Level 2 Extended Certificate in Health Informatics (7450-12)

February 2012 Version 1.0

City&
Guilds

Qualification at a glance

Subject area	Health Informatics
City & Guilds number	7450
Age group approved	16-18, 19+
Entry requirements	None
Assessment	Portfolio
Fast track	Available
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 2 Extended Certificate in Health Informatics	7450-12	600/3467/1

Contents

1   Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	These qualifications are intend to provide certification of competence for those working or wishing to work in the Health Informatics Career Framework in the following positions; • Data entry clerks • Clinical coder and clinical coding support worker • Ward clerks • Information assistants • Health records clerks • Receptionists • Information officers • Information governance assistant • Information analyst • Administrative assistant It may also be suitable for Assistant Trainers who work with the above or non-informatics specialist roles, such as; • Clinicians in both primary and secondary care who may be directly involved in retrieval, reporting and storage of data whether paper or IT based • Information managers who may be responsible for those working directly with information as a springboard or underpinning qualification to other areas
What does the qualification cover?	The qualification provides learners with the competence to deal with data/information within a health environment. It covers the skills and knowledge for dealing with paper or electronic data/information in the following key areas; • Input and handling of data • Validation and quality assurance of data • Production of reports from a variety of sources • Dissemination of information including all aspects around its storage, security and disclosure.

City & Guilds Level 2 Extended Certificate in Health Informatics (7450-12)

	Learners will be working with a data/information tasks that are straightforward or routine, but will also gain the confidence and competence to handle some elements or tasks that are unfamiliar.		
Is the qualification part of a framework or initiative?	The qualification is accredited for funding and to be part of the development of an entry point Apprenticeship for those wishing to work in the Health Informatics Career Framework or those clinicians that deal with data/information as part of their working practice.		
What opportunities for progression are there?	City & Guilds provides unit a route version of this qualification so learners may undertake single units for CPD purposes.		
	It allows learners to progress into employment or further their career in the Health Informatics Career Framework. City & Guilds are working with Skills for Health and NHS Connect to develop progression qualifications in this area.		

Structure

To achieve the **Level 2 Extended Certificate in Health Informatics** learners must gain a total of 32 credits of which 29 credits must come from the mandatory units and a minimum of 3 credits from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
M/602/0953	Unit 201	Essentials in health informatics	2
Y/601/2488	Unit 202	Research information	4
R/601/2487	Unit 203	Organise and report data	3
R/601/2490	Unit 204	Store and retrieve information	3
L/601/5470	Unit 212	Introduction to personal development in health, social care or children's and young people's settings	3
F/601/5465	Unit 213	Introduction to communication in health, social care or children's and young people's	3

		settings	
R/601/5471	Unit 214	Introduction to equality and inclusion in health, social care or children's and young people's settings	2
J/601/8576	Unit 215	The role of the health and social care worker	2
R/601/8922	Unit 216	Contribute to health and safety in health and social care	4
Y/502/3674	Unit 217	Maintaining quality standards in the health sector	1
K/502/3680	Unit 218	Service improvement in the health sector	2
Optional			
Y/502/4257	Unit 205	IT security for users	2
D/502/4292	Unit 206	IT communication fundamentals	2
L/502/4207	Unit 207	IT user fundamentals	3
F/502/4396	Unit 208	Bespoke software	3
R/502/4399	Unit 209	Specialist Software	3
J/502/4559	Unit 210	Data management software	3
F/502/4379	Unit 211	Using Collaborative Technologies	4

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centre approval requirements

Centres already offering City & Guilds qualifications in specific subject area
Centres approved to offer the following qualifications:

Level 2 Award/Certificate/Diploma for IT Users ITQ (7574) Level
3 Award/Certificate/Diploma for IT Users ITQ (7574)
Level 2 Award/Certificate/Diploma in Business and Administration (4448)
Level 3 Award/Certificate/Diploma in Business and Administration (4448)

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

Existing City & Guilds centres
To offer this qualification, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to **www.cityandguilds.com/42992.html** for further information.

Centres not yet approved by City & Guilds
To offer this qualification, new centres will need to gain both **centre and qualification approval**. Please refer to **www.cityandguilds.com/42992.html** for further information.

Resource requirements

Physical resources and site agreements

Centres must provide access to sufficient equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

It is acceptable for centres to use specially designated areas within a centre to assess, for example, the installation of network, applications software, operating systems, setting up ICT equipment, etc. especially where the normal learning environment does not allow this to happen The equipment and systems must meet industrial or business standards and be capable of being used under normal working conditions.

Human resources

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- trainer / tutor
- assessor
- internal verifier

To ensure the quality of assessment decisions, it is expected that centres will have in place methods to:

- ensure that assessors and internal verifiers have the necessary data/information management skills and experience to assess the units and qualifications they are making judgements on
- maintain a current register of curriculum vitae (CVs), including reference to continuing professional development
- access training and certification of assessors and internal verifiers to hold assessor qualifications that may be required by City & Guilds or regulatory body should these become necessary

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable and competent in the area(s) of Health Informatics for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have appropriate and credible experience of providing training, with a suitable qualification if required by the organisation within which they operate.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

While the main assessment method is similar to that for those undertaking an NVQ, this is not an NVQ qualification. While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, there is no need for assessors to hold the A1 qualification, or for verifiers to hold the V1 qualification, or indeed to be working towards these qualifications.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold. In addition, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

There are no formal entry requirements for candidates undertaking this qualification.

Age restrictions

These qualifications are **not** approved for use by learners under the age of 16 and City & Guilds cannot accept any registrations for candidates in this age group.

3 Delivering the qualification

Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking skills
- personal and social development
- employment rights and responsibilities

Where applicable, this could involve enabling the candidate to access relevant qualifications covering these skills.

4 Assessment

Summary of assessment methods

Candidates will be required to complete a portfolio of evidence for **each** unit, though centres may use an assignment for some units where this would avoid compromising patient confidentiality and conflict with the Essentials of Health Informatics.

Evidence requirements

The evidence requirements have been specified by Cfa, e-skills UK and Skills for Health in their assessment strategy as relevant to the units of the qualification. The evidence requirements have been identified for each of the units in section 5 of this handbook.

Evidence of occupational competence must be generated and collected through performance under workplace conditions. The evidence collected under these conditions must also be as naturally occurring as possible.

The optimum method of collecting evidence of a candidate's competence is by direct observation of naturally occurring activity in the workplace. This observation must be carried out by a qualified assessor.

Simulation is permitted for **some** units within this qualification, where use of sensitive or confidential information would be inappropriate.

Witness testimony can be gathered from a candidate's colleagues, managers, customers, suppliers, etc. They should:

- be specific to the activities or product
- give a brief description of the circumstances of the observation
- give a brief description of the background of the witness and the observed activity
- identify the aspects of the competence demonstrated.

Product evidence must be assessed in order to ensure that:

- the evidence meets the required standard
- the candidate has followed the correct processes to generate the product
- the evidence is authentic.

In regards to the acceptability of knowledge evidence, the optimum method of collecting evidence of a candidate's knowledge is by oral questioning following direct observation in the workplace.

This questioning must be carried out by a qualified assessor.

