

Level 2 Certificate in Working in the Health Sector (3176-02)

Qualification handbook
500/6093/4

www.cityandguilds.com
July 2009
Version 1.0



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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Level 2 Certificate in Working in the Health Sector
City & Guilds qualification number	3176-02
Ofqual accreditation number(s)	500/6093/4
Guided learning hours	75
Last registration date	31/12/2010
Last certification date	31/12/2012

1.1 Qualification structure

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Guided learning hours
T/502/3651	Unit 201	Communication skills for working in the health sector	Mandatory	3	16
T/502/3665	Unit 202	Equality and diversity in the health sector	Mandatory	3	20
J/502/3668	Unit 203	Health, safety and security in the health sector	Mandatory	2	10
Y/502/3674	Unit 204	Maintaining quality standards in the health sector	Mandatory	1	8
D/502/3675	Unit 205	People and personal development in the health sector	Mandatory	2	6
K/502/3680	Unit 206	Service improvement in the health sector	Mandatory	2	15
Total				13	75

Certificates of unit credit

Certificates of unit credit (CUC) will be issued to learners for each successfully completed unit, even if the full qualification is not attempted.

Learners who do complete a full qualification will receive, in addition to their full certificate, a CUC for each unit achieved.

1.2 Progression routes

Achievement of the core requirements of the KSF is an essential part of induction into work in the health sector. Therefore, learners achieving this qualification may progress to a wide range of further training/qualifications and/or employment.

These might include:

3173 Level 2 NVQ in Health

3172 Level 2 NVQ in Health and Social Care

3504 Level 2 NVQ in Health Support Services

Other role/subject specific qualifications, such as Prevention and Control of Infection, Mental Health etc.

1.3 Qualification support materials

City & Guilds provides the following resources for this qualification.

Description	How to access
Qualification handbook	www.cityandguilds.com
Assignments	www.cityandguilds.com
Assignment marking guide (password protected)	www.cityandguilds.com
Community & Society Guidance update	www.cityandguilds.com
Fast track form	www.cityandguilds.com
Recording forms	www.cityandguilds.com

1.4 Aims of the qualification

This Certificate was produced in response to a sector requirement for a qualification designed to cover the Core Dimensions of the NHS Knowledge and Skills Framework, which all NHS staff, including support staff, must provide evidence of meeting as part of their Personal Development Plan. They apply equally to those with/without direct/limited contact with health service users e.g. porters, administrators, catering and estates staff etc.

It has also been developed to provide a Level 2 Technical Certificate in Health to form a constituent part of the Level 2 Apprenticeship in Health.

Equally, the Certificate is offered as a stand alone Level 2 Certificate for those who might be considering taking up employment within the health sector.

This qualification, signposted to the Level 1 KSF Core Dimensions, consists of six units and has been developed for the Ofqual Qualifications and Credit Framework, which is the new qualifications framework in England, Wales and Northern Ireland, based on individual units.

1.5 Values statement

The key purpose for those working in health settings has been identified by the Sector Skills Council to be the provision of an integrated ethical and inclusive service which meets agreed needs and outcomes for people receiving health care. There is the core assumption that the human rights of individuals will be safeguarded at all times.

This qualification links with and builds upon Health Care workforce development structures across the UK. The areas covered in the units of the Certificate are closely aligned to induction requirements, codes of conduct and practice and the 'NHS Knowledge and Skills Framework'. (see Appendix 1).

The Certificate is built upon best practice in the training and development of people in the workplace.

2 Centre requirements

Centre and qualification approval

To offer this qualification, new centres will need to gain both **centre and qualification approval**. Please refer to Appendix 2 – Sources of general information -for further information.

Existing City & Guilds centres

To offer this qualification, centres already approved to deliver City & Guilds qualifications will need to gain either **Fast Track approval** (if the following criteria apply) or otherwise **standard qualification approval**. Please refer to Appendix 2 – Sources of general information - for further information.

Fast track

Centres approved to offer any of 3172, 3173, 3179 or 3504 may apply for approval for the new Level 2 Certificate in Working in the Health Sector (3176-02) using the **fast track approval form**, available from the City & Guilds website. Centres may apply to offer the new qualification using the fast track form

- Providing there have been no changes to the way the qualifications are delivered, and
- If they meet all of the approval criteria specified in the fast track form guidance notes.

