

# Level 3 Certificate in Working in the Health Sector (3176-03)

Qualification handbook  
500/6083/1

[www.cityandguilds.com](http://www.cityandguilds.com)  
July 2009  
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# Level 3 Certificate in Working in the Health Sector (3176-03)

## Qualification handbook



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# 1 Introduction to the qualification

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

<b>Qualification title and level</b>	<b>Level 3 Certificate in Working in the Health Sector</b>
<b>City &amp; Guilds qualification number</b>	3176-03
<b>Ofqual accreditation number</b>	500/6083/1
<b>Guided learning hours</b>	110
<b>Last registration date</b>	31/12/2010
<b>Last certification date</b>	31/12/2013

## 1.1 Qualification structure

<b>Accreditation unit reference</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>	<b>Guided learning hours</b>
L/502/3381	Unit 301	Communication skills for working in the health sector	Mandatory	3	17
L/502/3400	Unit 302	Equality and diversity in the health sector	Mandatory	4	30
R/502/3401	Unit 303	Health, safety and security in the health sector	Mandatory	2	15
F/502/3412	Unit 304	Maintaining quality standards in the health sector	Mandatory	3	15
Y/502/3402	Unit 305	People and personal development in the health sector	Mandatory	2	13
J/502/3413	Unit 306	Service improvement in the health sector	Mandatory	3	20
			<b>Total</b>	<b>17</b>	<b>110</b>

### Certificates of unit credit

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

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

## 1.2 Progression route

Achievement of the core dimensions 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 3 NVQ in Health

3172 Level 3 NVQ in Health and Social Care

3504 Level 3 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.

<b>Description</b>	<b>How to access</b>
Qualification handbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assignments	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assignment marking guide (password protected)	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Community & Society Guidance update	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Fast track form	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Recording forms	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 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 3 Technical Certificate in Health to form a constituent part of the Level 3 Apprenticeship in Health.

Equally it offers a stand alone Level 3 Certificate for those who might be considering taking up employment within the health sector.

This qualification, signposted to the Level 2 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 3 Certificate in Working in the Health Sector (3176-03) 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 Resources 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 workplace 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](http://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 regulation, 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 levels 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 3.

## Age restrictions

This qualification is available for learners aged 16 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 candidates. 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 user 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

<b>City &amp; Guilds unit number</b>	<b>Title</b>	<b>QCF unit number</b>	<b>Credits</b>
301	Communication skills for working in the health sector	L/502/3381	3
302	Equality and diversity in the health sector	L/502/3400	4
303	Health, safety and security in the health sector	R/502/3401	3
304	Maintaining quality standards in the health sector	F/502/3412	2
305	People and personal development in the health sector	Y/502/3402	3
306	Service improvement in the health sector	J/502/3413	3

## Unit 301

# Communication skills for working in the health sector

**Level:** 3

**Credit value:** 3

### Unit aim

The unit aim is to improve the effectiveness of communication for working in the health sector. The unit covers how barriers to effective communication can be managed working within laws and regulations. Learners will become more effective in communicating with different groups of people consistent with relevant procedures, legislation and policies.

### Learning outcomes

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

- 1 Understand how to communicate effectively in different situations
- 2 Understand how to manage barriers to effective communication
- 3 Know how to maintain accurate and complete records
- 4 Understand how to develop own communication skills

### Guided learning hours

It is recommended that **17** 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 Core Dimension 1 Communication of the NHS Knowledge and Skills Framework at level 2.

### 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
- Problem Solving
- Improving own learning and performance
- Working with Others

### Assessment

This unit will be assessed by:

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

## **Unit 301**

# **Communication skills for working in the health sector**

### Outcome 1

Understand how to communicate effectively in different situations

#### **Assessment Criteria**

The learner can:

- 1.1 Explain the factors to consider when communicating
- 1.2 Explain the importance of using forms of communication that are appropriate to the situation
- 1.3 Outline the skills needed for effective communication in different situations
- 1.4 Explain how to communicate according to policies, procedures and legislation



## **Unit 301**

## **Communication skills for working in the health sector**

### Outcome 2

Understand how to manage barriers to effective communication

#### **Assessment Criteria**

The learner can:

- 2.1 Describe barriers to effective communication
- 2.2 Evaluate strategies to overcome barriers to effective communication

## **Unit 301**

# **Communication skills for working in the health sector**

### **Outcome 3**

Know how to maintain accurate and complete records

#### **Assessment Criteria**

The learner can:

- 3.1 Describe the requirements of relevant legislation, policies and procedures in relation to record keeping
- 3.2 Describe how to maintain accurate and complete records
- 3.3 Describe why it is important to follow relevant legislation, policies and procedures when communicating and sharing information

## **Unit 301**

# **Communication skills for working in the health sector**

### **Outcome 4**

Understand how to develop own communication skills

#### **Assessment Criteria**

The learner can:

- 4.1 Explain how effective communication can present a positive image of self, organisation or service
- 4.2 Assess strategies to improve effectiveness of own communication

**Level:** 3

**Credit value:** 4

**Unit aim**

The unit aim is to increase 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 an understanding of their responsibility to act in ways that support equality and diversity and how discrimination can affect people. They will gain understanding of the action to take if their own or others' behaviour undermines equality and diversity.

**Learning outcomes**

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

- 1 Know how legislation and policy provide guidance for promoting rights and supporting equality and diversity
- 2 Understand the need to value individuality and respect diversity
- 3 Understand how peoples' behaviour impacts on equality and diversity
- 4 Know how to respond appropriately to behaviour that is discriminatory or undermines equality and diversity

**Guided learning hours**

It is recommended that **30** 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 2.

**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
- Problem Solving
- Improving own learning and performance
- Working with Others

**Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Or

- recording of portfolio evidence

## **Unit 302**

### Outcome 1

## **Equality and diversity in the health sector**

Know how legislation and policy provide guidance for promoting rights and supporting equality and diversity

### **Assessment Criteria**

The learner can:

- 1.1 Describe ways in which legislation supports people's rights within an organisation or service
- 1.2 Describe the procedures to follow to promote rights and support equality and diversity

**Unit 302**  
Outcome 2

**Equality and diversity in the health sector**  
Understand the need to value individuality and respect diversity

**Assessment Criteria**

The learner can:

- 2.1 Explain how individual differences may affect people's beliefs, preferences and choices
- 2.2 Explain ways of working which value individuality and respect diversity

**Unit 302**  
Outcome 3

**Equality and diversity in the health sector**  
Understand how peoples' behaviour impacts on equality and diversity

**Assessment Criteria**

The learner can:

- 3.1 Assess how attitudes and prejudice may lead to behaviour which undermines equality and diversity
- 3.2 Explain how people are affected by behaviour which undermines equality and diversity
- 3.3 Evaluate the effects of own behaviour on others



## **Unit 302**

### Outcome 4

## **Equality and diversity in the health sector**

Know how to respond appropriately to behaviour that is discriminatory or undermines equality and diversity

### **Assessment Criteria**

The learner can:

- 4.1 Identify how people or organisations may discriminate against others
- 4.2 Describe the actions to be taken when equality and diversity is not promoted or if discrimination is taking place

**Level:** 3

**Credit value:** 2

**Unit aim**

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

**Learning outcomes**

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

- 1 Understand how to assess and manage potential risks to the health safety and security of self and others
- 2 Understand how to work in ways that are consistent with legislation and organisational policies and procedures
- 3 Understand the importance of, and how to provide reports of actual and potential risks to health, safety and security
- 4 Know how to support others in maintaining health, safety and security

**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 health, safety and security dimension of the NHS Knowledge and Skills Framework at level 2.