In section 5 of this handbook we have listed all units and identified for each one of them:

- those performance statements for which evidence must be collected by direct observation of naturally occurring activity in the workplace,
- those performance statements for which evidence may be collected by a range of alternative assessment methods,
- when the use of simulation is allowed.

Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

To support the delivery of vocational qualifications we offer our own e-portfolio, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications.

Further details are available at: **www.cityandguilds.com/eportfolios**

Recording forms are available on the City & Guilds website.

Centres may devise or customise alternative forms, which must be approved for use by the External Verifier before they are used by candidates and assessors at the centre.

5 Units

Availability of units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 201   Essentials in Health Informatics

UAN:	M/602/0953
Level:	2
Credit value:	2
GLH:	15
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by the Sector Skills Council, Skills for Health
Aim:	This unit is to assess the competence of a candidate to: • understand and describe the importance of policies, procedures and laws that affect the use of data within a health sector environment. • ensure the quality of information and how it is used

Learning outcome
The learner will:
1. Understand how to comply with policies and procedures surrounding information within a health environment
Assessment criteria
The learner can:
1.1 Explain the legal status of personal information records.
1.2 Describe the activities that may be undertaken with regards to editing existing data.
1.3 Describe the audit processes for information within a local context
1.4 Identify where duplicate, inaccurate or missing information and or data may exist and ensure appropriate action is taken.
1.2 Describe the flow of information and or data within an organisation, with emphasis on its importance, quality and use

Learning outcome
The learner will:
2. Be able to take due care in the collection, storage and use of information in a health context
Assessment criteria
The learner can:
2.1 Identify and respond to risks relating to the collection, storage and use of data and or information.
2.2 Describe the concept of personal responsibility when working with information and or data
2.3 State the issues surrounding the individual's rights when dealing with their information and or data.
2.4 Maintain confidentiality when processing or producing information, including information via fax, emails and verbal communication.
2.2 Describe the impact of inaccurate, incomplete or unavailable information/data.

Learning outcome
The learner will:
3. Be able to participate in responding to requests for information
Assessment criteria
The learner can:
3.1 Outline the relevant policies and procedures for dealing with requests to provide information.
3.2 Assist in handling requests for information, working within local and national guidelines.
3.3 Take appropriate action in response to requests from individuals to review data held about them in accordance with local guidelines and legislation
3.4 Describe how information may be used both in a local and national context.
3.5 Describe the pathways for sourcing, collecting and reporting information.

Unit 201   Essentials in Health Informatics

Supporting information

Assessment

This unit will be assessed by:

- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

Unit 202　　　Research information

UAN:	Y/601/2488
Level:	2
Credit value:	4
GLH:	17
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Sector Skills Council, skills for Health
Aim:	This unit is about organising suitable data that has been researched using different sources of information

Learning outcome
The learner will:
1.　Understand procedures for researching information
Assessment criteria
The learner can:
1.1　Give reasons for agreeing objectives and deadlines for researching information
1.2　Give reasons for identifying and agreeing sources of information
1.2　Explain the purpose of recording and storing information researched.

Learning outcome
The learner will:
2.　Be able to research information for others.
Assessment criteria
The learner can:
2.1　Describe what functions to apply to structure and layout information effectively
2.2　Agree aims, objectives and deadlines for the information search
2.3　Identify sources of information
2.4　Search for and obtain data
2.5　Check that data is suitable for the purpose of the research
2.6　Record the data and store it securely
2.7　Make a record of information sources used
2.8　Meet deadlines for completing research.

Unit 202   Research information

Supporting information

Assessment

This unit will be assessed by:
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Understand procedures for researching information

Candidates can demonstrate skills or understanding via:

Reasons for agreeing objectives and deadlines
- Written report
- Reflective account of activity
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer.

Identifying and agreeing resources:
- Written report
- Reflective account of activity
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer.

Purpose of recording and storing information:
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Written evidence is also acceptable, but may not be appropriate in all cases.

Outcome 2 Be able to research information for other
Candidates can demonstrate skills or understanding via:
Structure and layout information effectively

- Observation of workplace activities
- Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Documents or other products, using evidence appropriate to the learner's job role, such as: letters, emails, memos, notes of formal or informal meetings, reports.

Aims, objectives and deadline for the information search

- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Documents using evidence appropriate to the learner's job role

Identify sources of information

- Professional discussion (PD) with tutor or witness (ensure that ho
- clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Documents using evidence appropriate to the learner's job role.

Search for and obtain data

- Observation of workplace activities
- Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer Personal report or reflective journal
- Production of documents or other product, using evidence appropriate to the learner's job role, such as: letters, emails, memos, notes of formal or informal meetings, web pages, articles, staff or patient notes.

Check that data is suitable for the purpose of the research

- Observation of workplace activities
- Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal
- Production of documents or other product, using evidence appropriate to the learner's job role, such as: reports, memos, notes.

Outcome 2 Be able to research information for others.
Record the data and store it securely

- Observation of workplace activities
- Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal
- Production of documents or other product, using evidence appropriate to the learner's job role, such as: an audit trail, screen shots (if IT based)

Make a record of information source used

- Documents using evidence appropriate to the learner's job role
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal
- Production of documents or other product, using evidence appropriate to the learner's job role, such as: an audit trail, screen shots (if IT based).

Meet deadlines for completing research

- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal
- Audit trail.

Unit 203 Organise and report data

UAN:	R/601/2487
Level:	2
Credit value:	3
GLH:	7
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by the Sector Skills Council, skills for Health
Aim:	This unit is about organising and reporting data to the agreed format and timescales

Learning outcome
The learner will:
1. Understand how to organise and report data that has been researched
Assessment criteria
The learner can:
1.1 Describe different ways of organising data that has been researched
1.2 Describe different ways of reporting data
1.3 Describe the purpose of presenting data to the agreed format and timescale

Learning outcome
The learner will:
2. Be able to organise data
Assessment criteria
The learner can:
2.1 Organise data so that it can be reported
2.2 Check the accuracy of the data, and make adjustments, if required
2.3 Obtain feedback on data collected, if required

Learning outcome
The learner will:
3. Be able to report data
Assessment criteria
The learner can:
3.1 Present data in agreed format
3.2 Present data to agreed timescale

Unit 203 Organise and report data
Supporting information

Assessment
This unit will be assessed by:
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

Teaching guidance
The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Understand how to organise and report data that has been researched
The learner can
Describe different ways of organising data that has been researched
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Audit trail
- Personal report or reflective journal.

