## Qualification at a glance

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Health &amp; Health and Social Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds number</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Entry requirements</td>
<td>No entry requirements - See recommendations in Learner entry requirements section</td>
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<tr>
<td>Assessment</td>
<td>Synoptic assignment</td>
</tr>
<tr>
<td></td>
<td>Portfolio of evidence</td>
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<td>Approvals</td>
<td>Automatic approval is available for centres offering:</td>
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<tr>
<td></td>
<td>• Level 2 Diploma in Clinical Healthcare Support (4223-01)</td>
</tr>
<tr>
<td></td>
<td>• Level 3 Diploma in Clinical Healthcare Support (4223-11)</td>
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<td>• Level 3 Diploma in Pathology Support (4223-13)</td>
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<td>• Level 3 Diploma in Allied Health Profession Support (4223-14)</td>
</tr>
<tr>
<td></td>
<td>• Level 3 Diploma in Perioperative Support (4223-16)</td>
</tr>
<tr>
<td></td>
<td>• Level 5 Diploma for Assistant Practitioners in Healthcare (3576-05/91) (England)</td>
</tr>
<tr>
<td>Support materials</td>
<td>Centre handbook</td>
</tr>
<tr>
<td></td>
<td>Assignment guide – password protected</td>
</tr>
<tr>
<td></td>
<td>Marking guide – password protected</td>
</tr>
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<td>The passwords for the above are available from the Walled Garden</td>
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### Registration and certification

Consult the Walled Garden/Online Catalogue for last dates

<table>
<thead>
<tr>
<th>Title and level</th>
<th>GLH</th>
<th>TQT</th>
<th>City &amp; Guilds number</th>
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<td>153</td>
<td>184</td>
<td>3051-02</td>
<td>601/6071/8</td>
</tr>
<tr>
<td>Level 2 Certificate in Clinical Skills (unit route)</td>
<td>153</td>
<td>184</td>
<td>3051-92</td>
<td>601/6071/8</td>
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<td>Change detail</td>
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<td>V1.1 August 2017</td>
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<td>Qualification at a glance and learner entry requirements</td>
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## Contents

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</thead>
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<td>Structure</td>
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<td>Approval</td>
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<td>Resource requirements</td>
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<tr>
<td>Unit 202 Communication and handling of information in health and care settings</td>
<td>21</td>
</tr>
<tr>
<td>Unit 203 Understanding long-term health conditions</td>
<td>24</td>
</tr>
<tr>
<td>Unit 204 Principles of safeguarding in health and care settings</td>
<td>27</td>
</tr>
<tr>
<td>Unit 205 Principles of infection prevention and control in health and care settings</td>
<td>31</td>
</tr>
<tr>
<td>Unit 206 Contribute to monitoring the health of individuals affected by health conditions in health and care settings</td>
<td>33</td>
</tr>
<tr>
<td>Unit 207 Undertaking physiological measurements in health and care settings</td>
<td>36</td>
</tr>
<tr>
<td>Unit 208 Obtain specimens from individuals</td>
<td>38</td>
</tr>
<tr>
<td>Unit 209 Undertake agreed pressure area care</td>
<td>41</td>
</tr>
<tr>
<td>Unit 210 Support individuals to eat and drink</td>
<td>44</td>
</tr>
<tr>
<td>Unit 211 Technological aids in health and care settings</td>
<td>47</td>
</tr>
<tr>
<td>Unit 212 Understanding end of life care</td>
<td>49</td>
</tr>
<tr>
<td>Unit 213 Dementia awareness</td>
<td>53</td>
</tr>
<tr>
<td>Unit 214 Carry out extended feeding in health and care settings</td>
<td>56</td>
</tr>
<tr>
<td>Unit 215 Supporting individuals using Oxygen</td>
<td>59</td>
</tr>
<tr>
<td>Unit 216 Support individuals who wear aids and prostheses</td>
<td>62</td>
</tr>
<tr>
<td>Unit 217</td>
<td>Support individuals to manage continence and care for indwelling catheters</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Unit 218</td>
<td>Move and position individuals in accordance with their plan of care</td>
</tr>
<tr>
<td>Unit 219</td>
<td>Administration of medication in health and care settings</td>
</tr>
<tr>
<td>Unit 220</td>
<td>Carry out personal hygiene for individuals unable to care for themselves</td>
</tr>
<tr>
<td>Unit 221</td>
<td>Care for individuals with naso-gastric tubes</td>
</tr>
<tr>
<td>Appendix 1</td>
<td>National Qualifications Framework – Level descriptors</td>
</tr>
<tr>
<td>Sources of general information</td>
<td>85</td>
</tr>
</tbody>
</table>
## 1 Introduction

This centre handbook tells you what you need to do to deliver the qualification:

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
</table>
| Who is are the qualification for?        | The Level 2 Certificate in Clinical Skills is specifically designed for learners who wish to develop their clinical skills when working in hospital or community based settings. This could include acute hospital care, domiciliary care/community care, GP surgeries, and residential/nursing homes. The qualification has been specifically designed for those working in the following roles:  
  - healthcare assistant/healthcare support worker  
  - key worker in domiciliary care services  
  - care assistant in nursing/residential home.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| What do the qualification cover?         | This qualification allows learners to learn and develop the clinical skills required for their employment role and/or career progression/CPD and in support of other health care professionals. It covers a range of topics. Please see the qualification structure and units for details.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| What opportunities for progression are there? | Learners may progress in their employment role or may wish to consider further learning after completion. They may be interested in the following qualifications:  
  - Level 2 and 3 Diplomas in Clinical Healthcare Support (4223-01/81 and 4223-11/91) and related Apprenticeships  
  - Level 3 Certificate in Clinical Skills (305-03/93).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Who did we develop the qualification with? | This qualification has been developed in collaboration with NHS, Domiciliary Care and Health and Social Care employers in the related industries.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Is it part of an apprenticeship framework or initiative? | No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |


**Structure**

To achieve the **City & Guilds Level 2 Certificate in Clinical Skills** learners must achieve **4 mandatory** and **5 optional units**.

Please note that the four mandatory units, 201 to 204 are assessed by a synoptic assignment which is externally set by City & Guilds, internally marked and externally quality assured. Please see Section 4 – Assessment of this document for more details.

### Level 2 Certificate in Clinical Skills

<table>
<thead>
<tr>
<th>UAN</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Level</th>
<th>GLH</th>
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<tbody>
<tr>
<td>H/507/1324</td>
<td>201</td>
<td>Roles, responsibilities and values in health and care practice</td>
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<td>31</td>
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<tr>
<td>Y/507/1322</td>
<td>202</td>
<td>Communication and handling of information in health and care settings</td>
<td>2</td>
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<tr>
<td>H/507/1291</td>
<td>203</td>
<td>Understanding long-term health conditions</td>
<td>2</td>
<td>23</td>
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<tr>
<td>D/507/1323</td>
<td>204</td>
<td>Principles of safeguarding in health and care settings</td>
<td>2</td>
<td>21</td>
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<tr>
<td>Optional</td>
<td>City &amp; Guilds unit number</td>
<td>Unit title</td>
<td>Level</td>
<td>GLH</td>
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<td>----------</td>
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<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>K/507/1292</td>
<td>205</td>
<td>Principles of infection prevention and control in health and care settings</td>
<td>2</td>
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<tr>
<td>M/507/1293</td>
<td>206</td>
<td>Contribute to monitoring the health of individuals affected by health conditions</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>T/507/1294</td>
<td>207</td>
<td>Undertaking physiological measurements in health and care settings</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>K/507/1325</td>
<td>208</td>
<td>Obtain specimens from individuals</td>
<td>2</td>
<td>20</td>
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<tr>
<td>A/507/1295</td>
<td>209</td>
<td>Undertake agreed pressure area care</td>
<td>2</td>
<td>19</td>
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<tr>
<td>M/507/1326</td>
<td>210</td>
<td>Support individuals to eat and drink</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>T/507/1327</td>
<td>211</td>
<td>Technological aids in health and care settings</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>F/507/1296</td>
<td>212</td>
<td>Understanding end of life care</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>J/507/1297</td>
<td>213</td>
<td>Dementia awareness</td>
<td>2</td>
<td>18</td>
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<tr>
<td>L/507/1298</td>
<td>214</td>
<td>Carry out extended feeding in health and care settings</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>A/507/1328</td>
<td>215</td>
<td>Supporting individuals using Oxygen</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>R/507/1299</td>
<td>216</td>
<td>Support individuals who wear aids and prostheses</td>
<td>2</td>
<td>10</td>
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<tr>
<td>F/507/1329</td>
<td>217</td>
<td>Support individuals to manage continence and care for indwelling catheters</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>T/507/1330</td>
<td>218</td>
<td>Move and position individuals in accordance with their plan of care</td>
<td>2</td>
<td>18</td>
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<tr>
<td>A/507/1300</td>
<td>219</td>
<td>Administration of medication in health and care settings</td>
<td>2</td>
<td>26</td>
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<tr>
<td>F/507/1301</td>
<td>220</td>
<td>Carry out personal hygiene for individuals unable to care for themselves</td>
<td>2</td>
<td>20</td>
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<tr>
<td>J/507/1302</td>
<td>221</td>
<td>Care for individuals with naso-gastric tubes</td>
<td>2</td>
<td>17</td>
</tr>
</tbody>
</table>

**Total Qualification Time**

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<table>
<thead>
<tr>
<th>Title and level</th>
<th>GLH</th>
<th>TQT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Certificate in Clinical Skills</td>
<td>153</td>
<td>184</td>
</tr>
<tr>
<td>Level 2 Certificate in Clinical Skills (unit route)</td>
<td>153</td>
<td>184</td>
</tr>
</tbody>
</table>
2 Centre requirements

Approval
Automatic approval is available for centres offering:
- Level 2 Diploma in Clinical Healthcare Support (4223-01)
- Level 3 Diploma in Clinical Healthcare Support (4223-11)
- Level 3 Diploma in Pathology Support (4223-13)
- Level 3 Diploma in Allied Health Profession Support (4223-14)
- Level 3 Diploma in Perioperative Support (4223-16)
- Level 5 Diploma for Assistant Practitioners in Healthcare (3576-05/91) (England)

To offer this qualification, new centres will need to gain both centre and/or qualification approval. Please refer to the City & Guilds Centre Manual for further information.

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

Resource requirements

Centre staffing
This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualification including qualification-specific requirements for centre staff.

Existing City & Guilds Centres not currently offering our L2 – 5 Clinical Health qualifications in this area will need to obtain full qualification approval.

Human resources
To meet the quality assurance criteria for these qualification, the centre must ensure that the following internal roles are undertaken:
- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Quality Assurer

Centre staff may undertake more than one role, eg tutor and assessor or an Internal Quality Assurer, but must never internally quality assure their own assessments.

Continuing professional development
Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.
Assessor requirements

The Assessors of competence based units must:

- be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable
- maintain their occupational competence through clearly demonstrable continuing learning and professional development
- hold D32/33 or A1 OR be working towards the A1 replacements eg the City & Guilds 6317 such as:
  - the Level 3 Award in Assessing Competence in the Work Environment or
  - the Level 3 Certificate in Assessing Vocational Achievement or
  - another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre’s external quality assurer.

Assessors of competence based units may also make assessment decisions on knowledge based units and learning outcomes.

City & Guilds also accepts additional nationally accredited assessor and teaching qualifications. A full list of these are available on the qualification webpage.

Assessors of knowledge based units and knowledge based learning outcomes must:

- be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- maintain their occupational knowledge through clearly demonstrable continuing learning and professional development
- hold D32/D33 or A1 or be working towards one of the following:
  - the A1 replacement qualifications i.e. the City & Guilds 6317 such as
  - Level 3 Award in Assessing Vocational Competence or
  - Level 3 Award in Assessing Vocationally Related Achievement or
  - Level 3 Certificate in Assessing Vocational Achievement or
  - another suitable qualification in the assessment of knowledge. This must be agreed in advance with the centre’s external quality assurer.