**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
- Problem Solving
- Improving own learning and performance
- Working with Others

**Assessment**

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

Or

- recording of portfolio evidence

## **Unit 303**

### Outcome 1

## **Health, safety and security in the health sector**

Understand how to assess and manage potential risks to the health safety and security of self and others

### **Assessment Criteria**

The learner can:

- 1.1 Explain ways to assess risks to self and others for identified hazards
- 1.2 Explain how risks to self can be managed in an organisation or service
- 1.3 Explain how risks to others can be managed and monitored

## **Unit 303**

### Outcome 2

## **Health, safety and security in the health sector**

Understand how to work in ways that are consistent with legislation and organisational policies and procedures

### **Assessment Criteria**

The learner can:

- 2.1 Review the key legislation that relates to health, safety and security in an organisation or service
- 2.2 Explain the policies of an organisation or service that are associated with the legislation
- 2.3 Explain how to work in a way that is consistent with these policies or procedures

## **Unit 303**

### Outcome 3

## **Health, safety and security in the health sector**

Understand the importance of, and how to provide reports of actual and potential risks 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 organisational procedures

## **Unit 303**

### Outcome 4

## **Health, safety and security in the health sector**

Know how to support others in maintaining health, safety and security

### **Assessment Criteria**

The learner can:

- 4.1 Outline how to alert others to issues of health, safety and security
- 4.2 Describe ways in which a healthy, safe and secure working environment can be promoted
- 4.3 Describe ways of providing information and advice to others about risk in an organisation or service
- 4.4 Describe the process of managing an emergency situation

## Unit 304

# Maintaining quality standards in the health sector

**Level:** 3

**Credit value:** 2

### Unit aim

The unit aim is to develop an understanding of the importance of maintaining the quality of own work and that of others through monitoring competences to meet quality standards. Learners will learn the importance of prioritising workload, using and maintaining resources and the benefits of working with others. The unit will help the learner understand how legislation, policies and procedures determine quality standards.

### Learning outcomes

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

- 1 Understand how to provide a quality service within legislation, policies and procedures
- 2 Understand the importance of working with others to provide a quality service
- 3 Know how to monitor quality standards
- 4 Understand the importance of prioritising own workload to reduce risks to quality

### Guided learning hours

It is recommended that **13** 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 2.

### 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
- Problem Solving
- Improving own learning and performance
- Working with Others

### Assessment

This unit will be assessed by:

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



## **Unit 304**

## **Maintaining quality standards in the health sector**

### **Outcome 1**

Understand how to provide a quality service within legislation, policies and procedures

#### **Assessment Criteria**

The learner can:

- 1.1 Explain the importance of meeting quality standards as determined by legislation, policies and procedures
- 1.2 Explain how others could be encouraged to meet quality standards
- 1.3 Explain the benefits of maintaining quality standards

## **Unit 304**

## **Maintaining quality standards in the health sector**

### **Outcome 2**

Understand the importance of working with others to provide a quality service

#### **Assessment Criteria**

The learner can:

- 2.1 Explain personal responsibilities for working with others
- 2.2 Explain accountability when working with others
- 2.3 Explain the importance of working effectively with others to provide a quality service

## **Unit 304**

# **Maintaining quality standards in the health sector**

## **Outcome 3**

Know how to monitor quality standards

### **Assessment Criteria**

The learner can:

- 3.1 Describe methods of monitoring quality standards
- 3.2 State how to inform other staff of quality issues
- 3.3 Describe how resources can be monitored and maintained
- 3.4 Outline the benefits of monitoring quality to maintain and improve standards

## **Unit 304**

## **Maintaining quality standards in the health sector**

### Outcome 4

Understand the importance of prioritising own workload to reduce risks to quality

#### **Assessment Criteria**

The learner can:

- 4.1 Review factors that can affect own workload
- 4.2 Evaluate how prioritising work will ensure the maintenance and improvement of a quality service

**Level:** 3

**Credit value:** 3

**Unit aim**

The unit aim is to gain an understanding of a learner's own personal development and how to support the development of others in the health sector. Learners should be aware of sources of feedback and use this to inform own personal development. The unit covers how to offer information to others to assist their development.

**Learning outcomes**

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

- 1 Understand a work role in the health sector
- 2 Understand the components of a personal development plan
- 3 Understand how learning opportunities can contribute to personal development
- 4 Know how to offer information to others to support their development

**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**

This unit covers the requirements of the personal and people development dimension on the NHS Knowledge and Skills Framework (KSF) at Level 2.