Describe different ways of reporting data
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Audit trail
- Personal report or effective journal

Describe the purpose of presenting data to the agreed format and timescale
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Audit trail
- Personal report or reflective journal

Outcome 2 Be able to organise data
The learner can
Organise data so that it can be reported
- Observation of workplace activities
- Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal

Check the accuracy of the data, and make adjustments, if required
- Observation of workplace activities
- Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal

Obtain feedback on data collected, if required
- Observation of workplace activities
- Witness testimony; feedback from those requesting the data
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal

Outcome 3 Be able to report data
The learner can
Present data in agreed format
- Observation of workplace activities / Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Production of documents or other product, using evidence appropriate to the learner's job role, such as: letters, emails, memos, reports, web pages, articles, staff or patient notes, personal report or reflective journal or other documents as required

Present data to agreed timescale
- Observation of workplace activities / Witness testimony
- Professional discussion (PD) with tutors or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer

- Production of documents or other product, using evidence appropriate to the learner's job role, such as: letters, emails, memos, reports, web pages, articles, staff or patient notes, personal report or reflective journal or other documents as required

Unit 204   Store and retrieve information

UAN:	R/601/2490
Level:	2
Credit value:	3
GLH:	17
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by the Sector Skills Council, skills for Health
Aim:	This unit is about storing and retrieving information securely and within confidentiality requirements of the organisation

Learning outcome
The learner will:
1.   Understand processes and procedures for storing and retrieving information
Assessment criteria
The learner can:
1.1   Explain the purpose of storing and retrieving required information
1.2   Describe different information systems and their main features
1.3   Explain the purpose of legal and organisational requirements for the security and confidentiality of information
1.4   Explain the purpose of confirming information to be stored and retrieved
1.5   Describe ways of checking information for accuracy
1.6   Explain the purpose of checking information for accuracy
1.7   Explain the purpose of providing information to agreed format and timescales
1.8   Describe the types of information that may be deleted
1.2   Describe problems that may occur with information systems and how to deal with them, when necessary

Learning outcome
The learner will:
2.   Be able to store information
Assessment criteria
The learner can:
2.1   Identify, confirm and collect information to be stored
2.2   Follow legal and organisational procedures for security and confidentiality of information to be stored
2.3   Store information in approved locations
2.4   Check and update stored information, if required
2.5   Delete stored information, if required
2.2   Deal with, or refer problems, if required

Learning outcome
The learner will:
3.   Be able to retrieve information
Assessment criteria
The learner can:
3.1   Confirm and identify information to be retrieved
3.2   Follow legal and organisational procedures for security and confidentiality of information
3.3   Locate and retrieve the required information
3.4   Check and update information, if required
3.5   Provide information in the agreed format and timescale
3.6   Deal with, or refer problems if required.

Unit 204   Store and retrieve information

Supporting information

Assessment

This unit will be assessed by:

- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Understand processes and procedures for storing and retrieving information

The learner can

Explain the purpose of storing and retrieving required information

- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal.

Describe different information systems and their main features

- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal.

Explain the purpose of legal and organisational requirements for the security and confidentiality of information

- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal.

Explain the purpose of confirming information to be stored and retrieved

- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal.

Outcome 1 Understand processes and procedures for storing and retrieving information

Describe ways of checking information for accuracy
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal.

Explain the purpose of checking information for accuracy
- Professional discussion (PD) with tutor or witness (ensure that clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal.

Explain the purpose of providing information to agreed format and timescales
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal

Describe the types of information that may be deleted
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal.

Describe problems that may occur with information systems and how to deal with them, when necessary
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal.

Outcome 2 Be able to store information
The learner can
Identify, confirm and collect information to be stored
- Observation of workplace activities / Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal

- Production of documents or other product, using evidence appropriate to the learner's job role;
    - letters, emails, memos, reports, web pages, articles, staff or patient notes
    - personal report or reflective journal or other information and data as required.

Outcome 2 Be able to store information
Follow legal and organisational procedures for security and confidentiality of information to be stored

- Observation of workplace activities / Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal
- Audit trail.

Store information in approved locations

- Observation of workplace activities / Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal
- Production of documents or other product, using evidence appropriate to the learner's job role;
  - audit trail, screen shots (if IT based)

Check and update stored information, if required

- Observation of workplace activities / Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal
- Production of documents or other product, using evidence appropriate to the learner's job role;
  - audit trail, screen shots (if IT based).

Delete stored information, if required

- Observation of workplace activities / Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal
- Production of documents or other product, using evidence appropriate to the learner's job role
  - audit trail, screen shots (if IT based).

Deal with, or refer problems, is required

- Observation of workplace activities / Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer

City & Guilds Level 2 Extended Certificate in Health Informatics (7450-12)

- Personal report or reflective journal
- Production of documents or other product, using evidence appropriate to the learner's job role;
  - letters, emails, memos, reports, web pages, articles, staff or patient notes
  - personal report or reflective journal, other information or data as required.

Outcome 3 Be able to retrieve information
The learner can

Confirm and identify information to be retrieved

- Observation of workplace activities / Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal
- Production of documents or other product, using evidence appropriate to the learner's job role;
  - letters, emails, memos, reports, web pages, articles, staff or patient notes
  - personal report or reflective journal, other information or data as required.

Follow legal and organisational procedures for security and confidentiality of information

- Observation of workplace activities
- Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal
- Audit trail
- Production of documents or other product, using evidence appropriate to the learner's job role.

Locate and retrieve the required information

- Observation of workplace activities / Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer Personal report or reflective journal
- Production of documents or other product, using evidence appropriate to the learner's job role;
  - Letter, emails, memos, reports, web pages, articles, staff or patient notes
  - personal report or reflective journal, other information or data as required.

Check and update information, if required

- Observation of workplace activities / Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal

- Production of documents or other product, using evidence appropriate to the learner's job role;
  - Letter, emails, memos, reports, web pages, articles, staff or patient notes
  - personal report or reflective journal, other information or data as required.

Outcome 3 Be able to retrieve information
Provide information in the agreed format and timescale

- Observation of workplace activities / Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal
- Production of documents or other product, using evidence appropriate to the learner's job role;
    - Letter, emails, memos, reports, web pages, articles, staff or patient notes
    - personal report or reflective journal, other information or data as required.

Deal with, or refer problems if required

- Observation of workplace activities / Witness testimony
- Professional discussion (PD) with tutor or witness (ensure that how to conduct a PD is clearly understood by those undertaking assessment in this manner)
- Questioning by tutor or witness or other observer
- Personal report or reflective journal
- Production of documents or other product, using evidence appropriate to the learner's job role;
    - Letter, emails, memos, reports, web pages, articles, staff or patient notes
    - personal report or reflective journal, other information or data as required.

Unit 205   IT security for users

UAN:	Y/502/4257
Level:	1
Credit value:	1
GLH:	10
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills uk, the sector skills council for Business and Information Technology
Aim:	This is the ability to protect hardware, software malfunction and unauthorised access. On completion of this unit the candidate should be able to identify day – to –day security risks and the laws and guidelines that affect the use of IT; and use simple methods to protect software and personal data (eg risks from people getting access to it who are not authorised, from viruses or from hardware not working properly). **Examples of context**: Regular change of password using a range of alphanumeric character and symbols. Understanding the importance of applying organisational procedures for maintaining security consistently

Learning outcome
The learner will:
1. Use appropriate methods to minimise security risks to IT systems and data
Assessment criteria
The learner can:
1.1   Identify security issues that may threaten system performance
1.2   Take appropriate security precautions to protect IT systems and data
1.3   Identify threats to information security associated with the widespread use of technology
1.4   Take appropriate precautions to keep information secure
1.5   Follow relevant guidelines and procedures for the secure use of IT
1.6   Describe why it is important to backup data securely

1.7   Ensure personal data is backed up to appropriate media, including conflict within the team

Unit 205   IT security for users

Supporting information

Assessment
This unit will be assessed by:
- an assignment
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

