



Technical and Vocational Education and Training (TVET) Council



## **Occupational Standards of Competence**

# **Care of the Older Adult**

## **Level 2**

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Technical and Vocational Education and Training (TVET) Council  
Version 1- May 2008

**Qualification Overview**

**NVQ**

**in**

**Care of the Older Adult**

**Level 2**

## NVQ in Care of the Older Adult – level 2

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### Qualification Overview

#### Who is the qualification for?

This qualification is about direct care, where the focus is hands-on care, (doing things for services users) enablement care, and development and maintenance of the services users independence (supporting and enabling services users to do things for themselves). Candidates will usually be delivering care in support of and under the direction of a colleague who is accountable in the area of practice, although this person may not always be in the immediate vicinity while the candidate is working with services users. The candidate would be expected to seek support, advice or assistance if they are unclear about what to do or if unusual or untoward situations arise (for example, deterioration in the services users' condition).

These competencies are for persons who are likely to be in roles where for example their duties include:

- Carrying out and providing feedback on specific plan of care activities
- Support individuals to meet their domestic and personal needs
- Support the health and safety of yourself and individuals

Relevant occupations include:

- Home Care Assistants
- Health Care Assistants
- Care workers in any capacity involved in the day to day care, protection and well being of individuals

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

#### How the qualification is structured:

To achieve the full qualification, candidates must complete eight (8) units in total made up of four (4) mandatory units plus four (4) optional units. Candidates can also take additional units, although these are not required to complete the qualification.

**APPROVED NATIONAL QUALIFICATION STRUCTURE**

**CARE OF THE OLDER ADULT – LEVEL 2**

To achieve the full qualification, candidates must complete eight (8) units in total made up of four (4) mandatory units plus four (4) optional units. Candidates can also take additional units, although these are not required to complete the qualification.

<b>Mandatory Units</b> (All must be completed)	<b><u>TVETC Number</u></b>
<p><b>1. Communicate with, and complete records for individuals</b></p> <p>1.1 Work with individuals and others to identify the best forms of communication</p> <p>1.2 Listen and respond to individuals' questions and concerns</p> <p>1.3 Communicate with individuals</p> <p>1.4 Access and update records and reports</p>	<p><b>U19502</b></p>
<p><b>2. Support the health and safety of yourself and individuals</b></p> <p>2.1 Carry out health and safety checks before you begin work activities</p> <p>2.2 Ensure your actions support health and safety in the place you work</p> <p>2.3 Take action to deal with emergencies</p>	<p><b>U19602</b></p>
<p><b>3. Develop your knowledge and practice</b></p> <p>3.1 Evaluate your work</p> <p>3.2 Use new and improved skills and knowledge in your work</p>	<p><b>U19702</b></p>
<p><b>4. Ensure your own actions support the care, protection and well-being of individuals</b></p> <p>4.1 Relate to and support individuals in the way they choose</p> <p>4.2 Treat people with respect and dignity</p> <p>4.3 Assist in the protection of individuals</p>	<p><b>U19802</b></p>

**NVQ in Care of the Older Adult – level 2 Cont'd**

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**Qualification Overview**

**Optional Units (Choose 4)**

**TVETC Numbers**

<b>5. Carry out and provide feedback on specific plan of care activities</b>	<b>U19902</b>
5.1 Carry out specific plan of care activities	
5.2 Provide feedback on specific plan of care activities	
5.3 Contribute to revisions of specific plan of care activities	
<b>6. Support individuals to access and use information</b>	<b>U20002</b>
6.1 Support individuals to identify information to meet their needs	
6.2 Enable individuals to access, select and use information	
6.3 Enable individuals to evaluate the information	
<b>7. Support individuals in their activities of daily living</b>	<b>U20102</b>
7.1 Agree with individuals the support they require for their daily living	
7.2 Assist individuals in activities to promote their well-being	
7.3 Help individuals access other support to promote their well-being	
<b>8. Support individuals to make journeys</b>	<b>U20202</b>
8.1 Support individuals to plan journeys	
8.2 Accompany individuals on journeys	
<b>9. Support individuals to meet their domestic and personal needs</b>	<b>U20302</b>
9.1 Support individuals to obtain, prepare and store food that meets their nutritional and dietary requirements	
9.2 Support individuals to identify and obtain household and personal goods	
9.3 Support individuals to keep their home healthy, safe and secure	