**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
- Problem Solving
- Improving own learning and performance
- Working with Others

**Assessment**

This unit will be assessed by:

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

## **Unit 305**

## **People and personal development in the health sector**

### Outcome 1

Understand a work role in the health sector

#### **Assessment Criteria**

The learner can:

- 1.1 Explain the duties and responsibilities of a named work role in the health sector
- 1.2 Evaluate the expectations of the work role in relation to relevant standards

## **Unit 305**

## **People and personal development in the health sector**

### **Outcome 2**

Understand the components of a personal development plan

#### **Assessment Criteria**

The learner can:

- 2.1 Assess own knowledge and understanding against relevant standards
- 2.2 Explain how to use feedback to inform own development
- 2.3 Identify own learning needs, interests and development opportunities
- 2.4 Produce a personal development plan

## **Unit 305**

## **People and personal development in the health sector**

### Outcome 3

Understand how learning opportunities can contribute to personal development

#### **Assessment Criteria**

The learner can:

- 3.1 Review ways to record own learning opportunities
- 3.2 Evaluate effectiveness of learning opportunities in supporting personal development



## **Unit 305**

## **People and personal development in the health sector**

### Outcome 4

Know how to offer information to others to support their development

#### **Assessment Criteria**

The learner can:

- 4.1 Identify the information which others may need for their development
- 4.2 Describe appropriate methods of offering this information

**Level:** 3

**Credit value:** 3

**Unit aim**

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

**Learning outcomes**

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

- 1 Understand how to evaluate own work and that of others to identify potential improvements
- 2 Understand how to make constructive suggestions about how services can be improved
- 3 Understand how to discuss and agree improvements with others
- 4 Understand how to make agreed improvements to own work and how to support others to make changes

**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 improving service dimension of the NHS Knowledge and Skills Framework at level 2.

**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
- Problem Solving
- Improving own learning and performance
- Working with Others

**Assessment**

This unit will be assessed by:

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

## **Unit 306**

### Outcome 1

## **Service improvement in the health sector**

Understand how to evaluate own work and that of others to identify potential improvements

### **Assessment Criteria**

The learner can:

- 1.1 Illustrate how to benchmark own work and that of others
- 1.2 Explain how feedback can be obtained and used to identify potential service improvements
- 1.3 Review the policies and strategies for service improvements

## **Unit 306**

### Outcome 2

## **Service improvement in the health sector**

Understand how to make constructive suggestions about how services can be improved

### **Assessment Criteria**

The learner can:

- 2.1 Explain key issues related to potential improvements
- 2.2 Explain why service improvements are required
- 2.3 Discuss how service improvements could be implemented

## **Unit 306**

### Outcome 4

## **Service improvement in the health sector**

Understand how to make agreed improvements to own work and how to support others to make changes

### **Assessment Criteria**

The learner can:

- 3.1 Explain the importance of agreeing changes with others
- 3.2 Illustrate how working with others can support service improvements

## **Unit 306            Service improvement in the health sector**

Outcome Know how to offer information to others to support their development

### **Assessment Criteria**

The learner can:

- 4.1 Evaluate strategies for making changes effective within own work role
- 4.2 Explain how to support others in implementing changes

## 4 Assessment

### 4.1 Summary of assessment requirements

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
- Learning programme
- Candidate guidance
- Assignment coverage
- Tasks
- Learner assessment record

The assignments listed below can be located on the 3176-03 qualification web page on the City & 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 & 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.

#### **Assignment 301**

Communication skills for working in the health sector

#### **Assignment 302**

Equality and diversity in the health sector

#### **Assignment 303**

Health, safety and security in the health sector

#### **Assignment 304**

Maintaining quality standards in the health sector

## Assignment 305

People and personal development in the health sector

## Assignment 306

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 to 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 paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at:  
**[www.cityandguilds.com/eportfolios](http://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 of 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:

<b>City &amp; Guilds qualification title:</b>			
Qualification number:		Level:	

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

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

<b>Internal verifier details</b>			
Name:		Signature:	
Contact number:		Position:	

<b>Assessor details</b>			
(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):			

# Form 3 Candidate skill scan



Candidate name: \_\_\_\_\_

Unit	Duties	Examples Experience/qualification s	Training required
301			
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.