City & Guilds also accepts additional nationally accredited assessor and teaching qualifications. A full list of these are available on the qualification webpage.

Internal quality assurers

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold a quality assurance qualification. These include:

- D34 or V1
- the V1 replacements eg the City & Guilds 6317 such as the:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
If the internal quality assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation’s QA standards which clearly link to other equivalent standards for Internal Quality Assurance

**Assessment decisions**

Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

**Competence based assessment must include direct observation as the main source of evidence.**

**Learner entry requirements**

City & Guilds does not set entry requirements for this qualification. However, it is recommended that the learner has:

- completed the mandatory employer training (where already in employment) – including the Care Certificate (England)
- 6 months employed experience
- Level 1 literacy and numeracy skills or is working towards achieving these.

Centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

**Age restrictions**

The City & Guilds Level 2 Certificate in Clinical Skills is not approved for learners under 16 years of age. City & Guilds cannot accept any registrations for learners below this age group.

**Other legal considerations**

Learners working within care services may be legally required to undergo criminal record checks prior to taking up or continuing in employment. Centres and employers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements vary between work contexts, checks should be made with the appropriate regulatory body and/or government departments if centres or employers are uncertain of these requirements. These are usually the responsibility of the employer. The appropriate service regulator identifies any ‘fit person’ criteria, not the Awarding Body.

Centres are advised that fit persons criteria and work function job specification limitations may impact the learner/learner’s ability to generate sufficient and appropriate evidence that meets the learning outcome and assessment criteria in some of the units within this qualification. The completion of a robust initial assessment should aim to highlight any possible issues that will impact on the learner’s ability to complete a full qualification.
3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training or learning needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualification and may be used as part of the RPL process
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract, a personalised learning plan or a similar document.

Recording documents

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

City & Guilds endorses several ePortfolio systems, including our own, 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.

City & Guilds has developed a set of recording forms including examples of completed forms, for new and existing centres to use as appropriate. Recording forms are available at www.cityandguilds.com.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurer, before they are used by learners and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.
4 Assessment & summary of assessment methods

The mandatory units (201-204) are assessed by an externally set, internally marked and externally quality assured synoptic assignment.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Unit</th>
<th>Title</th>
<th>Where to obtain assessment materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>200</td>
<td>Synoptic assignment</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
</tbody>
</table>

This qualification is an NQF qualification, there is no requirement for 100% assessment coverage of assessment criteria in the mandatory units. The synoptic assignment has been designed to ensure coherence across the mandatory units and holistically assess learner’s knowledge and understanding of the roles, responsibilities and values in health and care practice, communication and handling of information, long-term health conditions and safeguarding.

The optional units in this qualification are assessed by portfolio of evidence and all assessment criteria must be assessed for these units.

Range
It is expected that all the range within the units in this qualification will be taught/covered within the delivery programme. All the range within the knowledge outcomes should be assessed except where there is a mandatory overriding assignment. However, only those aspects of range applicable to the learner’s work role need to be assessed in the competency outcomes.

Externally set City & Guilds synoptic assignment
Candidates must complete the synoptic assignment in its entirety before the results for the four mandatory units can be claimed via unit 200.

Candidates who have been referred on an assignment are only permitted one further attempt at that assignment. The referred task(s) must contain new material. After two attempts the referred candidate is deemed to have failed the assessment and must re-sit the assignment by choosing an individual with a different long-term condition and completing the tasks in this new context. For task E, candidates are required to choose a different scenario from the one they used in the original assignment.

The centre must provide appropriate feedback and support to enable the candidate to re-take/re-sit the assignment. If a candidate has failed and does not meet the assessment criteria in the third attempt, they have failed the units and hence cannot achieve the full qualification, and the centre should either:

- guide the candidate towards a more suitable qualification, or
- inform the candidate of the right to appeal.

Please see the assignment and marking guide for further details.
The assignment is available from www.cityandguilds.com. The assignment and marking guide are password protected. The password is available from the Walled Garden.

**Time constraints**

The following must be applied to the assessment of this qualification:

- centre staff should guide candidates to ensure excessive evidence gathering is avoided. Centres finding that assessments are taking longer, should contact their External Quality Assurer for guidance.
- all units undertaken and related requirements must be completed and assessed within the candidate’s period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assessments.

**Assessment strategy**

**Assessment principles**

Assessment decisions for competence based learning outcomes must be made in a real work environment by an assessor qualified to make assessment decisions. **Competence based assessment must include direct observation as the main source of evidence.** Any knowledge evidence integral to competency based learning outcomes may be generated outside the working environment, but the final assessment decisions must be within the real working environment.

Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based learning outcomes (eg those beginning with ‘know’ or ‘understand’) may take place in or outside of a real work environment.

Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions.

**Definitions**

**Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

**Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate, safe and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

Expert witness:

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate, continuous professional development relevant to the sector for which they are attesting competence
- that they have no conflict of interest in the outcome of the evidence.

Recognition of prior learning (RPL)

5 Units

Availability of units

All units for the Level 2 Certificate in Clinical Skills can be found in this document.
Unit 201 Roles, responsibilities and values in health and care practice

UAN: H/507/1324
Level: 2
Notional learning hours: 52
Guided learning hours: 31
Aim: The aim of this unit is to provide the learner with an understanding of their roles and responsibilities when working in the health and care settings. The learner will understand how legislation and organisational policies underpin their work practice and the importance of developing professional values and working in a person-centred way.

Assessment: Synoptic assignment

Learning outcome 1
The learner will:
1. Understand own role, responsibilities and duty of care when working in a health or care setting

Assessment criteria
The learner can:
1.1 identify the structure and roles within own team
1.2 explain the main duties and responsibilities of own role
1.3 outline agreed ways of working relating to own role
1.4 state how different legislation affects own role
1.5 define the term ‘duty of care’
1.6 identify conflicts and dilemmas that may arise between the worker’s duty of care and an individual’s rights
1.7 explain own responsibilities in relation to whistleblowing
1.8 identify circumstances in which a task that has been delegated may not be accepted and actions that should be taken
1.9 explain the importance of responding to complaints in line with legislation and agreed ways of working
1.10 explain the importance of identifying and reporting errors
<table>
<thead>
<tr>
<th>Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed ways of working</td>
<td>Policies and procedures</td>
</tr>
<tr>
<td>Individual</td>
<td>Someone requiring care and support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>2. Understand professional values and attitudes in health and care settings</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>The learner can:</td>
</tr>
<tr>
<td>--------------------</td>
<td>--</td>
</tr>
<tr>
<td>2.1</td>
<td>explain what is meant by the term ‘professional values’</td>
</tr>
<tr>
<td>2.2</td>
<td>describe the difference between personal and professional values</td>
</tr>
<tr>
<td>2.3</td>
<td>state the factors that influence personal values, attitudes and beliefs</td>
</tr>
<tr>
<td>2.4</td>
<td>describe the importance of professional boundaries when working with individuals and others</td>
</tr>
<tr>
<td>2.5</td>
<td>define the term ‘compassionate care’</td>
</tr>
<tr>
<td>2.6</td>
<td>explain the importance of compassionate care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>Someone requiring care and support</td>
</tr>
<tr>
<td>Others</td>
<td>Colleagues, healthcare professionals, social workers, family</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>3. Understand working in a team and an integrated workforce in health and care settings</td>
</tr>
<tr>
<td>Assessment criteria</td>
<td>The learner can:</td>
</tr>
<tr>
<td>-------------------</td>
<td>--</td>
</tr>
<tr>
<td>3.1</td>
<td>identify the components of effective team work</td>
</tr>
<tr>
<td>3.2</td>
<td>explain the importance of working as a team</td>
</tr>
<tr>
<td>3.3</td>
<td>explain how a working relationship is different from a personal relationship</td>
</tr>
<tr>
<td>3.4</td>
<td>describe the reasons why there may be tensions in working relationships and the available support</td>
</tr>
<tr>
<td>3.5</td>
<td>identify organisations and services that may form part of an integrated workforce within health and care services and settings</td>
</tr>
<tr>
<td>3.6</td>
<td>explain the benefits to an individual of an integrated approach</td>
</tr>
<tr>
<td>Range</td>
<td>Individual</td>
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</tbody>
</table>

**Learning outcome 4**

The learner will:

4. Know the influences on health and care provision

**Assessment criteria**

The learner can:

4.1 describe the different types of health and care provision and services available to individuals
4.2 outline how health and care services are influenced by the aging population
4.3 identify key government priorities in meeting the health and care needs of the aging population
4.4 outline the challenges facing health and care service provision

<table>
<thead>
<tr>
<th>Range</th>
<th>Individual</th>
<th>Someone requiring care and support</th>
</tr>
</thead>
</table>

**Learning outcome 5**

The learner will:

5. Know the principles of working in a person-centred way

**Assessment criteria**

The learner can:

5.1 define the term ‘person-centred care’
5.2 explain why person-centred care is important in promoting health and wellbeing of individuals
5.3 state why it is important to obtain an individual’s consent when providing care or support
5.4 identify actions to take if consent cannot be obtained
5.5 explain the importance of supporting individuals to make informed choices
5.6 describe ways of encouraging active participation of individuals
5.7 outline how positive risk assessment can help reduce barriers to active participation

<table>
<thead>
<tr>
<th>Range</th>
<th>Individual</th>
<th>Someone requiring care and support</th>
</tr>
</thead>
</table>

**Consent**

Informed agreement to an action or decision which may be implied, written or verbal

**Active participation**

Way of working that recognises an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support rather than a passive recipient
Unit 202  Communication and handling of information in health and care settings

**UAN:** Y/507/1322

**Level:** 2

**Notional learning hours:** 23

**Guided learning hours:** 15

**Aim:** This unit is aimed at those who work in a wide range of settings. Learners will explore the importance of communication, including barriers to communication, in their setting. It also provides the learner with the knowledge required for good practice in recording, storing, and sharing of information.

**Assessment:** Synoptic assignment

**Learning outcome 1**

The learner will:

1. Understand how to communicate effectively in the work setting

**Assessment criteria**

The learner can:

1.1 explain the importance of effective communication in the work setting
1.2 state the reasons why people communicate
1.3 describe methods of communication with individuals
1.4 describe how to adapt communication style to suit the:
   a. individuals
   b. environment

**Range**

**Methods**

Verbal (tone and volume) and non-verbal communication (position, eye contact, body language, touch, signs, symbols and pictures, writing)

Telephone, electronic

**Individuals**

Someone requiring care or support, friends and family, clinicians, colleagues, other professionals (eg physicians, social workers)

**Environment**

Hospital (eg Outpatient Department), service users’ homes, community settings
### Learning outcome 2

The learner will:
2. Understand barriers which may prevent effective communication in the work setting

**Assessment criteria**

The learner can:
2.1 identify barriers which may prevent effective communication with *individuals*
2.2 explain how barriers to communication with *individuals* may be overcome
2.3 explain why it is important to confirm understanding when communicating with *individuals*

**Range**

**Individuals**
Someone requiring care or support, friends and family, clinicians, colleagues, other professionals (e.g., physicians, social workers)

### Learning outcome 3

The learner will:
3. Understand the requirements for secure handling of information in health and care settings

**Assessment criteria**

The learner can:
3.1 identify the legislation that relates to the **recording, storage and sharing** of information in health and social care
3.2 explain the importance of secure systems for **recording** and **storing information** in a health and social setting
3.3 describe how to access guidance, information and advice about handling information
3.4 explain actions that should be taken when there are concerns over the **recording, storing and sharing of information**

**Range**

**Recording, storage and sharing of information**
Manual, electronic

### Learning outcome 4

The learner will:
4. Understand the principles and practices relating to confidentiality