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

2.1 Resource requirements

Site agreements

Centres must ensure that all sites clearly understand their roles, responsibilities, authorities and accountabilities. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:

- centre membership requirements/criteria. By implication this might mean the rejection of some applicants where they cannot or will not meet the centre membership requirements. e.g. participating in assessment activities including attending standardisation meetings
- commitment to centre policies and practices eg policy for candidate appeals/complaints and access to fair assessment
- access to the workplace and protocols for peripatetic assessors
- responsibilities for establishing and communicating any issues concerning 'fit person' checks are required by the relevant regulator eg criminal records/POVA clearance checks. These are usually the responsibility of the employer but where centres are placing students in workplaces they will need to liaise closely with placement providers about this area. (The appropriate service regulator identifies the 'fit person' criteria, not the Awarding Body)
- responsibilities for ensuring that candidates are operating in a work place where the standards of practice fully support candidates to demonstrate their competence.

This list is not exhaustive but may assist centres in identifying areas which need an explicit statement of commitment for member assessment sites/satellites in order to avoid future problems.

Human resources

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

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

Staff delivering the qualifications

All new teachers delivering publicly funded qualifications in the learning and skills sector (all post 16 education – including FE, adult and community learning, work-based learning, offender education) in England are now required to take qualifications which form part of the Qualified Teacher – Learning and Skills (QTLS) framework. City & Guilds offers a range of qualifications within the QTLS framework. Details are available on the QTLS pages of www.cityandguilds.com.

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

Trainer/tutors must

- be occupationally knowledgeable in the area for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- have credible experience of providing training.

Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification.

Assessors

Assessors are responsible for the planning, review and judgement of candidates' performance and knowledge evidence. They must satisfy the requirements for occupational expertise for this qualification as well as demonstrating expertise in competence based assessment.

Assessors must:

- be occupationally competent. This means that each assessor must be capable of carrying out the functions covered by the units they are assessing to the standard described within them, according to current sector practice. This experience should be credible and maintained through clearly demonstrable continuing learning and development.
- have knowledge of the sector, the regulations, legislation and codes of practice (where applicable) at the time any assessment is taking place.
- be prepared to participate in assessment standardisation activities.
- have a commitment to reflective practice.

Coordinating Assessors

It may be necessary to involve more than one assessor in order to cover the range of occupational competence required. Where this is the case it will be necessary to ensure that the whole assessment process is co-ordinated by one of the assessors involved in the process who will draw together all assessment decisions made by specialist assessors, and the contributions from expert witnesses across the whole qualification.

Expert witnesses

The use of Expert Witnesses is encouraged as a contribution to the assessment of evidence of candidates' competence.

The expert witness must:

- have a working knowledge of the units on which their expertise is based
- have experience and occupational competence for the units on which their expertise is based. This experience should be credible and clearly demonstrable through continuing learning and development
- possess either any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Internal Verifiers

The internal verifier is responsible for ensuring that the assessment process meets the assessment requirements and is fair and accurate.

Internal verifiers must:

- be occupationally knowledgeable in respect of the units they are going to verify prior to commencing the role. It is crucial that internal verifiers understand the nature and context of candidates' work and the legal and other implications of the assessment process
- have working knowledge of the range of Health sector settings, the regulation, legislation and codes of practice for the service (where applicable) and the requirements of national standards at the time any assessment is taking place
- occupy a position that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other internal verification roles as defined by the relevant national occupational standard.
- organise and /or participate in standardisation activities.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current in the relevant occupational area and of best practice of delivery, mentoring, training, assessment and verification, and that it takes account of any national and legislative developments.

2.2 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

It is the responsibility of the centre to ensure that candidates have the skills necessary to achieve the qualification. Whilst there are no formal prerequisites for entry to the qualification, centres must be aware that candidates will require some study and general communication skills in order to complete the assessment requirements. Some candidates may require further support in the development of these skills, but others may not yet be ready to enter onto a course of study leading to a qualification at Level 2.

Age restrictions

This qualification is available for learners aged 14 upwards.

Other legal considerations

Learners entering the health workforce may be legally required to undergo criminal record checks prior to taking up employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for a particular area of work are fully met. As the requirements may vary between work areas and countries, a check should be made with the appropriate regulatory and/or government departments, if the employer or placement providers are uncertain of the requirements.