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

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: \_\_\_\_\_

# Form 6 Work evidence record



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

<b>Evidence ref(s):</b>
<b>Unit number(s):</b>

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: \_\_\_\_\_

**Form 9 Evidence location sheet**



Candidate name: \_\_\_\_\_

Unit number/title: \_\_\_\_\_

Item of evidence	Loc*	Ref	Link to assessment criteria (✓)											
			1	2	3	4	5	6	7	8	9	10		

\* Location key: P = portfolio, O = office (add further categories as appropriate)

# 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)

# Form 11A Summary of unit and qualification achievement



Candidate name: \_\_\_\_\_ Signature: \_\_\_\_\_  
 City & Guilds registration number: \_\_\_\_\_ Date: \_\_\_\_\_  
 Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

Unit	Title	Internal verification		Grade achieved <i>(if appropriate)</i>	Signatures			
		Date	Types of evidence <i>(see key)</i>		Assessor *	Candidate	IV*	EV <i>(if sampled)</i>

\*If there is a second line assessor/IV, both must sign.

**Key for types of evidence** (please extend if necessary):

O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = Simulation;  
 PD = Professional discussion; A = Assignments, projects/case studies; WT = Witness testimony;  
 ET = Expert witness testimony; RPL = Recognition of prior learning

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

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 3 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
301	C2.2 C2.3	N/A	ICT1.1 ICT1.2 ICT1.3
302	C2.2 C2.3	N/A	ICT1.1 ICT1.2 ICT1.3
303	C2.2 C2.3	N/A	ICT1.1 ICT1.2 ICT1.3
304	C2.2 C2.3	N/A	ICT1.1 ICT1.2 ICT1.3
305	C2.2 C2.3	N/A	ICT1.1 ICT1.2 ICT1.3
306	C2.2 C2.3	N/A	ICT1.1 ICT1.2 ICT1.3

Unit number	Problem Solving	Improving own learning and performance	Working With Others
301	PS2.1 PS2.2 PS2.2	LP2.3	WO2.2 WO2.3
302	PS2.1 PS2.2 PS2.2	LP2.3	WO2.2 WO2.3
303	PS2.1 PS2.2 PS2.2	LP2.3	WO2.2 WO2.3
304	PS2.1 PS2.2 PS2.2	LP2.1 LP2.2 LP2.3	WO2.2 WO2.3
305	PS2.1 PS2.2 PS2.2	LP2.1 LP2.2 LP2.3	WO2.1 WO2.2 WO2.3
306	PS2.1 PS2.2 PS2.2	LP2.1 LP2.2 LP2.3	WO2.1 WO2.2 WO2.3

### Relationship to the NHS Knowledge and Skills Framework

#### 1 Communication

#### Level 2

Communicate with a range of people on a range of matters.

301

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302

303

304

305

306

#### 2 Personal and people development

#### Level 2

Develop own skills and knowledge and provide information to others to help their development.

301

302

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303

304

305

306

**3 Health safety and security`****Level 2**

Monitor and maintain health safety and security of self and others

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301

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302

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305

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306

**4 Service improvement****Level 2**

Contribute to the improvement of services

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301

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302

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303

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304

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305

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306

**5 Quality****Level 2**

Maintain quality in own work and encourage others to do so

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301

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302

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303

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304

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305

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306

**6 Equality and diversity****Level 2**

Support equality and value diversity.

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301

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302

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303

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304

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305

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306

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## 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](http://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 candidates
- 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 candidates who are eligible for adjustments in assessment.

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

- ***Walled Garden***  
Find out how to register and certificate candidates 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 GOLLA assessments.

**City & Guilds**  
Skills for a brighter future



[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> <li>• General qualification information</li> </ul>
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> <li>• Exam entries</li> <li>• Registrations/enrolment</li> <li>• Certificates</li> <li>• Invoices</li> <li>• Missing or late exam materials</li> <li>• Nominal roll reports</li> <li>• Results</li> </ul>
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Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> <li>• Employer solutions</li> <li>• Mapping</li> <li>• Accreditation</li> <li>• Development Skills</li> <li>• Consultancy</li> </ul>
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