**Assessment criteria**

The learner can:
4.1 explain the meaning of the term ‘confidentiality’
4.2 describe ways to ensure information remains confidential
4.3 describe situations where confidential information may need to be passed on and why
4.4 describe how to report concerns that arise with an **individual** where confidentiality needs to be taken into account
4.5 identify sources of support and guidance which may be used when concerns about confidentiality arise
<table>
<thead>
<tr>
<th>Range</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Someone requiring care or support, friends and family, clinicians, colleagues, other professionals (eg physicians, social workers)</td>
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</tbody>
</table>
### Unit 203 Understanding long-term health conditions

<table>
<thead>
<tr>
<th>UAN:</th>
<th>H/507/1291</th>
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</thead>
<tbody>
<tr>
<td>Level:</td>
<td>2</td>
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<tr>
<td>Notional learning hours:</td>
<td>46</td>
</tr>
<tr>
<td>Guided learning hours:</td>
<td>23</td>
</tr>
<tr>
<td>Aim:</td>
<td>The aim of this unit is to develop the learners' understanding of the range of long-term health conditions and the impact of long-term illness on individuals and their carers.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Synoptic assignment</td>
</tr>
</tbody>
</table>

### Learning outcome 1
The learner will:
1. Understand the physical effects of long-term health conditions

#### Assessment criteria
The learner can:
1.1 explain the impact **long-term health conditions** may have on an **individual's** physical capability
1.2 describe the physical care needs of an **individual** with a **long-term health condition**
1.3 state why it is important to report and record any physical changes or deterioration in an **individual** with a **long-term health condition**

#### Range
**Long-term health conditions**
- Respiratory disease, depression, heart disease, diabetes, stroke

**Individual**
- Someone requiring care or support

### Learning outcome 2
The learner will:
2. Understand the ageing process

#### Assessment criteria
The learner can:
2.1 explain what is meant by frailty and the aging process
2.2 identify factors which influence the aging process
2.3 describe physical signs of aging
2.4 identify lifestyle changes an individual may have to make as an older person
### Range

**Individual**
Someone requiring care or support

### Learning outcome 3

The learner will:

3. Understand how to support the social and psychological well-being of individuals with long-term health conditions

### Assessment criteria

The learner can:

3.1 describe psychological impact of a **long-term health condition** on the **individual**
3.2 describe the effect of a **long-term health condition** on close relationships
3.3 describe measures which can be put in place to maintain the social life and well-being of the **individuals** with a **long-term health condition**
3.4 identify services and groups which can support the social and psychological well-being of **individuals** with a **long-term health condition**

### Range

**Long-term health conditions**
Respiratory disease, depression, heart disease, diabetes, stroke

**Individual**
Someone requiring care or support

### Learning outcome 4

The learner will:

4. Understand how to support an individual with a long-term health condition to make use of information, treatment and services

### Assessment criteria

The learner can:

4.1 identify the sources of information available for the **individuals** with a **long-term health condition**
4.2 explain how to support **individuals** with a **long-term health condition** to use their medication safely
4.3 identify health programmes which may help to improve the health of an **individual** with a **long-term health condition**
4.4 explain how to support an **individual** with a **long-term health condition** to achieve maximum independence

### Range

**Individual**
Someone requiring care or support

**Long-term health conditions**
Respiratory disease, depression, heart disease, diabetes, stroke
Learning outcome 5
The learner will:
5. Know how to work with other professionals and services to support individuals with a long-term condition

Assessment criteria
The learner can:
5.1 describe the role of others involved with the care of an individual with a long-term health condition
5.2 describe the information which should be passed on to others and services concerning the individual with a long-term health condition
5.3 explain ways of maintaining effective communication with others and services
5.4 explain the importance of maintaining effective communication within a multidisciplinary team

Range
Others
Colleagues and other professionals

Individual
Someone requiring care or support

Long-term health conditions
Respiratory disease, depression, heart disease, diabetes, stroke
Unit 204  Principles of safeguarding in health and care settings

UAN: D/507/1323
Level: 2
Notional learning hours: 33
Guided learning hours: 21
Aim: The aim of this unit is to provide the learner with the knowledge and understanding of the important area of safeguarding others and self from abuse in a wide range of settings.
Assessment: Synoptic assignment

Learning outcome 1
The learner will:
1. Understand the national and local context of safeguarding and protection from abuse

Assessment criteria
The learner can:
1.1 identify national policies and local systems that relate to safeguarding and protection from abuse for individuals
1.2 explain the roles of different agencies in safeguarding and protecting individuals from abuse
1.3 identify reports into serious failures to protect individuals from abuse
1.4 identify sources of information and advice about own role in safeguarding and protecting individuals from abuse

Range
Local systems
Employer/organisational policies and procedures, multi-agency adult protection arrangements for a locality

Individuals
Someone requiring care or support, individuals that the worker comes into contact with for whom there is no formal duty of care
**Learning outcome 2**
The learner will:
2. Know how to recognise and respond to signs of abuse

**Assessment criteria**
The learner can:
2.1 define the following types of abuse:
   a. physical abuse
   b. sexual abuse
   c. emotional/psychological abuse
   d. financial or material abuse
   e. institutional abuse
   f. neglect and acts of omission
   g. exploitation
   h. discriminatory abuse
2.2 describe the signs and symptoms of different types of abuse
2.3 describe **factors** that may contribute to an **individual** being more vulnerable to abuse
2.4 explain the **actions** to take if there are suspicions that an **individual** is being abused
2.5 explain the **actions** to take if an **individual** alleges that they are being abused
2.6 explain the **actions** to take when abuse is witnessed
2.7 state how to ensure that evidence of abuse is preserved

**Range**
**Factors**
A setting or a situation, the individual

**Individuals**
Someone requiring care or support, individuals that the worker comes into contact with for whom there is no formal duty of care

**Actions**
In relation to a colleague, someone in the individual’s personal network, line manager, others

**Learning outcome 3**
The learner will:
3. Understand how to minimise the likelihood of abuse

**Assessment criteria**
The learner can:
3.1 explain how the likelihood of abuse may be minimised by:
   a. working with **person-centred values**
   b. **encouraging active participation**
   c. promoting choice and rights
   d. identifying **risk** to the individual
3.2 explain the importance of an accessible complaints procedure for minimising the likelihood of abuse
## Range

### Person-centred values

Individuality, rights, choice, privacy, independence, dignity, respect, partnership

### Encouraging active participation

Recognising an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient

### Risk

The possibility that an individual may be harmed

## Learning outcome 4

The learner will:

4. Know how to recognise and report unsafe practices

### Assessment criteria

The learner can:

4.1 describe **unsafe practices** that may affect the well-being of **individuals**

4.2 explain the actions to take if **unsafe practices** have been identified

4.3 describe the action to take if the following have been reported but no actions have been taken:

   a. suspected, alleged or actual abuse

   b. **unsafe practices**

## Range

### Individuals

Someone requiring care or support, individuals that the worker comes into contact with for whom there is no formal duty of care

### Unsafe practices

Poor working practices, resource difficulties, operational difficulties

## Learning outcome 5

The learner will:

5. Understand factors that impact on lone working in health and care settings

### Assessment criteria

The learner can:

5.1 state the differences between lone working and team working

5.2 identify national policies and **local systems** that relate to safeguarding and protection from abuse for the health and care support worker

5.3 describe **factors** that may contribute to the health and care support worker being vulnerable as a lone worker

5.4 explain steps that the health and care support worker can take to protect themselves

5.5 explain the actions that the health and care support worker can take if they suffer abuse at work
<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local systems</strong></td>
</tr>
<tr>
<td>Employer/organisational policies and procedures, multi-agency adult protection arrangements for a locality</td>
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</table>

<table>
<thead>
<tr>
<th>Factors</th>
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</thead>
<tbody>
<tr>
<td>A setting or a situation, environment, the individual</td>
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</table>
Unit 205  Principles of infection prevention and control in health and care settings

UAN: K/507/1292
Level: 2
Notional learning hours: 37
Guided learning hours: 19

Aim: The aim of this unit is to provide learners with knowledge and understanding of the principles of infection control in health and care settings. They will explore the cause and spread of infection, national and local policies in relation to infection control, how risk assessment can help to minimise infection and how to maintain their personal hygiene to prevent infection.

Assessment: Portfolio of evidence

Learning outcome 1
The learner will:
1. Understand the causes and transmission of infection

Assessment criteria
The learner can:
1.1 explain the meaning of the term ‘infection’
1.2 describe what is meant by systemic and localised infection
1.3 identify the conditions needed for the growth of micro-organisms
1.4 identify a range of infectious agents and the effect they may have on an individual
1.5 explain practices and key factors that may contribute to infection
1.6 describe how infective agents can be transmitted

Learning outcome 2
The learner will:
2. Understand legislation and agreed ways of working for infection prevention and control

Assessment criteria
The learner can:
2.1 outline legislation and agreed ways of working related to infection prevention and control
2.2 explain organisational responsibilities in relation to infection prevention and control
2.3 explain own responsibilities in relation to infection prevention and control

Range
Individual
Someone requiring care or support
### Agreed ways of working
Policies and procedures

### Learning outcome 3
The learner will:
3. Understand risk assessment in relation to prevention and control of infection

#### Assessment criteria
The learner can:
3.1 identify the potential risks of infection within the workplace
3.2 explain the risk assessment process in relation to infection prevention and control
3.3 explain why it is important to carry out a risk assessment
3.4 describe the potential impact of an outbreak of infection:
   a. on the **individual**
   b. on staff members
   c. within the **environment**

### Range
#### Individual
Someone requiring care or support

#### Environment
Hospital (e.g. outpatient department), service user’s home, community settings

### Learning outcome 3
The learner will:
4. Understand the role of personal protective equipment in reducing the risk of infection

#### Assessment criteria
The learner can:
4.1 identify different types of personal protective equipment (PPE) used in the workplace
4.2 explain the purpose of different types of personal protective equipment (PPE) in relation to a range of activities
4.3 explain how to use, remove and dispose of personal protective equipment (PPE) correctly for a range of activities
Unit 206
Contribute to monitoring the health of individuals affected by health conditions in health and care settings

UAN: M/507/1293
Level: 2
Notional learning hours: 20
Guided learning hours: 12
Aim: The aim of this unit is to provide the learner with the knowledge, understanding and skills required to observe, monitor, record and report on the health of individuals affected by various health conditions in a range of settings.