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering this qualification may need to provide City & Guilds with personal data for staff and learners. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

Protecting identity

It is extremely important to protect the identity of the individuals encountered by learners in the health work setting, e.g. customers, service users and patients in all age groups.

Centres, anticipating the recording and use of evidence generated from interactions with individuals using a service, must gain their advocates' informed consent. Subsequently, centres must ensure that an individual's right to privacy is not compromised by their willingness to be involved.

Confidential information must not be included in learner portfolios or assessment records. Confidential information should remain in its usual location and a reference should be made to it in the portfolio or assessment records.

When recording evidence towards this qualification, learners are expected in particular to protect the identity of all service users regardless of age.

3 Units

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- learning outcomes
- guided learning hours
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- key skills
- information on assessment

Summary of units

City & Guilds unit number	Title	QCF unit number	Credits
201	Communication skills for working in the health sector	T/502/3651	3
202	Equality and diversity in the health sector	T/502/3665	3
203	Health, safety and security in the health sector	J/502/3668	2
204	Maintaining quality standards in the health sector	Y/502/3674	1
205	People and personal development in the health sector	D/502/3675	2
206	Service improvement in the health sector	K/502/3680	2

Level: 2

Credit value: 3

Unit aim

The aim of the unit is to develop an understanding of communication for working in the health sector. The unit covers the forms of communication and the barriers which may need to be overcome as well as the importance of working within guidance. Learners will become aware of the different people they may need to communicate with and the importance of using appropriate communication in each case.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

- 1 Understand how to communicate with a range of people
- 2 Understand how to reduce barriers to effective communication
- 3 Understand how to maintain accurate and complete records
- 4 Understand how to maintain confidentiality
- 5 Know how to present a positive image of self, organisation and service

Guided learning hours

It is recommended that **16** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

The unit covers the requirements of the Core Dimension 1 Communication of the NHS Knowledge and Skills Framework at level 1.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health Sector Skills Council.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Information Technology
- Working with Others
- Problem Solving
- Improving own learning and performance

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge

Or

- recording of portfolio evidence

Unit 201

Communication skills for working in the health sector

Outcome 1

Understand how to communicate with a range of people

Assessment Criteria

The learner can:

- 1.1 Explain the forms of communication available for use
- 1.2. Describe the range of people they might communicate with during work activities
- 1.3 Illustrate how to select forms of communication appropriate to the person and situation

Unit 201

Communication skills for working in the health sector

Outcome 2

Understand how to reduce barriers to effective communication

Assessment Criteria

The learner can:

- 2.1 Describe barriers to communication
- 2.2 Suggest ways to overcome barriers to communication

Unit 201

Communication skills for working in the health sector

Outcome 3

Understand how to maintain accurate and complete records

Assessment Criteria

The learner can:

- 3.1 Explain how to report and record work activities
- 3.2 Explain the importance of accurate record keeping

Unit 201

Communication skills for working in the health sector

Outcome 4

Understand how to maintain confidentiality

Assessment Criteria

The learner can:

- 4.1 Explain the importance of confidentiality
- 4.2 Explain how to maintain confidentiality when sharing information
- 4.3 Outline the relevant guidelines that affect how information is shared

Unit 201

Communication skills for working in the health sector

Outcome 5

Know how to present a positive image of self, organisation and service

Assessment Criteria

The learner can:

- 5.1 Describe how to present a positive image of self
- 5.2 Describe how to present a positive image of the organisation or service
- 5.3 State why presenting a positive image of self, organisation or service to others is important

Level: 2

Credit value: 3

Unit aim

The aim of the unit is to develop an understanding of equality and diversity for working in the health sector. The unit covers equality and diversity in relation to everyone within the sector, including those who use the services, their supporters, staff, visitors and the general public. Learners will gain awareness that it is everyone's responsibility to act in ways that support equality and diversity and how this should be embedded in their working practice.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- 1 Know how legislation and guidelines support equality and diversity
- 2 Know how to work in ways that support equality and diversity
- 3 Know how to respond to behaviour that is discriminatory

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

The unit covers the requirements of the Equality and Diversity dimension of the NHS Knowledge and Skills Framework at Level 1.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health Sector Skills Council.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Information Technology
- Working with Others
- Problem Solving
- Improving own learning and performance

