evidence.

Mandatory	Achieved/not yet achieved	Level 3	3 credits	23 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to evaluate own work and that of others to identify improvements	1.1 Show how to **benchmark** own work and that of others in line with requirements and standards
	1.2 Obtain **feedback** and use to identify potential service improvements
	1.3 Review the policies and strategies for service improvements
2. Understand how to make constructive suggestions about how services can be improved	2.1 Explain **key issues** related to potential improvements
	2.2 Explain why service improvements are required
	2.3 Explain how service improvements could be implemented
3. Understand how to discuss and agree improvements with others	3.1 Identify those who may be involved in agreeing service improvements
	3.2 Explain the importance of agreeing changes with others
	3.3 Explain how working with others can support service improvements
4. Understand how to make agreed improvements to own work and how to support others to make changes	4.1 Evaluate strategies for making changes effective within own work role
	4.2 Explain how to support others in implementing changes

Range
1. Be able to evaluate own work and that of others to identify improvements
1.1 Benchmark: Means to evaluate against a standard or point. In this case it would be an evaluation of the service offered by self and the team in line with requirements **1.2 Feedback** could include: • individuals • families • visitors • team members • other health professionals • others
2. Understand how to make constructive suggestions about how services can be improved
2.1 Key issues could include:

Range

- financial
- staffing levels
- structural
- resistance to change
- unable to reach a consensus

Delivery and assessment guidance

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

Learning outcome 1 must be assessed in a real work environment (RWE).

DHCS 17 Provide support to manage pain and discomfort (H/650/5194)

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 understand how to support individuals to manage pain and discomfort.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**21 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand approaches to managing pain and discomfort	1.1 Describe the signs and symptoms that an individual is in pain, distress or discomfort
	1.2 Explain the importance of a holistic approach to managing pain and discomfort
	1.3 Describe different approaches to alleviate pain and minimise discomfort
	1.4 Outline **agreed ways of working** that relate to managing pain and discomfort
2. Be able to assist in minimising individuals' pain or discomfort	2.1 Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and wellbeing
	2.2 Describe how pain and discomfort may affect an **individual's** holistic wellbeing
	2.3 Describe how pain and discomfort may affect an individual's communication
	2.4 Encourage an individual to express their pain or discomfort
	2.5 Explain how to recognise that an individual is in pain when they are not able to verbally communicate
	2.6 Support carers to recognise when individuals are in pain or discomfort
	2.7 Explain how to evaluate pain levels using **assessment tools** in own area of work
	2.8 Encourage an individual and their carers to use self-help methods of pain control
	2.9 Assist an individual to be positioned safely and comfortably
	2.10 Carry out agreed measures to alleviate pain and discomfort within limitations of own competence and knowledge
	2.11 Explain when and where to seek further support if needed
3. Be able to monitor, record and report on the management of individuals' pain or discomfort	3.1 Carry out required monitoring activities relating to management of an individual's pain or discomfort
	3.2 Complete records in line with agreed ways of working
	3.3 Report findings and concerns as required

Range
1. Understand approaches to managing pain and discomfort
1.4 Agreed ways of working could include:

Range
• standards • codes of practice • policies and procedures where these exist • less formal tools documented with micro-employers
2. Be able to assist in minimising individuals' pain or discomfort
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. **2.7 Assessment tools:** could include: • the use of pain scores

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • SCDHSC0216 • SFHCHS164

DHCS 18 Contribute to monitoring the health of individuals affected by health conditions (J/650/5195)

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 observe, monitor, record and report on the health of individuals affected by health conditions.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 2**	**2 credits**	**18 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand monitoring of the health of individuals affected by health conditions	1.1 Explain the importance of monitoring the **health** of **individuals** affected by a health condition
	1.2 Describe ways in which the health of individuals can be monitored
2. Be able to carry out observations of the health of individuals affected by health conditions	2.1 Identify what **observations** have been agreed to monitor the health condition of an individual
	2.2 Confirm that **valid consent** has been obtained
	2.3 Explain how consent would be gained from individuals who do not have the capacity to consent
	2.4 Carry out required observations in ways that: • respect the individual's dignity and privacy • reassure the individual and minimise any fears or concerns
3. Be able to record and report on observations	3.1 Identify requirements for recording and reporting on changes in the individual's condition and well-being
	3.2 Record required indicators of an individual's condition in line with local policy and procedure
	3.3 Explain why changes to recording and reporting requirements in relation to an individual's health condition may be required
4 Be able to respond to changes in an individual's condition	4.1 Take immediate action when changes in an individual's health cause concern
	4.2 Work with **others** to review information about changes in an individual's health
	4.3 Clarify own understanding about changes to requirements for monitoring
	4.4 Implement required changes to monitoring processes