Assessment: Portfolio of evidence

Learning outcome 1
The learner will:
1. Understand monitoring of the health of individuals affected by health conditions

Assessment criteria
The learner can:
1.1 explain the importance of monitoring the health of individuals affected by a health condition
1.2 identify types of monitoring that may be required for a range of health conditions
1.3 explain what is meant by the term ‘normal range’ in relation to monitoring activities
1.4 describe techniques used to monitor the health of individuals
1.5 identify technological aids and equipment used to monitor the health of individuals

Range
Individual
Someone requiring care or support

Techniques
For observation and physiological measurements (blood pressure, temperature rate, respiratory rate, pulse rate)
Learning outcome 2

The learner will:
2. Know how to respond to changes in an individual's condition

Assessment criteria

The learner can:
2.1 state the importance of responding to changes in an **individual's** condition
2.2 explain actions to be taken when changes in an **individual's** health cause concern
2.3 state the importance of working with **others** to review information about changes in an **individual's** health
2.4 state the importance of ensuring own understanding about changes to requirements for monitoring and observations
2.5 state how to report and record the results of changes in observations and monitoring according to **agreed ways of working**
2.6 state the importance of reporting changes in an **individual's** condition following monitoring

Range

**Individual**
Someone requiring care or support

**Agreed ways of working**
Policies and procedures

**Others**
Colleagues and other professionals

Learning outcome 3

The learner will:
3. Be able to carry out monitoring activities on individuals affected by health conditions

Assessment criteria

The learner can:
3.1 identify observations and measurements agreed in the **individual's** plan of care
3.2 prepare equipment safely according to **agreed ways of working**
3.3 confirm with the **individual** the monitoring activity to be carried out
3.4 ensure that the individual is positioned correctly and comfortably
3.5 obtain **valid consent** to the monitoring activity from the **individual**
3.6 carry out the activity in a way that respects the individual's dignity and privacy
3.7 maintain communication with the **individual** throughout the activity providing reassurance
3.8 record and report the results of the observations and monitoring according to **agreed ways of working**
<table>
<thead>
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<th><strong>Range</strong></th>
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<tbody>
<tr>
<td><strong>Individual</strong></td>
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<tr>
<td>Someone requiring care or support</td>
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</table>

**Agreed ways of working**

Policies and procedures

**Valid consent**

In line with agreed UK country definition
Unit 207  Undertaking physiological measurements in health and care settings

<table>
<thead>
<tr>
<th>UAN:</th>
<th>T/507/1294</th>
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<tbody>
<tr>
<td>Level:</td>
<td>2</td>
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<tr>
<td>Notional learning hours:</td>
<td>22</td>
</tr>
<tr>
<td>Guided learning hours:</td>
<td>12</td>
</tr>
<tr>
<td>Aim:</td>
<td>The aim of this unit is to provide the learner with the knowledge, understanding and skills to take and record physiological measurements in a range of settings.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Portfolio of evidence</td>
</tr>
</tbody>
</table>

**Learning outcome 1**

The learner will:
1. Know physiological readings and actions to take when they cause concern

**Assessment criteria**

The learner can:
1.1 explain the importance of undertaking physiological measurements
1.2 state normal blood pressure and temperature levels
1.3 describe actions to take when an individual's blood pressure or temperature reading is out of their normal range
1.4 state normal respiration and pulse rate
1.5 describe action to take when an individual's respiration or pulse rate is out of their normal range

**Range**

**Individual**
Someone requiring care or support

**Learning outcome 2**

The learner will:
2. Know agreed ways of working for undertaking physiological measurements

**Assessment criteria**

The learner can:
2.1 identify agreed ways of working when undertaking physiological measurements
2.2 describe own role and responsibilities when undertaking physiological measurements
2.3 state the importance of reporting and recording changes in an individual's physiological measurements cause concern
2.4 state the importance of referring questions from the individual to an appropriate member of staff
<table>
<thead>
<tr>
<th>Range</th>
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</table>
| **Agreed ways of working**  
Policies and procedures |

| Individual  
Someone requiring care or support |

<table>
<thead>
<tr>
<th>Learning outcome 3</th>
</tr>
</thead>
</table>
| The learner will:  
3. Be able to prepare for and undertake physiological measurements |

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
</table>
| The learner can:  
3.1 prepare equipment for the physiological measurements  
3.2 apply standard precautions for infection control and health and safety  
3.3 confirm the individual's identity and obtain **valid consent**  
3.4 confirm with the individual the measurements to be undertaken  
3.5 carry out the measurements at the prescribed time according to **agreed ways of working**  
3.6 provide support and reassurance to the individual during the physiological measurements  
3.7 clean the equipment, restock and store securely following the procedure  
3.8 record the results of the measurements in line with **agreed ways of working** |

<table>
<thead>
<tr>
<th>Range</th>
</tr>
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</table>
| **Individual**  
Someone requiring care or support |

| **Valid consent**  
In line with agreed UK country definition |

| **Agreed ways of working**  
Policies and procedures |
Unit 208  Obtain specimens from individuals

UAN: K/507/1325
Level: 2
Notional learning hours: 37
Guided learning hours: 20
Aim: This unit is aimed at those working in health and social care settings. This unit provides the learner with the skills and knowledge required to obtain and test capillary blood and urine samples.
Assessment: Portfolio of evidence

Learning outcome 1

The learner will:
1. Understand how legislation and agreed ways of working affect the obtaining, testing and storing of specimens

Assessment criteria

The learner can:
1.1 identify legislation and agreed ways of working which affect working practice when obtaining, testing and storing specimens
1.2 identify the different types of specimens that may be obtained
1.3 describe the tests and investigations that may be carried out on the different types of specimens
1.4 describe action to take in line with agreed ways of working for adverse reactions when obtaining specimens from individuals
1.5 describe the potential hazards and other consequences related to incorrect labelling of specimens
1.6 identify the equipment and materials used in the collection and transport of different specimens

Range

Agreed ways of working
Policies and procedures

Individual
Someone requiring care or support

Hazards
Something that may cause harm
<table>
<thead>
<tr>
<th>Learning outcome 2</th>
<th>Learning outcome 3</th>
<th>Learning outcome 4</th>
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<tbody>
<tr>
<td><strong>The learner will:</strong></td>
<td><strong>The learner will:</strong></td>
<td><strong>The learner will:</strong></td>
</tr>
<tr>
<td>2. Understand capillary blood sampling</td>
<td>3. Understand urine sampling</td>
<td>4. Be able to obtain specimens from individuals</td>
</tr>
<tr>
<td><strong>Assessment criteria</strong></td>
<td><strong>Assessment criteria</strong></td>
<td><strong>Assessment criteria</strong></td>
</tr>
<tr>
<td>The learner can:</td>
<td>The learner can:</td>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1 describe the reasons for obtaining capillary blood samples</td>
<td>3.1 explain the reasons for obtaining urine samples</td>
<td>4.1 confirm the individual's identity and gain valid consent</td>
</tr>
<tr>
<td>2.2 describe the structure of capillary blood vessels</td>
<td>3.2 describe the types of tests that can be carried out by sampling urine</td>
<td>4.2 apply standard precautions for health and safety and infection control</td>
</tr>
<tr>
<td>2.3 explain blood clotting processes and factors that influence blood clotting</td>
<td>3.3 describe the normal constituents of urine</td>
<td>4.3 confirm that the individual understands what specimens are to be obtained</td>
</tr>
<tr>
<td>2.4 identify the actions to be taken if complications and problems occur during collection of capillary blood samples, including contra-indications</td>
<td>3.4 explain the importance of applying health and safety and infection measures when handling urine samples</td>
<td>4.4 provide support and reassurance to the individual</td>
</tr>
<tr>
<td>2.5 identify normal range of results for different tests for capillary blood sampling</td>
<td></td>
<td>4.5 use the materials, equipment and containers in accordance with agreed ways of working</td>
</tr>
<tr>
<td>2.6 explain the importance of applying health and safety and infection measures when obtaining capillary blood samples</td>
<td></td>
<td>4.6 obtain the specimen in accordance with agreed ways of working and in a way that ensures the individual's privacy and dignity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.7 label and package the specimens correctly</td>
</tr>
</tbody>
</table>

**Range**

**Individual**
Someone requiring care or support

**Valid consent**
In line with agreed UK country definition
### Learning outcome 5
The learner will:
5. Be able to test and report on a specimen

### Assessment criteria
The learner can:
5.1 test a specimen obtained in accordance with **agreed ways of working**
5.2 apply appropriate health and safety measures relevant to the procedure and the environment to include:
   a. infection control
   b. use of appropriate personal protective equipment
5.3 interpret the results identifying which **category** they fall within
5.4 record the results fully and accurately according to **agreed ways of working**
5.5 communicate the results of the test according to **agreed ways of working**

### Range

<table>
<thead>
<tr>
<th><strong>Agreed ways of working</strong></th>
<th>Policies and procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
<td>Normal, expected, abnormal</td>
</tr>
</tbody>
</table>
Unit 209  Undertake agreed pressure area care

UAN: A/507/1295
Level: 2
Notional learning hours: 32
Guided learning hours: 18

Aim: The aim of this unit is to provide the learners with the skills, knowledge and understanding required to undertake agreed pressure area care in accordance with an individual's care plan and risk assessment, in a range of settings. Learners will explore good practice for undertaking pressure area care and the anatomy and physiology of the skin.

Assessment: Portfolio of evidence

Learning outcome 1
The learner will:
1. Know agreed ways of working for undertaking pressure area care

Assessment criteria
The learner can:
1.1 identify legislation and national guidelines relating to pressure area care
1.2 describe agreed ways of working relating to pressure area care
1.3 state why team working is important in relation to providing pressure area care
1.4 identify the pressure area risk assessment tools which can be used in own area of work
1.5 explain why it is important to use risk assessment tools and follow the agreed care plan
1.6 identify a range of aids or equipment used to relieve pressure
1.7 explain why it is important to use aids and equipment according to the manufacturer’s instructions
1.8 state the importance of referring any concerns about the agreed care plan to an appropriate member of staff before undertaking pressure area care
1.9 state the importance of reporting any changes to the individual's skin condition to an appropriate member of staff

Range
Agreed ways of working
Policies and procedures

Individual
Someone requiring care or support
### Learning outcome 2

The learner will:

2. Know the factors that contribute to the breakdown of skin and the development of pressure sores

**Assessment criteria**

The learner can:

2.1 describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores
2.2 identify pressure area sites of the body
2.3 identify factors which may put an individual at risk of skin breakdown and pressure sores
2.4 explain the changes to an individual's skin condition that should be reported
2.5 describe a range of interventions that can reduce the risk of skin breakdown and pressure sores

### Range

**Individual**

Someone requiring care or support

### Learning outcome 3

The learner will:

3. Be able to prepare for and undertake pressure area care

**Assessment criteria**

The learner can:

3.1 prepare the equipment and environment in accordance with the health and safety guidelines and **agreed ways of working**
3.2 obtain **valid consent** for the pressure area care
3.3 apply standard precautions for infection prevention and control
3.4 carry out pressure area care procedure in a way that:
   a. respects the individual's dignity and privacy
   b. maintains safety
   c. ensures the individual's comfort
   d. promotes **active participation**
3.5 adjust bedding and clothing to ensure the individual's comfort
3.6 move an individual using approved techniques and in accordance with the agreed care plan
3.7 use pressure relieving aids in accordance with the agreed care plan and the manufacturer's instructions
3.8 maintain communication with the individual and provide reassurance throughout the activity
3.9 complete the records and related documentation accurately and legibly

### Range

**Agreed ways of working**

Policies and procedures

**Valid consent**

In line with agreed UK country definition
Individual
Someone requiring care or support

Active participation
Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support, rather than a passive recipient
## Unit 210  
**Support individuals to eat and drink**

<table>
<thead>
<tr>
<th>UAN:</th>
<th>M/507/1326</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>2</td>
</tr>
<tr>
<td>Notional learning hours:</td>
<td>29</td>
</tr>
<tr>
<td>Guided learning hours:</td>
<td>19</td>
</tr>
</tbody>
</table>

**Aim:** The aim of this unit is to provide learners with the knowledge, understanding and skills for providing support for one or more individuals to eat and drink where substantial support is needed.