Teaching guidance
The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully

Outcome 1 Use appropriate methods to minimise security risks to IT systems and data
The learner should be able to and understand:
Threats to system performance:
- Unwanted e-mail (often referred to as "spam"), malicious programs (including viruses, worms, trojans, spyware, adware and rogue diallers) and hackers; hoaxes

Security precautions:
- **Use access controls:** Physical controls, locks, passwords, access levels

Unit 206   IT communication fundamentals

UAN:	D/502/4292
Level:	2
Credit value:	2
GLH:	15
Relationship to NOS:	This unit is linked to the [Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK, the Sector Skills Council for Business and Information Technology
Aim:	This is the ability to access, search for and retrieve information using browser software from the Internet and/or intranets and exchange information using e-mail or IT-based communication systems. On completion of this unit the candidate should be able to select and use a varied range of appropriate IT tools and techniques to find and review information and send and receive messages using IT-based communication systems to independently respond to activities that are at times non-routine or unfamiliar. **Examples of context**: Setting up email folders; using the internet to research a new product and select a reliable supplier

Learning outcome
The learner will:
1.   Select and use a variety of sources of information to meet needs
Assessment criteria
The learner can:
1.1   Select and use appropriate sources of IT-based and other forms of information which match requirements
1.2   Describe different features of information
1.2   Recognise copyright and other constraints on the use of information

Learning outcome
The learner will:
2. Access, search for, select and use Internet-based information and evaluate its fitness for purpose
Assessment criteria
The learner can:
2.1 Access, navigate and search Internet sources of information purposefully and effectively
2.2 Use appropriate search techniques to locate relevant information
2.3 Use discrimination to select information that matches requirements and is fit for purpose
2.2 Evaluate information to make sure it matches requirements and is fit for purpose

Learning outcome
The learner will:
3. Select and use IT to communicate and exchange information safely, responsibly and effectively
Assessment criteria
The learner can:
3.1 Create, access, read and respond appropriately to e-mail and other IT-based communication, including attachments, and adapt style to suit audience
3.2 Use IT tools to manage an address book and schedule activities
3.3 Manage storage of IT-based communications
3.4 Describe how to respond to common IT-based communication problems
3.5 Respond appropriately to common IT-based communication problems

Unit 206   IT communication fundamentals

Supporting information

Assessment

This unit will be assessed by:

- an assignment
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Select and use a variety of sources of information to meet needs

The learner should be able to and understand:

Sources of information:

- Newspapers, books, images, maps, conversations, CDs, DVDs, text messages, podcasts, Internet, intranet, web logs, web based reference sites

Features of information:

- Factual information, creative work, opinions, information that is continually updated (or live), interactive information, guides and directories

Copyright constraints:

- Effect of copyright law (eg on music downloads or use of other people's images), acknowledgment of sources, avoiding plagiarism, permissions

Outcome 2 Access, search for, select and use Internet-based information and evaluate its fitness for purpose

The learner should be able to and understand:

Access, navigate and search:

- Enter a web address, use a search engine, browse, save and use bookmarks

Search techniques:

- Search key words, quotation marks, search within results, relational operators, 'find' or search tool, choice of search engine, multiple search criteria, logical operators, wild cards, database query techniques

Evaluate information:

- Recognise intention and authority of provider, currency of the information, relevance, accuracy, bias, level of detail, sufficiency, synthesise information from a variety of sources

Outcome 3 Select and use IT to communicate and exchange information safely, responsibly and effectively

The learner should be able to and understand:

Email and other IT-based communications:

- Open mailbox, read, reply to individuals, reply to all, reply with history, delete messages, use group list, forward; communicate using from, to, cc, bcc; subject and content fields, add and open attachments, use instant messaging, contribute to forums, web conferences, web logs or web based reference sites

Address book:

- Add, amend and delete contact entries, contacts list, distribution list; sort, display selected fields

Schedule activities:

- Task list, calendar; send and respond to meeting invitations

Storage of IT-based communications:

- Create and maintain message folders and sub-folders; delete unwanted messages; compress, expand and save attachments; archive and retrieve messages

IT-based communication problems:

- Difficulties with attachments, e-mail from unknown or misrepresented users, inappropriate content, e-mail intended to cause problems (SPAM or chain mail), size limits, software that causes problems (viruses, spyware, key loggers)

Unit 207   IT user fundamentals

UAN:	L/502/4207
Level:	2
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK, the Sector Skills Council for Business and Information Technology
Aim:	This unit is about the ability to use IT systems sensibly and purposefully to meet needs, to do so safely and securely in line with organisational guidelines, to respond appropriately to IT problems and to evaluate the use of IT systems.
	On completion of this unit the candidate should be able to select and use suitable techniques to operate IT systems for a varied range of activities, some of which are at times non-routine or unfamiliar, and take some responsibility for responding appropriately to IT errors and problems.
	Examples of context: Using a personal computer or laptop; organising and backing up own data files, as well as an understanding why it is important to undertake security measures, backups and what media could be used.

Learning outcome
The learner will:
1. Use IT systems to meet a variety of needs
Assessment criteria
The learner can:
1.1   Use correct procedures to start and shutdown an IT system
1.2   Select and use interface features effectively to interact with IT systems
1.3   Select and adjust system settings as appropriate to individual needs
1.4   Select and use a communication service to access the Internet
1.5   Use appropriate terminology when describing IT systems

Learning outcome
The learner will:
2. Manage information storage and retrieval appropriately
Assessment criteria
The learner can:
2.1 Manage files and folders to enable efficient information retrieval
1.2 Identify when and why to use different types of storage media
2.3 Organise and store information, using general and local conventions where appropriate

Learning outcome
The learner will:
3. Follow and understand the need for safety and security practices [UIS2:4] (SM4)
Assessment criteria
The learner can:
3.1 Work safely and take steps to minimise physical stress [UIS2:4.1]
3.2 Describe the danger of computer viruses, and how to minimise risk [UIS2:4.3]
3.3 Keep information secure [UIS2:4.2]
3.2 Explain why it is important to stay safe and to respect others when using ICT-based communication [UIS2:4.4]
3.5 Follow relevant guidelines and procedures for the safe and secure use of IT

Learning outcome
The learner will:
4. Maintain system and troubleshoot IT system problems [UIS2:5] (EP3)
Assessment criteria
The learner can:
4.1 Describe why routine and non-routine maintenance is important and when to carry it out
4.2 Identify sources of help and how to get expert advice
4.3 Carry out regular routine maintenance of IT systems safely
4.4 Identify IT problems and take appropriate action [UIS2:5.1]

Unit 207　　　　IT user fundamentals

Supporting information

Assessment

This unit will be assessed by:
- an assignment
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Use IT systems to meet a variety of needs

The learner should be able to and understand:

Start and shutdown procedures:
- Log in, enter password, log out, shut down menu, lock, unlock

IT system:
- Will vary according to the set up for a PC or laptop or other system, processor and its operating system
- Input device (eg keyboard, mouse or other pointing device), output device (eg screen, printer)
- Storage media (eg memory, disk, CD, DVD, data/memory stick, hard drive, network drive)

Interface features:
- Desktop, window, dialog box, menu, submenu, toolbar, icon, scrollbar, button, drag and drop, zoom, minimise, maximise

System settings:
- Window size, mouse settings, icon size, screen resolution, desktop contrast, sound volume