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge
- Or
- recording of portfolio evidence

Unit 202

Outcome 1

Equality and diversity in the health sector

Know how legislation and guidelines support equality and diversity

Assessment Criteria

The learner can:

- 1.1 Describe the rights of people involved in the organisation or service
- 1.2 State how the law protects the rights of individuals
- 1.3 Identify the guidelines to follow to support equality, diversity, dignity and respect

Unit 202

Outcome 2

Equality and diversity in the health sector

Know how to work in ways that support equality and diversity

Assessment Criteria

The learner can:

- 2.1 List a range of factors which might be a cause for discrimination
- 2.2 Describe how people's values and beliefs may differ
- 2.3 Identify ways to treat people fairly and according to their individual needs

Unit 202

Outcome 3

Equality and diversity in the health sector

Know how to respond to behaviour that is discriminatory

Assessment Criteria

The learner can:

- 3.1 Identify behaviour which is discriminatory and undermines equality and diversity
- 3.2 Describe how to report discriminatory behaviour

Level: 2

Credit value: 2

Unit aim

This unit aims to give the learner an understanding how they can assist in maintaining health, safety and security in a healthcare environment. It incorporates aspects such as identifying risk; relevant legislation and workplace policies and procedures; how to respond to emergency situations and how to report issues.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- 1 Know how to assist in maintaining a healthy, safe and secure working environment consistent with legislation and organisational policies and procedures
- 2 Know how to summon immediate help in an emergency
- 3 Understand the need for, and ways of reporting incidents related to health, safety and security

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

The unit covers the requirements of the health, safety and security dimension of the NHS Knowledge and Skills Framework at level 1.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health Sector Skills Council.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Information Technology
- Working with Others
- Problem Solving
- Improving own learning and performance

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge
- Or
- recording of portfolio evidence

Unit 203

Outcome 1

Health, safety and security in the health sector

Know how to assist in maintaining a healthy, safe and secure working environment consistent with legislation and organisational policies and procedures

Assessment Criteria

The learner can:

- 1.1 Outline how risks to health safety and security can be minimised in an organisation or service
- 1.2 Identify the key legislation that relates to health safety and security
- 1.3 Identify how an organisation's policies and procedures support key legislation
- 1.4 Outline ways of working that are consistent with these policies or procedures

Unit 203

Outcome 2

Health, safety and security in the health sector

Know how to summon immediate help in an emergency

Assessment Criteria

The learner can:

- 2.1 Identify situations that may need an emergency response
- 2.2 Describe the process for summoning immediate help in an emergency
- 2.3 Outline the actions that could be taken to contain the emergency until help arrives

Unit 203

Outcome 3

Health, safety and security in the health sector

Understand the need for, and ways of reporting incidents related to health, safety and security

Assessment Criteria

The learner can:

- 3.1 Explain the importance of accurate and timely reporting of incidents that may put health, safety and security at risk
- 3.2 Explain the method(s) used for reporting incidents in line with the procedures of an organisation or service

Level: 2

Credit value: 1

Unit aim

The unit aim is to gain an understanding of how to deliver quality standards of service that address legislation, policies and procedures in the health sector. Learners will understand the importance of working with others, delivering service within their boundaries of knowledge and expertise and reporting and seeking help to use resources efficiently.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to

- 1 Know how legislation, policies and procedures determine quality standards of work
- 2 Know the limits of own expertise and knowledge and when to refer to others
- 3 Know how to use resources efficiently to support quality standards

Guided learning hours

It is recommended that **8** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

The unit covers the requirements of the quality dimension of the NHS Knowledge and Skills Framework at level 1.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health Sector Skills Council.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Information Technology
- Working with Others
- Problem Solving
- Improving own learning and performance

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge
- Or
- recording of portfolio evidence

Unit 204

Maintaining quality standards in the health sector

Outcome 1

Know how legislation, policies and procedures determine quality standards of work

Assessment Criteria

The learner can:

- 1.1 Identify how quality standards link to legislation, policy and procedures
- 1.2 Describe how personal attitudes and behaviours in a work role impact on service quality

Unit 204

Maintaining quality standards in the health sector

Outcome 2

Know the limits of own expertise and knowledge and when to refer to others

Assessment Criteria

The learner can:

- 2.1 Describe what is meant by being competent
- 2.2 Identify examples of when to seek help from others
- 2.3 State why it is important to seek help and report issues to others
- 2.4 Describe the benefits of learning from others

Unit 204

Maintaining quality standards in the health sector

Outcome 3

Know how to use resources efficiently to support quality standards

Assessment Criteria

The learner can:

- 3.1 Describe the importance of using and maintaining resources properly
- 3.2 State why it is necessary to report issues related to resources
- 3.3 Identify how efficient use of resources contributes to the quality of service

Level: 2

Credit value: 2

Unit aim

The aim of the unit is to gain an understanding of own personal development in the health sector. This unit covers the expectations of a named work role in relation to the NHS Knowledge and Skills Framework (KSF).

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

- 1 Explore a work role in the health sector
- 2 Know how to contribute to a personal development plan

Guided learning hours

It is recommended that **6** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

This unit covers the requirements of the personal and people development dimension on the NHS Knowledge and Skills Framework at Level 1.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health Sector Skills Council.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Information Technology
- Working with Others
- Problem Solving
- Improving own learning and performance

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge
- Or
- recording of portfolio evidence

Unit 205

People and personal development in the health sector

Outcome 1

Explore a work role in the health sector

Assessment Criteria

The learner can:

- 1.1 Describe the duties and responsibilities of a named work role in the health sector
- 1.2 Identify the skills, knowledge and attitudes required for this work role

Unit 205

People and personal development in the health sector

Outcome 2

Know how to contribute to a personal development plan

Assessment Criteria

The learner can:

- 2.1 Identify own skills for the named work role
- 2.2 Identify areas for development
- 2.3 Describe how these development needs could be achieved
- 2.4 Identify methods to record and review development opportunities

Level: 2

Credit value: 2

Unit aim

The aim of the unit is to develop the ability to contribute to service improvement in the health sector and to enable learners to make suggestions relating to improvements to service provision. The unit looks at how to carry out evaluative work, identify issues and improvements and implement changes to practice.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- 1 Know how to carry out evaluation of services
- 2 Know how to pass on constructive ideas for improving service provision
- 3 Know how to make changes to own practice to improve service provision

Guided learning hours

It is recommended that **15** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Details of the relationship between the unit and relevant national occupational standards

The unit covers the requirements of the improving service dimension of the NHS Knowledge and Skills Framework at level 1.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health Sector Skills Council.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Information Technology
- Working with Others
- Problem Solving
- Improving own learning and performance

Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge
- Or
- recording of portfolio evidence

Unit 206

Outcome 1

Service improvement in the health sector

Know how to carry out evaluation of services

Assessment Criteria

The learner can:

- 1.1 State the importance of evaluating service provision
- 1.2 Describe evaluation tasks to be carried out

Unit 206

Outcome 2

Service improvement in the health sector

Know how to pass on constructive ideas for improving service provision

Assessment Criteria

The learner can:

- 2.1 Identify factors affecting the service
- 2.2 Describe factors that could improve service provision
- 2.3 State how to raise issues and make suggestions about service provision

Unit 206

Outcome 3

Service improvement in the health sector

Know how to make changes to own practice to improve service provision

Assessment Criteria

The learner can:

- 3.1 Describe circumstances when support may be required to make changes to own practice
- 3.2 State the importance of keeping to timelines to implement effective improvements

4 Assessment

4.1 Summary of assessment methods

This certificate is assessed by the learner **either** completing the specified assignments **or** presenting a portfolio of evidence.

Assignment completion is the most appropriate approach for those who are **not** currently working or on placement in a health setting.

The portfolio of evidence is the most appropriate approach for those working, or on placement in a health setting.

Centres must ensure that, when undertaking the initial assessment, the most appropriate assessment approach is identified for each individual learner as it is not possible to use both approaches simultaneously for the achievement of the qualification.

4.2 Requirements for the assignment approach to assessment

The assignments in this qualification are written in a standard format and comprise the following:

- Assignment overview
- Tutor guidance
- Learner guidance
- Assignment coverage
- Tasks
- Learner assessment record

The assignments listed below can be located on the 3176-02 qualification web page on the City and Guilds website. There is an assignment for each unit and learners must complete and pass **all** tasks in each assignment to achieve the full qualification.