**Assessment:** Portfolio of evidence

### Learning outcome 1

The learner will:
1. Understand factors that affect support for eating and drinking

**Assessment criteria**

The learner can:

1.1 explain the different **dietary needs** of individuals

1.2 outline the type and level of support **individuals** with different **dietary needs** may require

1.3 describe factors that help promote an **individual's** dignity, comfort and enjoyment while eating and drinking

1.4 state the importance of applying standard precautions for health and safety and infection prevention when supporting **individuals** to eat and drink

1.5 explain the importance of monitoring the food and drink an **individual** consumes and any difficulties they may encounter

1.6 state how to seek information and guidance when there are concerns about an **individual's** choice of food and drink

1.7 explain how own dilemmas about an individual's choice of food and drink may be addressed

1.8 explain the importance of confirming an **individual** has finished eating and drinking before clearing away

1.9 explain the importance of providing support to an **individual** if food or drink is spilt

### Range

**Individual**
Someone requiring care and support

**Dietary needs**
Diabetic, soft diet, low fat diet, low salt diet, vegetarian, vegan, religious and cultural
### Learning outcome 2

The learner will:

2. Be able to prepare to provide support for eating and drinking

#### Assessment criteria

The learner can:

2.1 confirm with an individual the food and drink they wish to consume
2.2 support the individual to select suitable options for food and drink according to their dietary needs
2.3 apply standard precautions for health and safety and infection prevention
2.4 wear appropriate protective clothing
2.5 support the individual to prepare to eat and drink in a way that meets their personal needs and preferences
2.6 offer the individual the opportunity to wash their hands prior to eating
2.7 prepare suitable utensils to assist the individual to eat and drink

#### Range

**Individual**
Someone requiring care and support

**Dietary needs**
Diabetic, soft diet, low fat diet, low salt diet, vegetarian, vegan, religious and cultural

---

### Learning outcome 3

The learner will:

3. Be able to provide support for eating and drinking

#### Assessment criteria

The learner can:

3.1 support the individual to eat and drink in a way that promotes active participation
3.2 support the individual to consume manageable amounts of food and drink at their own pace
3.3 provide encouragement to the individual to eat and drink
3.4 adapt support in response to the individual's feedback or observed reactions while eating and drinking
3.5 confirm with the individual that they have finished eating and drinking
3.6 clear away crockery and utensils in a way that promotes active participation
3.7 support the individual to make themselves clean and tidy after eating or drinking

#### Range

**Individual**
Someone requiring care or support

**Active participation**
Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support, rather than a passive recipient
**Learning outcome 4**

The learner will:

4. Be able to report and record eating and drinking activity

**Assessment criteria**

The learner can:

4.1 complete records accurately and in accordance with **agreed ways of working**
4.2 report on the support provided for eating and drinking in accordance with **agreed ways of working**

**Range**

**Agreed ways of working**

Policies and procedures
Unit 211  Technological aids in health and care settings

UAN: T/507/1327
Level: 2
Notional learning hours: 22
Guided learning hours: 14
Aim: The aim of this unit is to provide the learner with the knowledge of technologies used in health and care settings.
Assessment: Portfolio of evidence

Learning outcome 1
The learner will:
1. Understand the technological aids available to support services in health and care settings

Assessment criteria
The learner can:
1.1 define the terms ‘assistive technology’ and ‘self-monitoring technology’
1.2 identify a range of technological aids used in health and care settings
1.3 describe the function of a range of technological aids used in health and care settings
1.4 explain how technological aids can enhance the services provided for individuals in own area of work

Range
Individual
Someone requiring care or support

Learning outcome 2
The learner will
2. Understand the use of technological aids with individuals in health and care settings

Assessment criteria
The learner can:
2.1 state why it is important to gain an individual's informed consent before using technological aids
2.2 explain how to use a range of technological aids safely according to agreed ways of working and manufacturer’s instructions
2.3 describe how technological aids can be utilised to promote the well-being of an individual
2.4 explain how to encourage active participation of individuals when using technological aids
Range
Individual
Someone requiring care or support

Agreed ways of working
Policies and procedures

Active participation
Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support, rather than a passive recipient

Learning outcome 3
The learner will
3. Understand safe working practices when using technological aids

Assessment criteria
The learner can:
3.1 identify safety concerns that may arise for an individual when using a technological aid
3.2 describe actions that can be taken to enhance safety of an individual when using a technological aid
3.3 explain how to report a safety concern when using a technological aid
3.4 explain why it is important that technological aids are serviced and maintained in good working order
3.5 explain how to maintain confidentiality of information when using technological aids

Range
Individual
Someone requiring care and support
Unit 212  Understanding end of life care

**UAN:** F/507/1296

**Level:** 2

**Notional learning hours:** 46

**Guided learning hours:** 22

**Aim:** The aim of this unit is to develop the learner's knowledge and understanding of working with individuals in end of life care.

**Assessment:** Portfolio of evidence

<table>
<thead>
<tr>
<th>Learning outcome 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>1. Understand different perspectives on death and dying</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

1.1 describe the **factors** that can affect views on death and dying

1.2 reflect on own views on death and dying

1.3 explain how personal and professional values can impact on practice when supporting an **individual** with end of life care

1.4 state how the attitudes of **others** can influence an **individual's** choices around death and dying

**Range**

**Factors**
Social, cultural, religious, spiritual, psychological, emotional

**Individual**
Someone requiring care or support

**Others**
Informal carers, colleague, manager, social worker, occupational therapist, GP, speech and language therapist, physiotherapist, pharmacist, psychologist, independent mental capacity advocate, community psychiatric nurse, clinical nurse specialists, religious representatives
<table>
<thead>
<tr>
<th><strong>Learning outcome 2</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will</td>
<td></td>
</tr>
<tr>
<td>2. Know the principles and policies of end of life care</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment criteria**

<table>
<thead>
<tr>
<th>The learner can:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 identify how key legislation and policies underpin end of life care</td>
<td></td>
</tr>
<tr>
<td>2.2 state the purpose of advance care planning in relation to end of life care</td>
<td></td>
</tr>
<tr>
<td>2.3 describe own role in supporting and recording decisions about advance care planning</td>
<td></td>
</tr>
<tr>
<td>2.4 outline ethical and legal issues that may arise in relation to advance care planning</td>
<td></td>
</tr>
<tr>
<td>2.5 state the principles of end of life care</td>
<td></td>
</tr>
<tr>
<td>2.6 explain the importance of supporting an individual in a way that promotes their dignity, religious beliefs and culture</td>
<td></td>
</tr>
<tr>
<td>2.7 describe how to support an individual’s comfort and well-being in end of life care</td>
<td></td>
</tr>
</tbody>
</table>

**Range**

**Legislation and policies**


- the making of wills and living wills
- dealing with personal property of deceased people
- removal of medical equipment from deceased people
- visitors
- safeguarding of adults at risk

**Individual**

Someone requiring care or support

**Advance care planning**

Process of discussion between an individual and people who provide care which allows the individual to make advance decisions about their end of life care

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<table>
<thead>
<tr>
<th><strong>Learning outcome 3</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td></td>
</tr>
<tr>
<td>3. Understand the importance of communication in end of life care</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment criteria**

<table>
<thead>
<tr>
<th>The learner can:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 explain how an individual’s priorities and the ability to communicate may vary over time</td>
<td></td>
</tr>
<tr>
<td>3.2 state own role in responding to key questions and cues from individuals and others regarding end of life experience</td>
<td></td>
</tr>
<tr>
<td>3.3 describe how to support emotional responses from individuals and others</td>
<td></td>
</tr>
<tr>
<td>3.4 explain the importance of sharing appropriate information with others according to the principles and local policy on confidentiality and data protection</td>
<td></td>
</tr>
</tbody>
</table>
### Range

<table>
<thead>
<tr>
<th>Individual</th>
<th>Someone requiring care or support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others</td>
<td>Informal carers, colleague, manager, social worker, occupational therapist, GP, speech and language therapist, physiotherapist, pharmacist, psychologist, independent mental capacity advocate, community psychiatric nurse, clinical nurse specialists, religious representatives</td>
</tr>
</tbody>
</table>

### Learning outcome 4

The learner will:

4. Know the range of support services available to individuals and others in end of life care

#### Assessment criteria

The learner can:

4.1 identify a range of support services and facilities that may contribute to end of life care
4.2 state the role of others who may be involved within a multi-disciplinary end of life care team
4.3 state the barriers an individual may face when accessing end of life care support services
4.4 identify ways to minimise the barriers an individual may face when accessing end of life care

### Range

<table>
<thead>
<tr>
<th>Individual</th>
<th>Someone requiring care or support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others</td>
<td>Care worker, colleague, manager, social worker, occupational therapist, GP, speech and language therapist, physiotherapist, pharmacist, nurse, psychologist, independent mental capacity advocate, community psychiatric nurse, clinical nurse specialists</td>
</tr>
</tbody>
</table>

**Support services**

Nursing and care homes, respite care support, specialist palliative care services, domiciliary, day services, funeral directors, care support networks, bereavement counselling services, hospices

### Learning outcome 5

The learner will:

5. Understand own responsibilities for providing end of life care

#### Assessment criteria

The learner be able to:

5.1 explain how to respond to any distress experienced by the individual according to agreed ways of working
5.2 state how to adapt support to the individual's changing needs or responses
5.3 state who the individual's changing needs or responses should be reported to
5.4 identify the situations when an individual and those closest to them would need to be alone
5.5 explain actions to take following a death taking into account the individual's wishes and agreed ways of working
5.6 describe ways to support others immediately following the individual's death
5.7 identify support systems available to deal with own feelings in relation to an individual's dying or death

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agreed ways of working</strong></td>
</tr>
<tr>
<td>Policies and procedures</td>
</tr>
</tbody>
</table>

| Individual |
| Someone requiring care or support |

| Others |
| Family members, friends, others who are important to the individual |
Unit 213  Dementia awareness

UAN: J/507/1297
Level: 2
Notional learning hours: 38
Guided learning hours: 18
Aim: The aim of the unit is to provide learners with knowledge and understanding of dementia and how to support individuals with dementia in health and care settings.
Assessment: Portfolio of evidence

Learning outcome 1
The learner will:
1. Understand the physical and emotional effects of dementia

Assessment criteria
The learner can:
1.1 explain what is meant by the term ‘dementia’
1.2 state how an individual may feel when they are first diagnosed with dementia
1.3 identify the most common types of dementia
1.4 explain the common signs and symptoms of dementia
1.5 describe the stages of dementia
1.6 explain the reasons why other conditions may be mistaken for dementia

Range
Individual
Someone requiring care or support

Conditions
Physical and psychological

Learning outcome 2
The learner will:
2. Know how to support the well-being of an individual with dementia

Assessment criteria
The learner can:
2.1 state the impact that the attitudes and behaviours of carers and others may have on an individual with dementia
2.2 identify techniques that can be used to support positive outcomes for an individual with dementia
2.3 state how using a person-centred approach may improve the sense of well-being of an individual with dementia
2.4 state the importance of identifying indicators of well-being in an individual with dementia
2.5 describe the roles of others in the care and support of individuals with dementia
2.6 identify common medical treatments and therapies which may be used to help an individual with dementia
2.7 identify the local and national support services which are available to help an individual with dementia and their carers
2.8 explain how the physical environment can be adjusted to improve the experience of an individual with dementia

<table>
<thead>
<tr>
<th>Range</th>
<th>Individual</th>
<th>Someone requiring care or support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carers</td>
<td>Family, informal carers</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>Colleagues, managers, social worker, occupational therapist, GP, speech and language therapist, physiotherapist, pharmacist, nurse, psychologist, independent mental capacity advocate, community psychiatric nurse, support groups</td>
<td></td>
</tr>
<tr>
<td>Wellbeing</td>
<td>Sense of hope, confidence, self-esteem, physical health</td>
<td></td>
</tr>
<tr>
<td>Indicators</td>
<td>Individual can communicate wants, needs and choices, makes contact with other people, shows warmth and affection, shows pleasure or enjoyment, alertness, responsiveness, uses remaining abilities, expresses self creatively, is co-operative or helpful, responds appropriately to people, expresses appropriate emotions, has relaxed posture or body language, has sense of humour, sense of purpose, shows signs of self-respect</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome 3</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Know how to maintain the safety of an individual with dementia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>state how common objects and situations in the environment can be hazardous for an individual with dementia</td>
</tr>
<tr>
<td>3.2</td>
<td>describe actions that can be taken to minimise risks from common objects and situations</td>
</tr>
<tr>
<td>3.3</td>
<td>state why it is important to report and record concerns for the health and wellbeing of an individual with dementia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone requiring care or support</td>
<td></td>
</tr>
</tbody>
</table>
### Learning outcome 4

The learner will:

4. Know the legal framework protecting individuals with dementia who cannot make decisions

#### Assessment criteria

The learner can:

4.1 identify legislation, national guidelines and local policies affecting the care of **individuals** with dementia
4.2 state why mental capacity of an **individual** may need to be assessed
4.3 state why a ‘Best Interest Decision’ may need to be made for an **individual** with dementia
4.4 state why ‘Deprivation of Liberty Safeguards’ may need to be applied for an **individual**
4.5 state the role of a person who has ‘Lasting Power of Attorney’

#### Range

**Individual**

Someone requiring care or support
Unit 214  Carry out extended feeding in health and care settings

UAN: L/507/1298
Level: 2
Notional learning hours: 34
Guided learning hours: 16

Aim: The aim of this unit is to provide the learners with the knowledge, understanding and skills required to support individuals who require feeding using a range of extended techniques to ensure their nutritional and fluid intake is met.