Communication service:
- Broadband, dial up, wireless, network connections, mobile device

Outcome 2 Manage information storage and retrieval appropriately

The learner should be able to and understand:

File handling:

- **Files:** create, name, open, save, save as, print, close; move, copy, rename, delete; display file lists, sort, search
- **Folders:** create and name folders and subfolders

Storage media:

- Disk, CD, DVD, data/memory stick, media card, hard drives, network drive, mobile device

Organise and store:

- Insert, remove, name, label, archive

City & Guilds Level2 Extended Certificate in Health Informatics (7450-12)

Outcome 3 Follow and understand the need for safety and security practices

The learner should be able to and understand:

Work safely:

- Health and safety issues: risks from hardware, electrical connection risks and guidelines, use and disposal of cleaning materials, handling equipment
- Risks to self and others from using hardware
- Organisational guidelines and points of contact

Physical stress:

- Adjust seating and lighting, avoid hazards, take breaks, arrangement of hardware and cables, wrist rests workspace; working conditions

Information security:

- Copies, backup, password, PIN, avoid inappropriate disclosure of information

Minimise risk:

- Virus-checking software, anti-spam software, firewall, treat files, software and attachments from unknown sources with caution

Staying safe:

- Protect personal information
- Avoid misuse of images
- Use appropriate language
- Respect confidentiality
- Use copy lists with discrimination

Guidelines and procedures:

- Set by: employer or organisation or centre

Topic:

- Health and safety, security, copyright, netiquette

Outcome 4 Maintain system and troubleshoot IT system problems

The learner should be able to and understand:

Routine maintenance:

- Clean hardware, delete unwanted data; Manufacturer's guidelines; what maintenance can be done safely; what should be left to experts; what problems may happen if maintenance is not done; Delete unwanted files

Cleaning:

- **For different components of an IT system: t**o maintain functionality; to maintain appearance
- **Printer:** replace printer consumables (paper, toner cartridge); print test page, align cartridge

Expert advice:

- Be aware of limits of own understanding and skills
- Make use of help menus, manufacturer's guidelines, follow advice from an expert
- What information might be needed by experts to help solve a problem

IT problems:

- Program not responding, error dialogue, storage full, paper jam

Unit 208   Bespoke Software

UAN:	**F/502/4396**
Level:	2
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK, the Sector Skills Council for Business and Information Technology
Aim:	This is the ability to select and use a suitable bespoke software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively.
	On completion of this unit a candidate should be able to select and use a wide range of intermediate bespoke software tools and techniques for information that is at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others.
	Bespoke software tools and techniques will be defined as 'intermediate' because:
	• the software tools and functions involved will at times be non-routine or unfamiliar
	• the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements and at times be multi-step; and
	• the user will take some responsibility for inputting, manipulating and outputting the information.

Learning outcome
The learner will:
1. Input and combine information using bespoke applications
Assessment criteria
The learner can:
1.1 Input relevant information accurately so that it is ready for processing
1.2 Select and use appropriate techniques to link and combine information of different forms or from different sources within the software
1.2 Respond appropriately to data entry error messages

Learning outcome
The learner will:
2. Use appropriate structures to organise and retrieve information efficiently
Assessment criteria
The learner can:
2.1 Describe what functions to apply to structure and layout information effectively
2.2 Select and use appropriate structures and/or layouts to organise information
2.2 Apply local and/or legal guidelines and conventions for the storage and use of data where available

Learning outcome
The learner will:
3. Use the functions of the software effectively to process and present information
Assessment criteria
The learner can:
3.1 Select and use appropriate tools and techniques to edit, process and format information
3.2 Check information meets needs, using IT tools and making corrections as necessary
3.3 Select and use appropriate methods to present information

Unit 208　　　Bespoke Software
Supporting information

Assessment

This unit will be assessed by:
- an assignment
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Input and combine information using bespoke applications

The learner should be able to and understand:

Types of bespoke information:
- Information will vary according to the software for example:
  - text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables

Inputting information:
- Inputting tools and techniques will vary according to the technology being used for example:
  - interface devices (eg keyboard, mouse, stylus, touch screen)
  - microphone (eg headset, built-in)
  - camera (eg web camera, video camera, mobile phone camera)

Combining information techniques:
- Insert, size, position, wrap, order, group, import data, links and references to external data

Outcome 2 Use appropriate structures to organise and retrieve information efficiently

The learner should be able to and understand:

Structures and layouts:
- Apply and change existing templates, set up templates for inputting or retrieving information, apply or change existing styles

Guidelines for the storage and use of data:

- Set by employer or organisation or centre
- Policies relating to security, backup and data protection
- Guidelines for data format
- Compliance, audit and reporting requirements
- File management will vary according to the application

City & Guilds Level2 Extended Certificate in Health Informatics (7450-12)

Outcome 3 Use the functions of the software effectively to process and present information

The learner should be able to and understand:

Editing, analysis and formatting techniques:

- Techniques will vary according to the software and task, for example:

  - **Editing:** select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch

  - **Analysis:** design queries, mathematical, logical or statistical functions

  - **Formatting:** characters, lines, paragraphs, pages, file type

Check information:

- Checks will vary according to the type of information and software, but could include:

  - spell check, grammar check

  - accuracy of figures

  - labelling and size of images

  - quality of images and sound, volume of sound

  - line, paragraph and page breaks fall appropriately

  - formatting is consistent

  - the use of headings and subheadings aid clarity

  - the placing of images or sound clips

Presentation methods:

- Methods will vary according to the software and task, for example:

  - on screen display, publishing on a web site, hard copy print out, digital file

- Organisational house style, branding

Unit 209   Specialist Software

UAN:	R/502/4399
Level:	2
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK, the Sector Skills Council for Business and Information Technology
Aim:	This is the ability to select and use a suitable specialist software application to carry out an appropriate data processing task. It includes understanding the capabilities of the software and the types of tasks for which it is suitable, as well as the skills and techniques needed to use the software application appropriately and effectively. On completion of this unit a candidate should be able to select and use a wide range of intermediate specialist software tools and techniques for information that is at times non-routine or unfamiliar. Any aspect that is unfamiliar may require support and advice from others. Specialist software tools and techniques will be defined as 'intermediate' because: - the software tools and functions involved will at times be non-routine or unfamiliar; - the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements and at times be multi-step; and - the user will take some responsibility for inputting, manipulating and outputting the information

Learning outcome
The learner will:
1. Input and combine information using specialist applications
Assessment criteria
The learner can:
1.1 Input relevant information accurately so that it is ready for processing
1.2 Select and use appropriate techniques to link and combine information of different forms or from different sources within the software
1.2 Respond appropriately to data entry error messages

Learning outcome
The learner will:
2. Use appropriate structures to organise and retrieve information efficiently
Assessment criteria
The learner can:
2.1 Describe what functions to apply to structure and layout information effectively
2.2 Select and use appropriate structures and/or layouts to organise information
2.2 Apply local and/or legal guidelines and conventions for the storage and use of data where available

Learning outcome
The learner will:
3. Use the functions of the software effectively to process and present information
Assessment criteria
The learner can:
3.1 Select and use appropriate tools and techniques to edit, process and format information
3.2 Check information meets needs, using IT tools and making corrections as necessary
3.3 Select and use appropriate methods to present information