A number of the tasks may best be recorded in the form of a table or a grid. Where this is the case centres should support the learner to create a suitable table or grid format so that they reflect the requirements of the assignment.

Centres **must** use the City and Guilds **marking criteria** for each assignment. This is provided in a separate web based document which is password protected. To obtain a password, please send an email to **whs@cityandguilds.com** and include your details with your centre number. The password will only be sent when the centre has qualification approval.

Assignment 201

Communication skills for working in the health sector

Assignment 202

Equality and diversity in the health sector

Assignment 203

Health, safety and security in the health sector

Assignment 204

Maintaining quality standards in the health sector

Assignment 205

People and personal development in the health sector

Assignment 206

Service improvement in the health sector

Recording forms for assignment based approach

Tutors/assessors must provide learners with written feedback on their assignments. Forms are provided in the Assignment Guide.

4.3 Requirements for the portfolio approach to assessment

Learners must provide their assessor with evidence for **ALL** of the assessment criteria identified within each unit. Prior to commencing the qualification learners should agree a plan with their assessor regarding the types of evidence that are to be used and which reflect any individual's special assessment requirements.

The evidence must at all times reflect the policies and procedures of the workplace(s) as informed by current legislation, the relevant service standards and Codes of Practice for the sector.

A summary of the areas covered and the outcomes of the discussion must be recorded. If audio or visual recording is used it must be of a good enough quality to be clearly heard/seen. Tapes must be referenced and marked to allow verifiers quick access to the evidence they have planned to sample. The evidence must be trackable and accessible.

Involving Service users

Individuals who receive or have received support from learners are uniquely placed to comment on the learner's ability to provide support. Service user views of the support received should be seen as a potentially valuable evidence source for the assessment in the learner's portfolio, alongside other sources of evidence. Service user confidentiality must be safeguarded at all times and the sensitivity of the service user and worker relationship acknowledged and respected. Informed consent must always be gained

Final judgement about the extent to which service user testimony will contribute to learners' assessment will be made by the assessor

Range of assessment methods or evidence sources

It is possible to use any or all of the following assessment methods or evidence sources when building the portfolio of evidence. Assessors and learners should plan to use the most appropriate sources to meet the individual assessment criteria.

Direct observation by an assessor.

Work products can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.

Professional discussion should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that learners' can evaluate their knowledge and practice across the qualification.

Learner/ reflective accounts describe learners' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that learners can evaluate their knowledge and practice across the activities embedded in this qualification.

Questions asked by assessors and answered by learners to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.

Witness testimonies: these should be from people who are in a position to provide evidence of learner competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.

Projects/Assignments: learners may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which meet the assessment criteria may also be used.

Case studies should be based on real work practice and experiences.

NB Confidential records must not be included in learners' portfolios but must be referred to in the assessment records.

4.4 Recording forms for the portfolio based approach

Centres may decide to use a paperbased or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at:
www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* for this qualification which new and existing centres can use as appropriate. These can be found on the City & Guilds website on the qualification page. **Please photocopy the forms as required.**

* Forms 4, 5, 6, 7 and 9 or approved alternatives are a requirement. The other forms have been designed to support the assessment and recording process.

Candidate and centre details (Form 1)

Form used to record candidate and centre details and the units being assessed and details and signatures of assessor(s) and internal verifier(s). This should be the first page of the candidate portfolio.

Candidate skill scan (Form 3)

Form used to record the candidate's existing skills and knowledge.

Expert/witness status list (Form 4)*

Form used to record the details of all those who have witnessed candidate evidence.

Assessment plan, review and feedback form (Form 5)*

Form used to record unit assessment plans, reviews and feedback to the candidate. The form allows for a dated, ongoing record to be developed.

Performance evidence record (Form 6)*

Form used to record details of activities observed, witnessed or for which a reflective account has been produced.

Questioning evidence record (Form 7)*

Form used to record the focus of, and responses to, assessor devised questions.

Professional discussion evidence record (Form 8)

Form used to record the scope and outcome of professional discussion if it is used.

Evidence location sheet (Form 9a)

Form used to identify what requirements each piece of evidence covers and where it is located, including questioning records which are held elsewhere (for example, because they were conducted online).

Unit assessment and verification declaration (Form 10)

Form used on completion of each unit to meet the QCA requirement for a statement on authenticity. If this form is **not** used, there must be a written declaration, at unit level, signed by the assessor and the candidate, that the evidence is authentic and that the assessment was conducted under the specified conditions or context. (See *Ensuring Quality*, ref 5.4, page 28.)