Assessment: Portfolio of evidence

Learning outcome 1
The learner will:
1. Know extended feeding in relation to anatomy and physiology and health conditions

Assessment criteria
The learner can:
1.1 describe the term ‘extended feeding’
1.2 outline the anatomy and physiology of the gastro-intestinal tract in relation to extended feeding
1.3 state why fluid and nutritional balance is important when supporting individuals requiring extended feeding
1.4 identify health conditions where extended feeding may be required to support individuals
1.5 identify the potential health risks associated with extended feeding techniques

Range
Individual
Someone requiring care or support

Health conditions
Temporary and permanent
## Learning outcome 2

The learner will:

2. Understand extended feeding techniques

### Assessment criteria

The learner can:

2.1 describe techniques for extended feeding
2.2 state the importance of following procedures for extended feeding
2.3 identify **agreed ways of working** that affect working practices related to extended feeding
2.4 list equipment and materials used for extended feeding
2.5 identify adverse reactions which may occur during and following extended feeding
2.6 describe actions that should be taken following an adverse reaction
2.7 explain the importance of maintaining the correct level of cleanliness during extended feeding
2.8 explain the importance of disposing of used equipment, materials and bodily fluids according to the **agreed ways of working**

### Range

**Agreed ways of working**

Policies and procedures

## Learning outcome 3

The learner will:

3. Be able to prepare for extended feeding

### Assessment criteria

The learner can:

3.1 ensure that adequate and relevant fluids, feeds and equipment are available
3.2 confirm the identity of the individual
3.3 obtain **valid consent** from the **individual** prior to carrying out the planned activity
3.4 ensure the equipment and materials are in date and their sterility intact
3.5 position an **individual** in a way that ensures their privacy, dignity, comfort and safety

### Range

**Valid consent**

In line with agreed UK country definition

**Individual**

Someone requiring care or support
<table>
<thead>
<tr>
<th>Learning outcome 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>4. Be able to carry out extended feeding</td>
</tr>
<tr>
<td>Assessment criteria</td>
</tr>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>4.1 apply standard precautions for infection prevention and control to minimise risks before, during and after the procedure</td>
</tr>
<tr>
<td>4.2 carry out extended feeding <strong>safely and according to the individual's plan of care</strong></td>
</tr>
<tr>
<td>4.3 ensure the comfort of the individual following extended feeding</td>
</tr>
<tr>
<td>4.4 dispose of used equipment, materials and bodily fluids according to the <strong>agreed ways of working</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td><strong>Safely and according to the individual's plan of care</strong></td>
</tr>
<tr>
<td>At an appropriate time, using agreed techniques, using equipment in line with manufacturer's instructions, optimising the individual's comfort and dignity and minimising pain and trauma</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agreed ways of working</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies and procedures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>5. Be able to maintain records and report on extended feeding</td>
</tr>
<tr>
<td>Assessment criteria</td>
</tr>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>5.1 complete the required records accurately and in accordance with the <strong>agreed ways of working</strong></td>
</tr>
<tr>
<td>5.2 report findings about the process and the <strong>individual</strong> which may have impact on the care plan to <strong>others</strong></td>
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<thead>
<tr>
<th>Range</th>
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<tbody>
<tr>
<td><strong>Agreed ways of working</strong></td>
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<tr>
<td>Policies and procedures</td>
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<table>
<thead>
<tr>
<th>Individual</th>
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<tbody>
<tr>
<td>Someone requiring care or support</td>
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</table>

<table>
<thead>
<tr>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family members, advocate, line manager, other professionals</td>
</tr>
</tbody>
</table>
Unit 215 Supporting individuals using Oxygen

UAN: A/507/1328
Level: 2
Notional learning hours: 25
Guided learning hours: 15
Aim: The aim of this unit is to provide the learner with the knowledge, understanding and skills to support individuals using Oxygen in a range of settings.
Assessment: Portfolio of evidence

Learning outcome 1
The learner will:
1. Understand own responsibilities in relation to supporting individuals using Oxygen

Assessment criteria
The learner can:
1.1 identify the legislation and agreed ways of working in relation to individuals using oxygen
1.2 explain own role in supporting individuals using Oxygen
1.3 explain health and safety measures that must be applied in relation to:
   a. the environment
   b. equipment
   c. transporting cylinders
1.4 explain the importance of applying health and safety measures when supporting individuals using Oxygen
1.5 describe actions to take when an individual using Oxygen experiences an adverse reaction and/or a complication
1.6 explain the importance of recognising and responding to adverse reactions and/or complications experienced by the individual using Oxygen

Range
Agreed ways of working
Policies and procedures

Individual
Someone requiring care or support

Equipment
Oxygen concentrator, Oxygen cylinder, nasal cannula, face mask, humidifier
# Learning outcome 2

The learner will:
2. Understand the health of individuals requiring the use of Oxygen

## Assessment criteria

The learner can:
2.1 explain the function of the normal respiratory system
2.2 describe the structures in the respiratory system
2.3 identify conditions where Oxygen would be indicated for the individual
2.4 explain the importance of monitoring the health of an individual using Oxygen

## Range

**Individual**
Someone requiring care or support

# Learning outcome 3

The learner will:
3. Be able to support individuals using Oxygen

## Assessment criteria

The learner can:
3.1 apply health and safety measures in relation to the individual using Oxygen
3.2 ensure the individual’s comfort before the activity
3.3 support the individual to apply the Oxygen equipment according to the manufacturer’s instructions and agreed ways of working
3.4 maintain communication with the individual and provide reassurance throughout the activity

## Range

**Individual**
Someone requiring care or support

**Agreed ways of working**
Policies and procedures

# Learning outcome 4

The learner will:
4. Be able to promote safe storage of Oxygen supply equipment

## Assessment criteria

The learner can:
4.1 check that spare Oxygen cylinders are stored in accordance with the manufacturer’s instructions and agreed ways of working
4.2 demonstrate to the individual how to store Oxygen supply equipment in accordance with the manufacturer’s instructions and agreed ways of working
4.3 advise the individual on where to find additional information about the safe storage of supply equipment
<table>
<thead>
<tr>
<th>Range</th>
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<tbody>
<tr>
<td><strong>Agreed ways of working</strong></td>
</tr>
<tr>
<td>Policies and procedures</td>
</tr>
<tr>
<td><strong>Individual</strong></td>
</tr>
<tr>
<td>Someone requiring care or support</td>
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</tbody>
</table>
Unit 216  Support individuals who wear aids and prostheses

UAN: R/507/1299
Level: 2
Notional learning hours: 16
Guided learning hours: 10
Aim: The aim of this unit is to provide the learners with knowledge, understanding and skills to support individuals wearing an aid or prosthesis in health and care settings.
Assessment: Portfolio of evidence

Learning outcome 1
The learner will:
1. Understand the use of aids and prostheses

Assessment criteria
The learner can:
1.1 describe the purpose and function of a range of aids and prostheses
1.2 explain why an individual may need to use an aid or a prosthesis
1.3 state why it is important to follow manufacturer’s instructions and agreed ways of working when supporting an individual to use an aid or prosthesis
1.4 explain why it is important to check that an aid or prosthesis is positioned correctly and is fit for purpose
1.5 state the action that should be taken when an aid or prosthesis breaks down or is no longer fit for purpose

Range
Individual
Someone requiring care or support

Aids
Glasses, contact lenses, hearing aids, external hearing aid, specialised foot wear, Wig Hand splint, walking frames and sticks, mobility aids

Prostheses
Dentures, plates, artificial limbs, artificial eyes

Agreed ways of working
Policies and procedures
Learning outcome 2
The learner will:
2. Be able to support an individual to position and use an aid or prosthesis

Assessment criteria
The learner can:
2.1 support the individual to correctly position the aid or prosthesis in line with the manufacturer's instructions and agreed ways of working
2.2 check that an aid or prosthesis is in a working order
2.3 confirm with the individual that the aid or prosthesis is comfortable
2.4 advise the individual on the importance of making full use of the aid or prosthesis
2.5 advise the individual on where to find information and support on the use of aid or prosthesis
2.6 advise the individual of the need for the reassessment of the use of the aid or prosthesis should their condition change

Range
Individual
Someone requiring care or support

Agreed ways of working
Policies and procedures

Aids
Glasses, contact lenses, hearing aids, external hearing aid, specialised foot wear, Wig Hand splint, walking frames and sticks, mobility aids

Prostheses
Dentures, plates, artificial limbs, artificial eyes

Learning outcome 3
The learner will:
3. Be able to support an individual to maintain their aid or prosthesis

Assessment criteria
The learner can:
3.1 support the individual to carry out safety checks on their aid or prosthesis
3.2 support the individual to keep their aid or prosthesis clean and securely stored
3.3 advise the individual on how to report any damage or problems with the aid or prosthesis

Range
Individual
Someone requiring care or support

Aids
Glasses, contact lenses, hearing aids, external hearing aid, specialised foot wear, Wig Hand splint, walking frames and sticks, mobility aids

Prostheses
Dentures, plates, artificial limbs, artificial eyes
Unit 217  Support individuals to manage continence and care for indwelling catheters

<table>
<thead>
<tr>
<th>UAN:</th>
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<tbody>
<tr>
<td>Level:</td>
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<tr>
<td>Guided learning hours:</td>
<td>21</td>
</tr>
<tr>
<td>Aim:</td>
<td>The aim of this unit is provide the learners with the knowledge, understanding and skills to support individuals to manage continence and care for indwelling catheters.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Portfolio of evidence</td>
</tr>
</tbody>
</table>

Learning outcome 1
The learner will:
1. Know own responsibilities relating to support for individuals to manage continence and care for indwelling catheters

Assessment criteria
The learner can:
1.1 identify legislation and agreed ways of working affecting the support for individuals to manage continence and care for indwelling catheters
1.2 describe own role and responsibilities for supporting individuals to manage continence and care for indwelling catheters
1.3 explain the importance of applying health and safety measures when supporting individuals to manage continence and care for indwelling catheters
1.4 explain the importance of using catheter care equipment in accordance with agreed ways of working
1.5 describe how to report failure or malfunction of catheter care equipment

Range
Agreed ways of working
Policies and procedures

Individual
Someone requiring care and support
Learning outcome 2
The learner will:
2. Understand the lower urinary system

Assessment criteria
The learner can:
2.1 explain the structure and function of the male urinary system
2.2 explain the structure and function of the female urinary system
2.3 identify factors that indicate the need for indwelling catheters
2.4 describe normal urinary output
2.5 describe the normal appearance and smell of urine

Learning outcome 3
The learner will:
3. Know factors that affect the management of urinary continence

Assessment criteria
The learner can:
3.1 list common causes of difficulties with continence
3.2 state how difficulties with continence can affect an individual's self-esteem, health and their day to day activities
3.3 state how an individual's personal beliefs and values may affect the management of continence
3.4 describe ways to protect an individual's privacy whilst managing continence

Range
Individual
Someone requiring care and support

Learning outcome 4
The learner will:
4. Be able to support Individuals to manage continence

Assessment criteria
The learner can:
4.1 support the individual to express preferences and concerns about continence needs
4.2 agree the level of support required by the individual for managing continence
4.3 apply standard precautions and health and safety measures for supporting the individual to manage continence
4.4 support the individual to use continence equipment in a way that respects their dignity and privacy and promotes active participation
4.5 support the individual to maintain personal hygiene whilst managing continence
4.6 support the individual to dispose of used equipment and soiled materials safely and in accordance with agreed ways of working
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<td><strong>Individual</strong></td>
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<td>Someone requiring care or support</td>
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</table>

| **Agreed ways of working** |
| Policies and procedures |

| **Active participation** |
| Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support, rather than a passive recipient |