Unit 209   Specialist Software
Supporting information

Assessment
This unit will be assessed by:
- an assignment
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

Teaching guidance
The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Input and combine information using specialist applications
The learner should be able to and understand:
Types of bespoke information:
- Information will vary according to the software for example:
  - text, numbers, photos, scanned images, graphic elements, digital recorded sound, graphs, charts, tables

Inputting information:
- Inputting tools and techniques will vary according to the technology being used for example:
  - interface devices (eg keyboard, mouse, stylus, touch screen)
  - microphone (eg headset, built-in)
  - camera (eg web camera, video camera, mobile phone camera)

Combining information techniques:
- Insert, size, position, wrap, order, group
- Import data
- Links and references to external data

Outcome 2 Use appropriate structures to organise and retrieve information efficiently
The learner should be able to and understand:
Structures and layouts:
- Apply and change existing templates, set up templates for inputting or retrieving information, apply or change existing styles

Guidelines for the storage and use of data:

- Set by employer or organisation or centre
- Policies relating to security, backup and data protection
- Guidelines for data format
- Compliance, audit and reporting requirements
- File management will vary according to the application

Outcome 3 Use the functions of the software effectively to process and present information

The learner should be able to and understand:

Editing, analysis and formatting techniques:

- Techniques will vary according to the software and task, for example:
    - **Editing:** select, insert, delete, cut, copy, paste, drag and drop, find, replace, page layout, labelling, alignment, orientation, colour, resolution, size, pitch
    - **Analysis:** design queries, mathematical, logical or statistical functions
    - **Formatting:** characters, lines, paragraphs, pages, file type

Check information:

- Checks will vary according to the type of information and software, but could include:
    - spell check, grammar check, accuracy of figures
    - labelling and size of images, quality of images and sound,
    - the placing of images or sound clips, volume of sound
    - line, paragraph and page breaks fall appropriately
    - formatting is consistent
    - the use of headings and subheadings aid clarity

Presentation methods:

- Methods will vary according to the software and task, for example:
    - on screen display, publishing on a web site, hard copy print out, digital file
- organisational house style, branding

Unit 210   Data management software

UAN:	J/502/4559
Level:	2
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK, the Sector Skills Council for Business and Information Technology
Aim:	This is the ability to use a software application designed to store and retrieve data needed for a variety of business functions. It also includes an understanding of the features and facilities of the software and the purpose for which the data is stored.

On completion of this unit a candidate should be able to select and use intermediate data management software tools and techniques to:

- enter information into data management systems that is at times non-routine or unfamiliar;
- retrieve information using multiple selection criteria; and
- produce customised reports from the system.

The data management system tools, functions and techniques will be described as 'intermediate' because:

- the software tools and functions involved will at times be non-routine or unfamiliar; and
- the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements.

Examples of context: Setting up a new query to interrogate a CRM system and output selected records to another application |

Learning outcome
The learner will:
1. Enter, edit and maintain data records in a data management system
Assessment criteria
The learner can:
1.1 Describe the risks to data security and procedures used for data protection
1.2 Enter data accurately into groups of records to meet requirements
1.3 Locate and amend data associated with groups of records
1.4 Check data records meet needs, using IT tools and making corrections as necessary
1.5 Respond appropriately to data entry and other error messages
1.2 Apply local and/or legal guidelines for the storage and use of data where available

Learning outcome
The learner will:
2. Retrieve and display data records to meet requirements
Assessment criteria
The learner can:
2.1 Identify what queries and reports need to be run to output the required information
2.2 Select and use queries to search for and retrieve information to meet given requirements
2.3 Create and view reports to output information from the system to meet given requirements

Unit 210 Data management software

Supporting information

Assessment

This unit will be assessed by:

- an assignment
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Enter, edit and maintain data records in a data management system

The learner should be able to and understand:

Benefits of data management system:

- Accessible, reliable, rapid access
- Shared view, up-to-date, accurate, secure
- Simplifies data handling

Enter data:

- Use of data entry form, create new record, add record to table
- Select and update fields, groups of records

Amend data records:

- Find, search and replace / Edit record
- Sort, filter, use wildcards and search operators / Category

Check data records:

- Spell check, format, accuracy, consistency, remove duplication
- Verify data, data validation techniques
- Record housekeeping

Error messages:

- Due to field size, data type, validation checks
- Duplicate records, format
- Using help
- System access

Security risks and procedures:
- Access control
- Authorised use, confidentiality, personal data, password protection and management, user authentication

Guidelines for data storage and use:
- Set by employer or organisation or centre
  - **Topics covered:** security, backup, data format, compliance and reporting, data protection, confidentiality

Outcome 2 Retrieve and display data records to meet requirements

The learner should be able to and understand:

Search and retrieve:

- Alphanumeric sort, filter, single criteria, multiple criteria, save queries and output

Reports:

- Standard reports, customised reports
- Reports with multiple parameters

Unit 211　　　Using Collaborative Technologies

UAN:	**F/502/4379**
Level:	2
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK, the Sector Skills Council for Business and Information Technology
Aim:	This is the ability to use IT tools and devices for collaborative working and communications, such as web or video conferencing, instant messaging/chat, online phone and video calls; online forums, social networking sites, wikis and other centralised depositories for documents, blogging, RSS and data feeds, bulk SMS or online work management tools. On completion of this unit a candidate should be able to facilitate the use of appropriate combinations of IT tool and devices for groups to work collaboratively by: • planning and selecting the IT tools and devices to be used for work purposes and tasks; • preparing and setting up access to collaborative technologies; • presenting information and facilitating others contributions; and • moderating the use of collaborative technologies. Any aspect that is unfamiliar may require support and advice from others. **Examples of context:** Typical collaborative activities may include – setting up a group on a social networking site for a work team; inviting people to join an online conference; working on share reports

Learning outcome
The learner will:
1. Stay safe and secure when working with collaborative technology
Assessment criteria
The learner can:
1.1 Take appropriate steps to avoid risks when working with collaborative technology, in line with relevant guidelines
1.2 Explain what risks there may be in using collaborative technology and how to keep them to a minimum
1.3 Use appropriate methods to promote trust when working collaboratively
1.4 Carry out appropriate checks on others' online identities and different types of information
1.5 Identify and respond to inappropriate content and behaviour

Learning outcome
The learner will:
2. Plan and set up IT tools and devices for collaborative working
Assessment criteria
The learner can:
2.1 Describe the purposes for using collaborative technologies
2.2 Describe what outcomes are needed from collaborative working and whether or not archiving is required
2.3 Describe the roles, IT tools and facilities needed for collaborative tasks and communication media
2.4 Describe the features, benefits and limitations of different collaborative technology tools and devices
2.5 Describe the compatibility issues in different combinations of collaborative tools and devices
2.6 Select an appropriate combination of IT tools and devices to carry out collaborative tasks
2.7 Connect and configure the combination of IT tools and devices needed for a collaborative task

Learning outcome
The learner will:
3. Prepare collaborative technologies for use
Assessment criteria
The learner can:
3.1 Describe what access rights and issues others may have in using collaborative technologies
3.2 Assess what permissions are needed for different users and content
3.3 Set up and use access rights to enable others to access information
3.4 Set up and use permissions to filter information
3.5 Adjust settings so that others can access IT tools and devices for collaborative working