Summary of unit and qualification achievement (Form 11a)*

Form used to record the candidate's on-going completion of units and progress to final achievement of the complete unit and/or qualification.

Form 1 Candidate and centre details

Keep a record of relevant contact details in the space provided below:

City & Guilds qualification title:			
Qualification number:		Level:	

Candidate details			
Name:			Signature:
City & Guilds registration / unique learner number (ULN):			
Date enrolled with centre:			
Date registered with City & Guilds:			

Centre details			
Name:			Number:
Contact number:			
Quality assurance co-ordinator name and contact (QAC) number:			

Internal verifier details			
Name:			Signature:
Contact number:			Position:

Assessor details			
(1) Name:			Signature:
Contact number:			Position:
Type (please tick):	Work-based <input type="checkbox"/> Peripatetic <input type="checkbox"/> Independent <input type="checkbox"/>		
Assessing unit(s):			
(2) Name:			Signature:
Contact number:			Position:
Type (please tick):	Work-based <input type="checkbox"/> Peripatetic <input type="checkbox"/> Independent <input type="checkbox"/>		
Assessing unit(s):			

Candidate name: _____

Unit	Duties	Examples Experience/qualification s	Training required
001			
002			
003			
004			

Form 4 Witness status list



Qualification title: _____

Unit title: _____

Candidate name: _____

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

Witness name and signature	Status*	Professional relationship to candidate**	Unit or outcomes witnessed	Date

*Witness status categories

1. Occupational expert meeting specific qualification requirement for role of Expert Witness; 2. Occupational expert not familiar with the standards; 3. Non-expert familiar with the standards; 4. Non-expert not familiar with the standards.

**Professional relationship to candidate

Manager = M Supervisor = S Colleague = Coll Customer = Cus Other (please specify) _____

Assessor signature: _____ Date: _____

Candidate name: _____

Assessor name: _____

Unit number(s) and title(s): _____

This record can be used for single and multiple unit planning. Remember that all planning should be SMART – Specific, Measurable, Achievable, Realistic and Time Bound.

Date action agreed	What has to be done / What has been reviewed and the feedback / Record of judgment or outcome	Date to be done by / Date done	Candidate and assessor signatures	Evidence reference

Date action agreed	What has to be done / What has been reviewed and the feedback / Record of judgment or outcome	Date to be done by / Date done	Candidate and assessor signatures	Evidence reference

The above is an accurate record of the discussion.

Candidate signature: _____ Date: _____

Assessor signature: _____ Date: _____

Qualification/unit: _____

Candidate name: _____

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

- ☐ observed by your assessor
- ☐ seen by expert witness
- ☐ seen by witness
- ☐ self / reflective account

Evidence ref(s):

Unit number(s):

NB Your assessor may wish to ask you some questions relating to this activity. There is a separate sheet for recording these. The person who observed/witnessed your activity must sign and date overleaf.

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

I confirm that the evidence listed is my own work and was carried out under the conditions and context specified in the standards.

Candidate signature: _____ Date: _____

Assessor/Expert Witness* signature: _____ Date: _____

*delete as appropriate

Internal Verifier signature (if sampled): _____ Date: _____

Unit: _____

Candidate name: _____

Unit	Learning outcome(s)	Assessment criteria	Questions	Answers

The above is an accurate record of the questioning.

Candidate signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal Verifier signature (if sampled): _____ Date: _____

Form 8 Professional discussion evidence record



Candidate name: _____
Assessor name: _____

Unit	Learning outcome(s)	Assessment criteria	What is to be covered in the discussion	Counter ref
Outline record of discussion content				

Assessment decision and feedback to candidate

The above is an accurate record of the discussion.

Candidate signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal Verifier signature (if sampled): _____ Date: _____

Unit number/title: _____

[illegible]

Form 10 Unit assessment and verification declaration



Qualification title: _____
Unit number and title: _____

Candidate declaration

I confirm that the evidence listed for this unit is my own work.