<table>
<thead>
<tr>
<th>Learning outcome 5</th>
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</thead>
<tbody>
<tr>
<td>The learner will:</td>
</tr>
<tr>
<td>5.  Be able to prepare and support individuals to care for indwelling catheters</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
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<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>5.1 confirm the care required as indicated in the individual's plan of care</td>
</tr>
<tr>
<td>5.2 agree the level of support required to carry out catheter care with the individual</td>
</tr>
<tr>
<td>5.3 apply standard health and safety measures</td>
</tr>
<tr>
<td>5.4 support the individual to carry out catheter care in accordance with agreed ways of working</td>
</tr>
<tr>
<td>5.5 show the individual how to check and maintain cleanliness of meatus</td>
</tr>
<tr>
<td>5.6 use catheter care equipment in line with manufacturers guidance</td>
</tr>
<tr>
<td>5.7 support the individual to use and store equipment and materials in accordance with agreed ways of working</td>
</tr>
<tr>
<td>5.8 support the individual to dispose of equipment in accordance with agreed ways of working</td>
</tr>
<tr>
<td>5.9 measure and record urinary output in accordance with agreed ways of working</td>
</tr>
<tr>
<td>5.10 record information in the ongoing catheter care records in accordance with agreed ways of working</td>
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<th>Range</th>
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<tr>
<td><strong>Individual</strong></td>
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<td>Someone requiring care or support</td>
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| **Agreed ways of working** |
| Policies and procedures |
Unit 218 Move and position individuals in accordance with their plan of care

UAN: T/507/1330
Level: 2
Notional learning hours: 29
Guided learning hours: 18
Aim: The aim of this unit is to provide the learners with the knowledge, understanding and skills required to move and position individuals as part of their plan of care and according to their specific needs, in a range of settings.
Assessment: Portfolio of evidence

Learning outcome 1
The learner will:
1. Understand own responsibilities for moving and positioning individuals

Assessment criteria
The learner can:
1.1 identify legislation that affects moving and positioning individuals
1.2 describe agreed ways of working for moving and positioning individuals
1.3 explain the health and safety factors that need to be taken into account when moving and positioning individuals which may affect both the individual and self
1.4 explain the importance of following agreed ways of working when moving and positioning individuals
1.5 state the importance of referring any concerns about the agreed care plan to an appropriate member of staff before moving and positioning individuals

Range
Individual
Someone requiring care and support

Agreed ways of working
Policies and procedures
Learning outcome 2

The learner will:
2. Know factors that affect moving and positioning individuals

Assessment criteria

The learner can:
2.1 describe the structure and function of the musculoskeletal system
2.2 outline the anatomy and physiology considerations in relation to correct moving and positioning of individuals
2.3 describe the impact of a range of conditions on the correct movement and positioning of an individual

Range

Individual
Someone requiring care and support

Musculoskeletal system
Bones, muscles, connective tissue: tendons, ligaments, fascia

Learning outcome 3

The learner will:
3. Know the importance of risk assessment in relation to moving and positioning individuals

Assessment criteria

The learner can:
3.1 state the importance of carrying out a risk assessment before moving and positioning an individual
3.2 identify risk factors that must be taken into account when moving and positioning an individual
3.3 describe actions that should be taken when risks are identified
3.4 describe actions that should be taken if an individual’s plan of care conflicts with their preferences for moving and positioning
3.5 state when advice should be sought to move an individual safely
3.6 identify sources of information available relating to moving and positioning individuals

Range

Individual
Someone requiring care and support
**Learning outcome 4**

The learner will:
4. Be able to prepare for the safe moving and positioning of an individual

**Assessment criteria**

The learner can:
4.1 carry out preparatory checks using:
   a. the individual's care plan
   b. the moving and handling risk assessment
4.2 prepare the immediate environment ensuring adequate space for the move in agreement with all concerned
4.3 confirm with the individual to ensure that they:
   a. understand the details and reasons for the activity
   b. agree with the level of support required
4.4 apply standard precautions for infection prevention and control
4.5 obtain the individual's valid consent

**Range**

**Individual**
Someone requiring care or support

**Valid consent**
In line with agreed UK country definition

**Learning outcome 5**

The learner will:
5. Be able to move and position an individual safely

**Assessment criteria**

The learner can:
5.1 move and position the individual using the agreed technique and in a way that avoids causing undue pain or discomfort
5.2 maintain communication with the individual and others involved in the manoeuvre
5.3 encourage the individual's active participation in the manoeuvre
5.4 monitor the individual throughout the manoeuvre
5.5 use appropriate equipment to maintain the individual in the correct position
5.6 check the individual is comfortable during and following the manoeuvre
5.7 restore the environment and return any equipment to correct storage after the manoeuvre
5.8 report and record the activity noting when the next positioning manoeuvre is due

**Range**

**Individual**
Someone requiring care and support

**Others**
Family, friends, advocates, health care professionals, others who are important to the individual's well-being
**Active participation**

Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support, rather than a passive recipient.
### Unit 219
#### Administration of medication in health and care settings

**UAN:** A/507/1300  
**Level:** 2  
**Notional learning hours:** 41  
**Guided learning hours:** 26

**Aim:** The aim of this unit is to provide learners with knowledge, understanding and skills to prepare and administer medication in health and care settings. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.

**Assessment:** Portfolio of evidence

<table>
<thead>
<tr>
<th>Learning outcome 1</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>The learner will:</td>
<td>1. Know legal requirements and agreed ways of working related to administration of medication</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

1.1 outline the key provisions of **legislation** related to administration of medication  
1.2 state **agreed ways of working** relating to the administration of medication  
1.3 define the terms 'drug' and 'medicine'  
1.4 state the difference between the 'brand name' and 'generic name'  
1.5 explain what is meant by 'prescription only medicines', 'pharmacy medicines' and 'general sales medicines'  
1.6 outline the legal requirements for prescriptions in the UK  
1.7 state the requirements for labelling medicines

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<tbody>
<tr>
<td><strong>Agreed ways of working</strong></td>
<td>Policies and procedures</td>
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</tbody>
</table>
### Learning outcome 2
The learner will:

2. Know the effects the common types of medication

**Assessment criteria**
The learner can:

2.1 state the effects and common side effects of a range of medication
2.2 state action to be taken if an individual develops an adverse reaction to medication
2.3 state why some medication requires the ongoing measurement of physiological factors

**Range**

**Medication**
Laxatives, analgesics; anti-inflammatory non-steroidal medication, anti-histamines, antibiotics, inhalers for asthma and COPD, anti-hypertensive, medication for heart failure, anti-epileptics, anti-depressants, anti-psychotic, anti-Parkinson's medication, anti-coagulants, dementia support medication, diabetic medication

**Physiological factors**
Blood pressure, urine levels, blood glucose readings, pulse, bowel movements, peak flow

### Learning outcome 3
The learner will:

3. Understand administration of medication and related safety procedures

**Assessment criteria**
The learner can:

3.1 describe the routes of medication administration
3.2 identify routes of medication administration outside the boundary of own role
3.3 identify the techniques and equipment needed for the administration of medication via different routes
3.4 state the procedure for checking the required information from prescriptions and/or medication administration charts
3.5 explain the action to take if medication has been wrongly administered
3.6 state the importance of reporting and recording any issues with administration of medication
3.7 state how to dispose of out of date and part-used medication safely
3.8 describe the precautions that should be taken to protect self when handling medication and equipment
3.9 explain the importance of cleaning and/or disposing of equipment and medication safely
3.10 explain how to support an individual who wishes to self-medicate

**Range**

**Routes**
Oral, sublingual, transdermal, parenteral, topical, inhaled, drops and sprays, paints, rectal and vaginal

**Individual**
Someone requiring care or support
### Learning outcome 4

The learner will:

4. Be able to prepare for the administration of medication

#### Assessment criteria

The learner can:

4.1 identify the timing and techniques for the administration of medication on the medication chart or plan of care
4.2 apply **standard precautions** for infection control
4.3 confirm with the **individual** the appropriate timing for medication
4.4 confirm with the **individual** when they last had the medication
4.5 confirm identity of the **individual** and obtain **valid consent**
4.6 select, check and prepare correctly the medication according to the medication administration record or medication information leaflet

#### Range

**Standard precautions**

- Hand hygiene, sterile equipment

**Individual**

- Someone requiring care or support

**Valid consent**

- In line with agreed UK country definition

### Learning outcome 5

The learner will:

5. Be able to administer and monitor individual's medication

#### Assessment criteria

The learner can:

5.1 select the appropriate route and prepare the site
5.2 administer the medication safely in line with **agreed ways of working** and manufacturers instructions
5.3 ensure the medication is administered in the way which minimises pain, discomfort and trauma to the **individual**
5.4 monitor the **individual's** condition throughout the administration of medication
5.5 maintain the security of medication and related records throughout the process and return them to the correct place
5.6 dispose of equipment in accordance with the **agreed ways of working**

#### Range

**Agreed ways of working**

- Policies and procedures

**Individual**

- Someone requiring care or support
Unit 220  Carry out personal hygiene for individuals unable to care for themselves

UAN: F/507/1301  
Level: 2  
Notional learning hours: 38  
Guided learning hours: 20  
Aim: The aim of this unit is to provide the learners with the knowledge, understanding and skills required to support and carry out personal hygiene for individuals who are unable to care for themselves in a range of settings.

Assessment: Portfolio of evidence

Learning outcome 1
The learner will:
1. Understand personal hygiene needs of individuals unable to care for themselves

Assessment criteria
The learner can:
1.1 state the reasons why an individual may not be able to carry out their own personal hygiene
1.2 identify the range of personal hygiene activities that an individual may require
1.3 explain the importance of personal hygiene for physical well-being
1.4 explain the impact personal hygiene may have on an individual's emotional and social well-being
1.5 describe how personal preferences and beliefs can affect the individual's personal hygiene choices
1.6 explain the importance of monitoring and reporting on support for personal care

Range
Individual
Someone requiring care or support
### Learning outcome 2

The learner will:
2. Know how to identify underlying health issues when carrying out personal hygiene for individuals

#### Assessment criteria

The learner can:
2.1 state the changes in an individual that may be observed when carrying out their personal hygiene
2.2 state the actions to take when changes in an individual are observed when carrying out their personal hygiene
2.3 explain the importance of recording and reporting changes observed when carrying out personal hygiene for an individual

#### Range

**Individual**
Someone requiring care or support

### Learning outcome 3

The learner will:
3. Be able to support individuals to use toilet facilities

#### Assessment criteria

The learner can:
3.1 support the individual to use toilet facilities in a way that respects their dignity
3.2 support the individual to make themselves clean and tidy after using toilet facilities

#### Range

**Individual**
Someone requiring care or support

### Learning outcome 4

The learner will:
4. Be able to prepare to carry out personal hygiene for an individual unable to care for themselves

#### Assessment criteria

The learner can:
4.1 ensure the environment promotes individual's dignity and privacy
4.2 ensure water and room temperature meet individual's preferences for personal hygiene activities
4.3 prepare toiletries, materials, equipment and personal protective equipment in line with agreed ways of working
4.4 obtain valid consent for the activity
Range
Individual
Someone requiring care or support

Valid consent
In line with agreed UK country definition

Agreed ways of working
Policies and procedures

Learning outcome 5
The learner will:
5. Be able to carry out personal hygiene for an individual unable to care for themselves

Assessment criteria
The learner can:
5.1 carry out the personal hygiene activity in line with the plan of care
5.2 apply infection control measures throughout the activity
5.3 communicate with the individual throughout the activity to promote active participation
5.4 ensure dignity and comfort of the individual throughout the activity
5.5 dispose of used equipment and used materials safely and in line with infection control policy

Range
Individual
Someone requiring care or support

Agreed ways of working
Policies and procedures

Learning outcome 6
The learner will:
6. Be able to support individuals to manage their personal appearance

Assessment criteria
The learner can:
6.1 support the individual to choose clothing and accessories in line with their personal preferences
6.2 support the individual to manage their personal appearance in a way that promotes dignity and active participation
6.3 support the individual to get dressed in a way that minimises discomfort

Range
Individual
Someone requiring care or support

Personal appearance
Shaving, hair styling, jewellery, dentures, make-up
**Active participation**
Way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care and support, rather than a passive recipient.