3.6	Select and use different elements to control environments for collaborative technologies
3.7	Select and join networks and data feeds to manage data to suit collaborative tasks

Learning outcome
The learner will:
4. Contribute to tasks using collaborative technologies
Assessment criteria
The learner can:
4.1 Describe rules of engagement for using collaborative technologies
4.2 Enable others to contribute responsibly to collaborative tasks
4.3 Present relevant and valuable information
4.4 Moderate the use of collaborative technologies
4.5 Archive the outcome of collaborative working
4.6 Assess when there is a problem with collaborative technologies and when to get expert help
4.7 Respond to problems with collaborative technologies

Unit 211 Using Collaborative Technologies

Assessment

This unit will be assessed by:

- an assignment
- portfolio of evidence – classroom or work based
- professional discussion
- expert witness
- scenario

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Stay safe and secure when working with collaborative technology

The learner should be able to and understand:

Guidelines for using collaborative technology:

- Guidelines set by your organisation or community of interest
- About uses, security, safety, copyright, plagiarism, libel, confidentiality and data protection

Risks when working with collaborative technologies:

- Inappropriate disclosure of personal information
- Misuse of images, appropriate language, respect confidentiality, copy lists
- What to do in a power cut, about data loss
- From unwanted or inappropriate content or access, back-ups, data exporting

Methods to promote trust:

- Contact information, membership of professional bodies, recommendations, links, policies, standards

Checks on others' online identities:

- Compare sources, cross references

Outcome 2 Plan and set up IT tools and devices for collaborative working

The learner should be able to and understand:

Purposes for collaborative working:

- Will vary according to the task, but may include:
  - sharing, displaying and recording information
  - discussing and reflecting, establishing identity, joining interest groups
  - developing ideas, contributing to research, carrying out research

- exporting information to other formats
- establishing communities of interest
- managing identities, managing data

Outcome 3 Prepare collaborative technologies for use
Outcomes of collaborative working:
- Measurable (eg document, minutes, notes, project plan, transcript)
- Ephemeral (eg conversation, agreement)
- Whether an audit trail is needed

Collaborative technology tools and devices:
- **Hardware:** mobile, laptop, desktop, peripherals (eg headset, handset, microphone, camera, 3G modem)
- **Software:** products, services, sites

Communication media:
- Text, audio/spoken, still/video/animated images

Connect and configure collaborative technologies:
- Connect to another site, check whether both sites are connected
- Connect to multiple sites, check when multiple sites are connected
- Adjust clarity

Compatibility issues:
- Between browser software, operating systems, plug-ins

Access to collaborative technologies:
- Download software, agree terms and conditions, register or set up an ID
- Accessibility issues, adjusting access settings

Adjust settings:
- **Hardware:** colour, type size, window size, volume
- **Browser:** cookies, pop-ups
- **Security settings:** firewall

Environments for collaborative technologies:
- **User interface:** choose skins, templates, widgets, wizards, cut and paste from other sources
- **Work environment:** lighting, position of devices

Managing data for collaborative working:
- Sources, subscription details, terms and conditions
- Aims of data management
- Benefits, features and limitations of networks and feeds

Permissions:
- Web address, phone number, user name and password, set up user names and access codes

Outcome 4 Contribute to tasks using collaborative technologies

The learner should be able to and understand:

Contributing responsibly:

- Follow the rules of 'netiquette', respect others contributions, avoid dominating and not responding
- Legal and cultural issues

Moderating collaborative working:

- Reporting inappropriate content
- Checking posts

Archiving outcomes:

- Cut, paste, save; record, transcribe

Problems with collaborative technologies:

- Routine (eg settings, software not responding, hardware connections)
- Non-routine (eg access, transmission speed, bandwidth)

Respond to problems:

- Follow on screen help, know who to ask for expert help
- Use diagnostic wizards, check bandwidth

Unit 212 Introduction to personal development in health, social care or children's and young people's settings

UAN:	L/601/5470
Level:	2
Credit value:	3
GLH:	23
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health, the Sector Skills Council for Health Care
Aim:	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

Learning outcome
The learner will:
1. Understand what is required for competence in own work role
Assessment criteria
The learner can:
1.1   Describe the duties and responsibilities of own role
1.2   Identify standards that influence the way the role is carried out
1.3   Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work

Learning outcome
The learner will:
2. Be able to reflect on own work activities

Assessment criteria
The learner can:
2.1   Explain why reflecting on work activities is an important way to develop knowledge, skills and practice
2.2   Assess how well own knowledge, skills and understanding meet standards
2.3   Demonstrate the ability to reflect on work activities

Learning outcome
The learner will:
3.   Be able to agree a personal development plan
Assessment criteria
The learner can:
3.1   Identify sources of support for own learning and development
3.2   Describe the process for agreeing a personal development plan and who should be involved
3.3   Contribute to drawing up own personal development plan

Learning outcome
The learner will:
4.   Be able to develop own knowledge, skills and understanding
Assessment criteria
The learner can:
4.1   Show how a learning activity has improved own knowledge, skills and understanding
4.2   Show how reflecting on a situation has improved own knowledge, skills and understanding
4.3   Show how feedback from others has developed own knowledge, skills and understanding
4.4   Show how to record progress in relation to personal development

Unit 213 Introduction to communication in health, social care or children's and young people's settings

UAN:	**F/601/5465**
Level:	2
Credit value:	3
GLH:	23
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health, the Sector Skills Council for Health Care
Aim:	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

Learning outcome
The learner will:
1. Understand why communication is important in the work setting
Assessment criteria
The learner can:
1.1 Identify different reasons why people communicate
1.2 Explain how effective communication affects all aspects of own work
1.3 Explain why it is important to observe an individual's reactions when communicating with them

Learning outcome
The learner will:
2. Be able to meet the communication and language needs, wishes and preferences of individuals
Assessment criteria
The learner can:
2.1 Find out an individual's communication and language needs, wishes and preferences
2.2 Demonstrate communication methods that meet an individual's communication needs, wishes and preferences
2.3 Show how and when to seek advice about communication

Learning outcome
The learner will:
3. Be able to reduce barriers to communication
Assessment criteria
The learner can:
3.1 Identify barriers to communication
3.2 Demonstrate how to reduce barriers to communication in different ways
3.3 Demonstrate ways to check that communication has been understood
3.4 Identify sources of information and support or services to enable more effective communication

Learning outcome
The learner will:
4. Be able to apply principles and practices relating to confidentiality at work
Assessment criteria
The learner can:
4.1 Explain the term 'confidentiality'
4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of working
4.3 Describe situations where information normally considered to be confidential might need to be passed on
4.4 Explain how and when to seek advice about confidentiality

Unit 214   Introduction to equality and inclusion in health, social care or children's and young people's settings

UAN:	R/601/5471
Level:	2
Credit value:	2
GLH:	20
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health, the Sector Skills Council for Health Care
Aim:	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

Learning outcome
The learner will:
1.   Understand the importance of equality and inclusion
Assessment criteria
The learner can:
1.1   Explain what is meant by:
• diversity
• equality
• inclusion
• discrimination
1.2   Describe ways in which discrimination may deliberately or inadvertently occur in the work setting
1.3   Explain how practices that support equality and inclusion reduce the likelihood of discrimination

Learning outcome
The learner will:
2. Be able to work in an inclusive way
Assessment criteria
The learner can:
2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences
2.3 Describe how to challenge discrimination in a way that encourages change

Learning outcome
The learner will:
3. Know how to access information, advice and support about diversity, equality and inclusion
Assessment criteria
The learner can:
3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion
3.2 Describe how and when to access information, advice and support about diversity, equality and inclusion

Unit 215   The role of the health and social care worker

UAN:	J/601/8576
Level:	2
Credit value:	2
GLH:	14
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health, the Sector Skills Council for Health Care
Aim:	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.