Candidate name: _____
Signature: _____ Date: _____
City & Guilds registration / unique learner number (ULN): _____

Assessor declaration

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed.
(Where there is more than one assessor, the co-ordinating assessor for the unit should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name: _____
Assessor signature: _____ Date: _____
Countersignature: (if relevant) _____ Date: _____
(For staff working towards the assessor qualification)

Internal verifier declaration

I have internally verified the assessment work on this unit by carrying out the following (please tick):

<input type="checkbox"/> sampling candidate and assessment evidence	Date: _____
<input type="checkbox"/> discussion with candidate	Date: _____
<input type="checkbox"/> observation of assessment practice	Date: _____
<input type="checkbox"/> other – please state: _____	Date: _____

I confirm that the candidate's sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.

☐ Not sampled

Internal verifier name: _____
Internal verifier signature: _____ Date: _____
Countersignature: (if relevant) _____ Date: _____
(For staff working towards the internal verifier qualification)

**City&
Guilds**

[illegible]

Internal verifier signature: _____ Date: _____

5 Course design and delivery

5.1 Initial assessment and induction

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

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the *Centre toolkit*.

5.2 Recommended delivery stages

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

Centres may design course programmes of study in any way that

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

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Essential/Functional Skills and other related qualifications. (National Occupational Standards may assist centres with the design and delivery of the qualification). Relationship tables are provided in Appendix 1.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualification.

Appendix 1 Relationships to other qualifications/National Occupational Standards

This qualification has connections to the Skills for Health National Occupational Standards for Health.

Relationship to Key/Essential/Functional Skills (England, Wales and Northern Ireland)

The Level 2 qualification provides opportunities to gather evidence for the accreditation of **Key Skills and Essential/Functional Skills** as shown in the tables below. However, to gain Key Skills certification the Key Skills would need to be taken as additional qualifications.

Unit number	Communication	Application of Number	Information Technology
201	C1.2 C1.3	N/A	ICT1.1 ICT1.2 ICT1.3
202	C1.2 C1.3	N/A	ICT1.1 ICT1.2 ICT1.3
203	C1.2 C1.3	N/A	ICT1.1 ICT1.2 ICT1.3
204	C1.2 C1.3	N/A	ICT1.1 ICT1.2 ICT1.3
205	C1.2 C1.3	N/A	ICT1.1 ICT1.2 ICT1.3
206	C1.2 C1.3	N/A	ICT1.1 ICT1.2 ICT1.3

Unit number	Problem Solving	Improving own learning and performance	Working With Others
201	PS1.1 PS1.2 PS1.3	LP1.3	WO1.2 WO1.3
202	PS1.1 PS1.2 PS1.3	LP1.3	WO1.2 WO1.3
203	PS1.1 PS1.2 PS1.3	LP1.3	WO1.2 WO1.3
204	PS1.1 PS1.2 PS1.3	LP1.1 LP1.2 LP1.3	WO1.2 WO1.3
205	PS1.1 PS1.2 PS1.3	LP1.1 LP1.2 LP1.3	WO1.1 WO1.2 WO1.3
206	PS1.1 PS1.2 PS1.3	LP1.1 LP1.2 LP1.3	WO1.1 WO1.2 WO1.3

Relationship to the NHS Knowledge and Skills Framework

1	Communication	Level 1
		Communicate with a limited number of people on day to day matters.
201		
202		
203		
204		
205		
206		
2	Personal and people development	Level 1
		Contribute to own personal development.
201		
202		
203		
204		
205		
206		

3	Health safety and security	Level 1
		Assist in maintaining own and others' health safety and security
201		
202		
203		
204		
205		
206		
4	Service improvement	Level 1
		Make changes in own practice and offer suggestions for improving services
201		
202		
203		
204		
205		
206		
5	Quality	Level 1
		Maintain the quality of own work.
201		
202		
203		
204		
205		
206		
6	Equality and diversity	Level 1
		Act in ways that support equality and value diversity.
201		
202		
203		
204		
205		
206		

Appendix 2 Sources of general information

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

Providing City & Guilds qualifications – a guide to centre and qualification approval

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 learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

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

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

- ***Walled Garden***
Find out how to register and certificate learners on line
- ***Qualifications and Credit Framework (QCF)***
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- ***Events***
Contains dates and information on the latest Centre Events
- ***Online assessment***
Contains information on how to register for GOLA assessments.

City & Guilds

Skills for a brighter future



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Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: **feedbackandcomplaints@cityandguilds.com**

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