**Learning outcome 7**
The learner will:
7. Be able to monitor and report on support for personal care

**Assessment criteria**
The learner can:
7.1 seek feedback from the individual and others on how support for personal care meets the individual's needs and preferences
7.2 monitor personal care functions and activities in agreed ways
7.3 record and report on personal hygiene activities according to agreed ways of working

**Range**

**Individual**
Someone requiring care or support

**Agreed ways of working**
Policies and procedures
### Unit 221  Care for individuals with naso-gastric tubes

<table>
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<tr>
<th>UAN:</th>
<th>J/507/1302</th>
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<tbody>
<tr>
<td>Level:</td>
<td>2</td>
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<tr>
<td>Notional learning hours:</td>
<td>29</td>
</tr>
<tr>
<td>Guided learning hours:</td>
<td>17</td>
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**Aim:** The aim of this unit is to provide the learners with knowledge, understanding and skills in order to aspirate gastric contents via the naso-gastric tube, measure output and remove tubes when directed.

**Assessment:** Portfolio of evidence

---

**Learning outcome 1**

The learner will:
1. Know policies and procedures for caring for individuals with naso-gastric tubes

**Assessment criteria**

The learner can:
1.1 outline **agreed ways of working** relevant to caring for an **individual** with a naso-gastric tube
1.2 explain why it is important to follow **agreed ways of working** when undertaking naso-gastric procedures
1.3 identify resources, equipment and materials used for aspiration or removal of a naso-gastric tubes
1.4 describe the responsibilities and boundaries of own role when caring for an **individual** with a naso-gastric tube
1.5 describe the actions that should be taken when adverse reactions occur during a procedure
1.6 state why it is important to use equipment and materials according to the manufacturer’s instructions
1.7 state the potential consequences of contamination of naso-gastric tubes and equipment used for aspiration

---

**Range**

**Agreed ways of working**  
Policies and procedures

**Individual**  
Someone requiring care or support
### Learning outcome 2

The learner will:

2. Know the upper gastro-intestinal system in relation to naso-gastric procedures

#### Assessment criteria

The learner can:

2.1 describe the anatomy and physiology of the **upper gastro-intestinal** system
2.2 describe the normal and abnormal appearance of stomach fluid
2.3 state the reasons why stomach fluid may be abnormal

#### Range

**Upper gastrointestinal tract**

Oesophagus, stomach, duodenum

---

### Learning outcome 3

The learner will:

3. Be able to prepare to carry out a naso-gastric procedure

#### Assessment criteria

The learner can:

3.1 confirm the **individual**'s identity and gain their **valid consent**
3.2 prepare resources, equipment and materials needed for aspiration or removal of naso-gastric tubes
3.3 apply standard precautions for infection control and health and safety relevant to naso-gastric procedures
3.4 support the **individual** to position themselves so that the procedure can be carried out safely and to ensure comfort, privacy and dignity
3.5 provide information to the **individual** regarding the procedure

#### Range

**Individual**

Someone requiring care or support

**Valid consent**

In line with agreed UK country definition

---

### Learning outcome 4

The learner will:

4. Be able to carry out a naso-gastric procedure

#### Assessment criteria

The learner can:

4.1 carry out the procedure in accordance with the **individual**'s care plan and **agreed ways of working**
4.2 ensure the naso-gastric tube and any drainage bags are securely attached in a way that prevents discomfort and maintains the **individual**'s dignity
4.3 assess naso-gastric aspirate for any change in appearance
4.4 measure and record the volume of aspirate
4.5 dispose of or clean used equipment and materials safely
4.6 cover receptacles containing naso-gastric aspirate following procedures
4.7 dispose of naso-gastric aspirate in line with local policy and protocol
4.8 complete records accurately and according to **agreed ways of working**

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<tr>
<th>Range</th>
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<td><strong>Individual</strong></td>
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<td>Someone requiring care or support</td>
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</table>

**Agreed ways of working**
Policies and procedures
Appendix 1   National Qualifications Framework – Level descriptors

1. Introduction
These descriptors set out the characteristic generic outcomes of each level. They are intended to provide a general, shared understanding of each level. They are not intended to be prescriptive or comprehensive statements, and there is no expectation that every unit and qualification should have all of the characteristics.

As the term ‘generic’ implies, the descriptors are intended to integrate vocational, academic and professional aspects of learning and apply to all learning contexts; classwork, practical work, and work-based learning. They have been developed with the intention that unit and qualification developers will use their professional expertise to translate them into their own subject areas and they will be kept under review in the light of feedback on their use.

The level descriptors can be used as a guide to the writing of learning outcomes and associated assessment criteria for units, to assign level to units and qualifications. The descriptors should be seen as a developmental continuum, i.e. each level subsumes the characteristics of lower levels.

2. Definition and scope of Categories

Intellectual Skills and Attributes
This category reflects knowledge and understanding, application, analysis, synthesis/creativity and evaluation. This category also encapsulates psychomotor skills, self-appraisal/reflection of practice, planning and management of learning, problem solving, communication and presentation, interactive and group skills. Transferable skills overlap with the Key Skills and therefore Northern Ireland descriptors reflect their development.

Processes
Processes refer to the operational contexts within which the learner performs and include the tasks and procedures required.

Accountability
The term accountability is understood as a broad concept embracing the underpinning attributes of autonomy, responsibility and ethical understanding. While accepting that increasing autonomy is an essential feature of a learner’s progression through the levels continuum, it is constrained by ethical considerations.

1These descriptors consist of the NICATS descriptors, also used in Wales, together with additional material, commissioned by QCA, which has been included as a result of consultation.

2The categories used are NICATS categories, and thus these definitions are those used by NICATS.
<table>
<thead>
<tr>
<th>Level</th>
<th>Intellectual skills and attributes</th>
<th>Processes</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry</td>
<td>Employ recall and demonstrate elementary comprehension in a narrow range of areas with dependency on ideas of others</td>
<td>Operate mainly in closely defined and highly structured contexts</td>
<td>Carry out directed activity under close supervision</td>
</tr>
<tr>
<td></td>
<td>Exercise basic skills</td>
<td>Carry out processes that are repetitive and predictable</td>
<td>Rely entirely on external monitoring of output and quality</td>
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<tr>
<td></td>
<td>Receive and pass on information</td>
<td>Undertake the performance of clearly defined tasks</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Assume a limited range of roles</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Employ a narrow range of applied knowledge and basic comprehension</td>
<td>Show basic competence in a limited range of predictable and structured contexts</td>
<td>Exercise a very limited degree of discretion and judgement about possible actions</td>
</tr>
<tr>
<td></td>
<td>Demonstrate a narrow range of skills</td>
<td>Utilise a clear choice of routine responses</td>
<td>Carry restricted responsibility for quantity and quality of output</td>
</tr>
<tr>
<td></td>
<td>Apply known solutions familiar problems</td>
<td>Co-operate with others</td>
<td>Operate under direct supervision and quality control</td>
</tr>
<tr>
<td></td>
<td>Present and record information from readily available sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Apply knowledge with underpinning comprehension in a number of areas</td>
<td>Choose from a range of procedures performed in a number of contexts, some of which may be non-routine</td>
<td>Undertake directed activity with a degree of autonomy</td>
</tr>
<tr>
<td></td>
<td>Make comparisons</td>
<td>Co-ordinate with others</td>
<td>Achieve outcomes within time constraints</td>
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<tr>
<td></td>
<td>Interpret available Information</td>
<td></td>
<td>Accept increased responsibility for quantity and quality of output subject to external quality checking</td>
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<tr>
<td></td>
<td>Demonstrate a range of skills</td>
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<td></td>
</tr>
<tr>
<td>Level</td>
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<tr>
<td>3</td>
<td>Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories</td>
<td>Operate in a variety of familiar and unfamiliar contexts using a range technical or learning skills</td>
<td>Engage in self directed activity with guidance/evaluation</td>
</tr>
<tr>
<td></td>
<td>Access and evaluate information independently</td>
<td>Select from a considerable choice of procedures</td>
<td>Accept responsibility for quantity and quality of output</td>
</tr>
<tr>
<td></td>
<td>Analyse information and make reasoned judgements</td>
<td>Give presentations to an audience</td>
<td>Accept limited responsibility for the quantity and quality of the output of others</td>
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<tr>
<td></td>
<td>Employ a range of responses to well defined but often unfamiliar or unpredictable problems</td>
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<tr>
<td>4</td>
<td>Develop a rigorous approach to the acquisition of a broad knowledge base</td>
<td>Operate in a range of varied and specific contexts involving creative and non-routine activities</td>
<td>Undertake self directed and a limited amount of directive activity</td>
</tr>
<tr>
<td></td>
<td>Employ a range of specialised skills</td>
<td>Exercise appropriate judgement in planning, selecting or presenting information, methods or resources</td>
<td>Operate within broad general guidelines or functions</td>
</tr>
<tr>
<td></td>
<td>Determine solutions to a variety of unpredictable problems</td>
<td></td>
<td>Take responsibility for the nature and quantity of outputs</td>
</tr>
<tr>
<td></td>
<td>Generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems</td>
<td></td>
<td>Meet specified quality standards</td>
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<tr>
<td></td>
<td>Evaluate information, using it to plan and develop investigative strategies</td>
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</tr>
<tr>
<td>5</td>
<td>Generate ideas through the analysis of information and concepts at an abstract level</td>
<td>Utilise diagnostic and creative skills in a range of technical, professional or management functions</td>
<td>Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes</td>
</tr>
<tr>
<td></td>
<td>Command wide ranging, specialised technical, creative and/or conceptual skills.</td>
<td>Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Formulate appropriate responses to resolve well defined and abstract problems.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Analyse, reformat and evaluate a wide range of information</td>
<td></td>
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</tr>
<tr>
<td>Level</td>
<td>Intellectual skills and attributes</td>
<td>Processes</td>
<td>Accountability</td>
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</tbody>
</table>
| 6     | Critically review, consolidate and extend a systematic and coherent body of knowledge  
Utilise highly specialised technical or scholastic skills across an area of study  
Utilise research skills  
Critically evaluate new information, concepts and evidence from a range of sources | Transfer and apply diagnostic and creative skills in a range of situations  
Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes including resourcing | Accept accountability for determining and achieving personal and/or group outcomes  
Begin to lead multiple, complex and heterogeneous groups |
| 7     | Display mastery of a complex and specialised area of knowledge and skills  
Demonstrate expertise in highly specialised and advanced technical, professional and/or research skills | Conduct research, or advanced technical or professional activity, using and modifying advanced skills and tools  
Design and apply appropriate research methodologies  
Communicate results of research to peers  
Develop new skills to a high level, including novel and emerging techniques  
Act in a wide variety of unpredictable and advanced professional contexts. | Accept accountability in related decision making including use of supervision  
Take significant responsibility for the work of other professional staff; lead and initiate activity. |
| 8     | Make a significant and original contribution to a specialised field of enquiry  
Respond to abstract problems that expand and redefine existing procedural knowledge | Demonstrate command of methodological issues  
Communicate results of research to peers and engage in critical dialogue  
Develop new skills, techniques, tools, practices and/or materials | Accept accountability in related decision making including use of supervision  
Lead and originate complex social processes. |
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** 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 on such things as:

- **Walled Garden**: how to register and certificate candidates on line
- **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.

Linking to this document from web pages
We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.
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