Learning outcome
The learner will:
1. Understand working relationships in health and social care
Assessment criteria
The learner can:
1.1 Explain how a working relationship is different from a personal relationship.
1.2 Describe different working relationships in health and social care settings.

Learning outcome
The learner will:
2. Be able to work in ways that are agreed with the employer
Assessment criteria
The learner can:
2.1 Describe why it is important to adhere to the agreed scope of the job role.
2.2 Access full and up-to-date details of agreed ways of working.
2.3 Implement agreed ways of working.

Learning outcome
The learner will:
3. Be able to work in partnership with others
Assessment criteria
The learner can:
3.1 Explain why it is important to work in partnership with others.
3.2 Demonstrate ways of working that can help improve partnership working.
3.3 Identify skills and approaches needed for resolving conflicts.
3.4 Demonstrate how and when to access support and advice about: • partnership working   • resolving conflicts

Unit 216   Contribute to health and safety in health and social care

UAN:	R/601/8922
Level:	2
Credit value:	4
GLH:	33
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health, the Sector Skills Council for Health Care
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to carry out their work safely.

Learning outcome
The learner will:
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting
Assessment criteria
The learner can:
1.1 Identify legislation relating to general health and safety in a health or social care work setting
1.2 Describe the main points of the health and safety policies and procedures agreed with the employer
1.3 Outline the main health and safety responsibilities of:
• self
• the employer or manager
• others in the work setting
1.4 Identify tasks relating to health and safety that should not be carried out without special training
1.5 Explain how to access additional support and information relating to health and safety

Learning outcome
The learner will:
2. Understand the use of risk assessments in relation to health and safety
Assessment criteria
The learner can:
2.1 Explain why it is important to assess health and safety hazards posed by the work setting or by particular activities
2.2 Explain how and when to report potential health and safety risks that have been identified
2.3 Explain how risk assessment can help address dilemmas between rights and health and safety concerns

Learning outcome
The learner will:
3. Understand procedures for responding to accidents and sudden illness
Assessment criteria
The learner can:
3.1 Describe different types of accidents and sudden illness that may occur in own work setting
3.2 Outline the procedures to be followed if an accident or sudden illness should occur

Learning outcome
The learner will:
4. Be able to reduce the spread of infection
Assessment criteria
The learner can:
4.1 Demonstrate the recommended method for hand washing
4.2 Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work

Learning outcome
The learner will:
5. Be able to move and handle equipment and other objects safely
Assessment criteria
The learner can:
5.1 Identify legislation that relates to moving and handling
5.2 Explain principles for moving and handling equipment and other objects safely
5.3 Move and handle equipment or other objects safely

Learning outcome
The learner will:
6   Know how to handle hazardous substances and materials
Assessment criteria
The learner can:

6.1   Identify hazardous substances and materials that may be found in the work setting
6.2   Describe safe practices for:
    • storing hazardous substances
    • using hazardous substances
    • disposing of hazardous substances and materials

Learning outcome
The learner will:
7   Understand how to promote fire safety in the work setting
Assessment criteria
The learner can:

7.1   Describe practices that prevent fires from:
    • starting
    • spreading
7.2   Outline emergency procedures to be followed in the event of a fire in the work setting
7.3   Explain the importance of maintaining clear evacuation routes at all times

Learning outcome
The learner will:
8   Be able to implement security measures in the work setting
Assessment criteria
The learner can:

5.1   Use agreed ways of working for checking the identity of anyone requesting access to:
    • premises
    • information
8.2   Implement 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

Learning outcome
The learner will:
9   Know how to manage own stress
Assessment criteria
The learner can: 9.1   Identify common signs and indicators of stress 9.2   Identify circumstances that tend to trigger own stress 9.3   Describe ways to manage own stress

Unit 217 Maintaining quality standards in the health sector

UAN:	Y/502/3674
Level:	2
Credit value:	1
GLH:	8
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health, the Sector Skills Council for Health Care
Aim:	The unit aim is to gain an understanding of how to deliver quality standards of service that address legislation, policies and procedures in the health sector. Learners will understand the importance of working with others, delivering service within their boundaries of knowledge and expertise and reporting and seeking help to use resources efficiently.

Learning outcome
The learner will:
1. Know how legislation, policies and procedures determine quality standards of work
Assessment criteria
The learner can:
1.1 Identify how quality standards link to legislation, policy and procedures
1.2 Describe how personal attitudes and behaviours in a work role impact on service quality

Learning outcome
The learner will:
2. Know the limits of own expertise and knowledge and when to refer to others
Assessment criteria
The learner can:
2.1 Describe what is meant by being competent
2.2 Identify examples of when to seek help from others

| 2.3 | State why it is important to seek help and report issues to others |
| 2.4 | Describe the benefits of learning from others |

Learning outcome
The learner will:
3. Know how to use resources efficiently to support quality standards
Assessment criteria
The learner can:
3.1 Describe the importance of using and maintaining resources properly
3.2 State why it is necessary to report issues related to resources
3.3 Identify how efficient use of resources contributes to the quality of service

Unit 218 Service improvement in the health sector

UAN:	**K/502/3680**
Level:	2
Credit value:	2
GLH:	15
Relationship to NOS:	This unit is linked to the Level 2 the National Occupational Standards for Health Informatics devised by Skills for Health
Endorsement by a sector or regulatory body:	This unit is endorsed by Skills for Health, the Sector Skills Council for Health Care
Aim:	The aim of the unit is to develop the ability to contribute to service improvement in the health sector and to enable learners to make suggestions relating to improvements to service provision. The unit looks at how to carry out evaluative work, identify issues and improvements and implement changes to practice.

Learning outcome
The learner will:
1. Know how to carry out evaluation of services
Assessment criteria
The learner can:
1.1 State the importance of evaluating service provision
1.2 Describe evaluation tasks to be carried out

Learning outcome
The learner will:
2. Know how to pass on constructive ideas for improving service provision
Assessment criteria
The learner can:
2.1 Identify factors affecting the service
2.2 Describe factors that could improve service provision
2.3 State how to raise issues and make suggestions about service provision

Learning outcome
The learner will:
3. Know how to make changes to own practice to improve service provision

Assessment criteria
The learner can:
3.1 Describe circumstances when support may be required to make changes to own practice
3.2 State the importance of keeping to timelines to implement effective improvements

Appendix 1   Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**

Appendix 2   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework**: general guidance about the Framework and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email:

feedbackandcomplaints@cityandguilds.com

HB-01-7450