Range
1. Understand monitoring of the health of individuals affected by health conditions
1.1 Health could include: • mental health • physical health **1.1 Individual:**

Range
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 carry out observations of the health of individuals affected by health conditions
2.1 Observations could include: • informal observations • physical measurements • other agreed ways of monitoring **2.2 Valid consent**: (must be in line with agreed UK country definition) could include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias 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 respond to changes in an individual's condition
4.2 Others could include: • team members • other colleagues • line manager • other professionals • 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 • others who are important to the individuals wellbeing

Delivery and assessment guidance
This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • B16.1 • B11.1 • B11.8 • GB2 • Gen5

DHCS 19 Undertake physiological measurements (K/650/5196)

Unit summary				
This unit is aimed at social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.				
Assessment				
This unit is internally assessed via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**23 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice
2. Understand the physiological states that can be measured	2.1 Explain the principles of blood pressure to include: • blood pressure maintenance • differentiation between systolic and diastolic blood pressure • normal limits of blood pressure • conditions of high or low blood pressure
	2.2 Explain the principles of body temperature to include: • body temperature maintenance • normal body temperature • pyrexia, hyper-pyrexia and hypothermia
	2.3 Explain the principles of respiratory rates to include: • normal respiratory rates • factors affecting respiratory rates in ill and well individuals
	2.4 Explain the principles of pulse rates to include: • normal pulse rates limits • factors affecting pulse rates – raising or lowering • pulse sites on the body • the requirement for pulse oximetry measurements • analysis and implication of pulse oximetry findings
	2.5 Explain principles of Body Mass Index (BMI) in relation to weight/dietary control
	2.6 Explain major factors that influence changes in physiological measurements
	2.7 Explain the importance of undertaking physiological measurements
	2.8 Explain how **physiological measurements may need to be adapted** for the **individual**.
3. Be able to prepare to take physiological measurements	3.1 Explain to the individual what measurements will be undertaken and why these are done
	3.2 Reassure the individual during the physiological measurements process
	3.3 Answer questions and deal with concerns during the physiological measurements process

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.4 Explain the help individuals may need before taking their physiological measurements
	3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements
	3.6 Ensure all materials and equipment to be used are appropriately prepared
	3.7 Confirm the individual's identity and obtain **valid consent** before undertaking physiological measurements
4. Be able to undertake physiological measurements	4.1 Apply standard precautions for infection prevention and control
	4.2 Apply health and safety measures relevant to the procedure and environment
	4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement
	4.4 Monitor the condition of the individual throughout the measurement
	4.5 Respond to any significant changes in the individual's condition
	4.6 Follow the agreed process when unable to obtain or read a physiological measurement
	4.7 Identify any issues outside own responsibility and refer these to other colleagues
5. Be able to record and report results of physiological measurements	5.1 Explain the necessity of recording physiological measurements.
	5.2 Explain common conditions that require recording of physiological measurements
	5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels
	5.4 Record physiological measurements taken accurately using the correct documentation

Range
2. Understand the physiological states that can be measured
2.8 Physiological measurements could include: • size • age • stage of development **2.8 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 take physiological measurements
3.7 Valid consent (must be in line with agreed UK country definition) could include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias 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. Learning outcomes 3, 4 and 5 must be assessed in a real work environment (RWE). Relationship to national occupational standards (NOS): • CHS19.2012

Section 3: explanation of terms (not all verbs are used in this qualification)

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which…)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between 2 or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the differences between 2 or more items, resources, or pieces of information.
Draw conclusions (which…)	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.

Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Recognise and name the main points accurately (some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- qualification factsheet

Other support materials

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

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Appendix A

Units

The units within this qualification cross over into the various pathways 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.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
DHCS 1	L/650/5179	Effective communication in care settings	3	3	26	
DHCS 2	T/650/5180	Promote effective handling of information in care settings	3	2	12	
DHCS 3	Y/650/5181	Promote personal development in care settings	3	3	10	
DHCS 4	A/650/5182	Person-centred practice, choice and independence	3	6	39	
DHCS 5	L/650/5359	Promote equality and inclusion in care settings	3	3	22	
DHCS 6	D/650/5183	Promote health, safety and wellbeing in care settings	3	6	45	
DHCS 7	F/650/5184	Responsibilities of a senior healthcare support worker	3	3	22	

☆	DHCS 8	H/650/5185	Duty of care in care settings	3	3	16
☆	DHCS 9	J/650/5186	Safeguarding and protection in care settings	2	3	26
	DHCS 10	K/650/5187	Maintain infection prevention and control in a care setting	3	2	20
	DHCS 11	L/650/5188	Cleaning, decontamination and waste management	2	2	22
☆	DHCS 12	M/650/5189	Understand mental ill health	3	4	25
	DHCS 13	Y/650/5190	Communicate with individuals about promoting their health and wellbeing	3	3	15
	DHCS 14	A/650/5191	Study skills for senior healthcare support workers	3	6	20
☆	DHCS 15	D/650/5192	Maintaining quality standards in the health sector	2	2	13
	DHCS 16	F/650/5193	Service improvement within the health sector	3	3	23
	DHCS 17	H/650/5194	Provide support to manage pain and discomfort	3	3	21
	DHCS 18	J/650/5195	Contribute to monitoring the health of individuals affected by health conditions	2	2	18
	DHCS 19	K/650/5196	Undertake physiological measurements	3	4	23

Optional units

The optional units below are available in separate documents on the qualification's page on the NCFE website and are categorised by specialist occupational options.

Adult Nursing 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	
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	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
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	
AN 25	D/650/5282	Move and position individuals 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	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
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	
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	Coordinate 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	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
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	
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 56	A/615/7278	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 in to new home environments	3	3	23	
AN 63	L/615/7186	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	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
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	
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	8?	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 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	Prepare and reproduce permanent radiographic images	3	4	23	
AN 100	M/650/5403	Assure the effective functioning of radiographic image processing equipment	3	4	25	

Maternity Support optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
MAT 1	L/650/5123	Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies	3	3	22	
MAT 2	M/650/5124	Care for a newborn baby	3	4	32	
MAT 3	R/650/5125	Support parents or carers to interact with and care for their newborn baby	3	4	30	
MAT 4	T/650/5126	Anatomy and physiology for maternity support workers	3	2	20	
MAT 5	Y/650/5127	Develop and agree individualised care plans for babies and families	4	5	38	
MAT 6	A/650/5128	Support individuals with feeding babies	3	4	26	

Theatre Support optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
THEA 1	D/650/5129	Perform the non-scrubbed circulating role for perioperative procedures	3	4	28	
THEA 2	J/650/5130	Receive and handle clinical specimens within the sterile field	3	4	30	
THEA 3	K/650/5131	Prepare anaesthetic environment and provide support for pre- and post-operative anaesthesia and recovery	3	5	41	
THEA 4	L/650/5132	Contribute to the safe use of medical devices in the perioperative environment	2	4	29	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
THEA 5	M/650/5133	Provide support to the surgical team when preparing individuals for operative and invasive procedures	3	4	32	
THEA 6	R/650/5134	Assist in receiving, handling and dispatching clinical specimens	2	2	17	
THEA 7	T/650/5135	Transport, transfer and position individuals and equipment within the perioperative environment	3	5	32	
THEA 8	Y/650/5136	Measure and record individuals' body fluid balance in a perioperative environment	3	4	23	
THEA 9	A/650/5137	Assist in the delivery of perioperative care and support to individuals	3	4	24	
THEA 10	D/650/5138	Prepare and dress for scrubbed clinical roles	2	4	28	
THEA 11	F/650/5139	Prepare and provide surgical instrumentation and supplementary items for the surgical team	3	6	43	
THEA 12	K/650/5140	Prepare and apply dressings and drains to individuals in the perioperative environment	2	2	18	

Mental Health Support optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
MH 1	F/650/5148	Understand the legal, policy and service framework in mental health	3	5	18	
MH 2	H/650/5149	Support individuals to manage their own recovery from mental health conditions	3	3	15	
MH 3	L/650/5150	Understanding suicide interventions	4	6	47	
MH 4	M/650/5151	Support positive risk taking for individuals	3	4	32	
MH 5	R/650/5152	Support individuals with mental health conditions to change patterns of behaviour using coping strategies	4	4	16	
MH 6	T/650/5153	Understand mental health interventions	3	4	14	
MH 7	Y/650/5154	Effective communication and building relationships in mental health work	3	6	27	
MH 8	A/650/5155	Enable mental health service users and carers to manage change	3	3	15	
MH 9	D/650/5156	Enable individuals with behaviours that challenge to develop strategies to manage their behaviour	3	8	41	
MH 10	F/650/5157	Support children and young people with mental health conditions	3	5	42	

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
☆	MH 11	H/650/5158	Understand care and support planning and risk management in mental health	3	4	14	
	MH 12	T/615/7277	Recognise indications of substance misuse and refer individuals to specialists	3	4	24	
☆	MH 13	M/650/5160	Understand the importance of personal wellbeing when working in mental health services	3	4	29	

Children and Young People Support optional units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
	CYP 1	J/650/5112	Support parents/carers and those in a parental role to care for babies during their first year	3	5	39	
	CYP 2	K/650/5113	Care for the physical and nutritional needs of babies and young children	3	5	35	
	CYP 3	L/650/5114	Work with babies and young children to support their development and learning	3	5	35	
☆	CYP 4	M/650/5115	Understand child and young person development	3	4	28	
	CYP 5	R/650/5116	Develop positive relationships with children and young people	3	3	23	
☆	CYP 6	T/650/5117	Support children and young people experiencing transitions	3	3	17	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
CYP 7	Y/650/5118	Enable children and young people to understand their health and wellbeing	4	5	38	
CYP 8	A/650/5119	Understand how to safeguard the wellbeing of children and young people	3	7	45	
CYP 9	H/650/5120	Communicate with children and young people in care settings	3	4	29	
CYP 10	J/650/5121	Understand mental health and behaviour management of children and young people	3	3	25	
CYP 11	K/650/5122	Support children and young people with additional needs	4	6	43	

Allied Health Profession Therapy Support optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
AHP 1	R/650/5161	Provide information and advice to individuals on eating to maintain optimum nutritional status	3	5	38	
AHP 2	T/650/5162	Principles of health promotion	2	2	13	
AHP 3	Y/650/5163	Deliver training through demonstration and instruction	3	3	21	
AHP 4	A/650/5164	Monitor individuals' progress in relation to managing their body weight and nutrition	3	3	26	
AHP 5	D/650/5165	Implement hydrotherapy programmes for individuals and groups	3	5	35	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
AHP 6	F/650/5166	Deliver exercise sessions to improve individuals' health and wellbeing	3	5	32	
AHP 7	H/650/5167	Assist in testing individuals' abilities prior to planning physical activities	3	5	38	
AHP 8	J/650/5168	Support individuals in undertaking their chosen activities	3	4	24	
AHP 9	K/650/5169	Support individuals with cognition or learning difficulties	3	5	34	
AHP 10	R/650/5170	Provide support for individuals with communication and interaction difficulties	3	4	39	
AHP 11	T/650/5171	Support individuals with speech and language disorders to develop their communication skills	3	5	32	
AHP 12	A/615/7183	Collaborate in the assessment of environmental and social support in the community	3	4	23	
AHP 14	H/616/6346	Support individuals to retain, regain and develop skills for everyday life	3	4	28	
AHP 16	F/615/7170	Provide support to individuals to continue recommended therapies	3	3	20	
AHP 13	Y/650/5172	Assist in implementing treatment programmes for individuals with severely reduced movement/mobility	3	4	29	
AHP 15	A/650/5173	Assist in the implementation of programmes to increase mobility, movement and functional independence	3	4	28	
AHP 20	T/615/7215	Provide support for mobility	2	2	14	
AHP 21	A/615/7295	Provide agreed support for foot care	2	3	23	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
AHP 22	D/650/5174	Examine the feet of individuals with diabetes	3	4	26	
AHP 23	F/650/5175	Provide advice on foot care for individuals with diabetes	4	4	31	
AHP 24	H/650/5176	Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs	3	6	37	
AHP 25	J/650/5177	Give presentations to groups	3	3	26	
AHP 26	K/650/5178	Assist others to plan presentations	2	2	16	
AHP 31	M/615/7259	Facilitate learning and development activities to meet individual needs and preferences	3	5	35	

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