**NVQ in Care of the Older Adult – level 2 Cont'd**

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**Qualification Overview**

**TVETC Numbers**

**Optional Units (Choose 4)**

- |   |               |
|---|---------------|
| <b>10. Support individuals to access and participate in recreational activities</b>                         | <b>U20402</b> |
| 10.1 Support individuals to identify their recreational interests and preferences                           |               |
| 10.2 Encourage and support individuals to participate in recreational activities                            |               |
| 10.3 Encourage and support individuals to review the value of the recreational activities                   |               |
| <b>11. Support individuals to take part in developmental activities</b>                                     | <b>U20502</b> |
| 11.1 Prepare individuals and the environment for developmental activities                                   |               |
| 11.2 Support individuals to take part in developmental activities   |               |
| 11.3 Contribute to the evaluation of agreed developmental activities  |               |
| <b>12. Support individuals during therapy sessions</b>  | <b>U20602</b> |
| 12.1 Prepare and maintain environments, equipment and materials prior to, during and after therapy sessions |               |
| 12.2 Support individuals prior to and within therapy sessions   |               |
| 12.3 Observe and provide feedback on therapy sessions   |               |
| <b>13. Provide food and drink for individuals</b>   | <b>U20702</b> |
| 13.1 Support individuals to communicate what they want to eat and drink                                     |               |
| 13.2 Prepare and serve food and drink   |               |
| 13.3 Clear away when individuals have finished eating and drinking  |               |
| <b>14. Help individuals to eat and drink</b>  | <b>U20802</b> |
| 14.1 Make preparations to support individuals to eat and drink  |               |
| 14.2 Support individuals to get ready to eat and drink  |               |
| 14.3 Help individuals consume food and drink  |               |

**NVQ in Care of the Older Adult – level 2 Cont'd**

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**Qualification Overview**

<b>Optional Units (Choose 4)</b>	<b><u>TVETC Numbers</u></b>
<b>15. Help individuals to keep mobile</b>	<b>U20902</b>
15.1 Support individuals to keep mobile	
15.2 Observe any changes in the individual's mobility and provide feedback to the appropriate people	
<b>16. Help address the physical comfort needs of individuals</b>	<b>U21002</b>
16.1 Assist in minimising individuals' pain or discomfort	
16.2 Assist in providing conditions to meet individual's needs for rest and sleep	
<b>17. Undertake agreed pressure area care</b>	<b>U21102</b>
17.1 Prepare to carry out pressure area care	
17.2 Carry out pressure area care	
<b>18. Support individuals with their personal care needs</b>	<b>U21202</b>
18.1 Support individuals to go the toilet	
18.2 Enable individuals to maintain their personal hygiene	
18.3 Support individuals in personal grooming and dressing	
<b>19. Support individuals to manage continence</b>	<b>U21302</b>
19.1 Support individuals to maintain continence	
19.2 Support individuals to use equipment to manage continence	
<b>20. Contribute to the care and maintenance of clients' feet</b>	<b>U21402</b>
20.1 Contribute to the care and maintenance of individuals' feet	
20.2 Apply dressing and medicaments to individuals' feet	
<b>21. Assist in the administration of medication</b>	<b>U21502</b>
21.1 Prepare for the administration of medication to individuals	
21.2 Assist in and record the administration of medications	



**NVQ in Care of the Older Adult – level 2 Cont'd**

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**Qualification Overview**

<b>Optional Units (Choose 4)</b>	<b><u>TVETC Numbers</u></b>
<b>22. Support individuals prior to, during and after clinical procedures</b>	<b>U21602</b>
22.2 Prepare individuals for clinical activities	
22.3 Support individuals during and following clinical activities	
<b>23. Contribute to moving and handling individuals</b>	<b>U21702</b>
23.1 Prepare individuals, environments and equipment for moving and handling	
23.2 Enable individuals to move from one position to another	
<b>24. Observe, monitor and record the condition of individuals</b>	<b>U21802</b>
24.1 Observe and monitor individuals' conditions	
24.2 Record and report changes to the appropriate people	
24.3 Carry out instructions to meet individuals' changing conditions	
<b>25. Support individuals to undertake and monitor their own health care</b>	<b>U21902</b>
25.1 Support individuals when undertaking procedures, treatments and dressings	
25.2 Support individuals when obtaining specimens and taking physical measurements	
<b>26. Support individuals who are distressed</b>	<b>U22002</b>
26.1 Identify aspects of individuals' lives that may cause distress	
26.2 Work with individuals and others to deal with their distress	
26.3 Support individuals through periods of stress and distress	
<b>27. Contribute to working in collaboration with carers in the caring role</b>	<b>U22102</b>
27.1 Contribute to working with carers to access and use resources, services, facilities and support groups	
27.2 Contribute to the review of services and facilities for carers	

**NVQ in Care of the Older Adult – level 2 Cont'd**

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**Qualification Overview**

**Optional Units (Choose 4)**

**TVETC Numbers**

<b>28. Contribute to effective group care</b>	<b>U22202</b>
28.1 Contribute to group care that supports the physical, social and emotional needs of the group and its members	
28.2 Contribute to the assessment of group care	
<b>29. Gain access to, and ensure individuals' homes are secure</b>	<b>U22302</b>
29.1 Follow procedures to access and secure individuals' homes	
29.2 Take appropriate action when you cannot access individuals' homes	
29.3 Review procedures for accessing and securing individuals' homes	
<b>30. Manage environments and resources during daily activities</b>	<b>U22402</b>
30.1 Prepare environments and resources for use during daily activities	
30.2 Monitor and manage the environment and resources during and after daily activities	
<b>31. Protect yourself from the risk of violence at work</b>	<b>U22502</b>
31.1 Help to de-escalate a potentially violent situation	
31.2 Review the incident for recording and monitoring purposes	

**NVQ in Care of the Older Adult – level 2 Cont'd**

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**Qualification Overview**

<b>Additional Units</b>	<b><u>TVETC Numbers</u></b>
<b>32. Relate to, and interact with, individuals</b>	<b>U22602</b>
32.1 Identify individuals' relationship needs	
32.2 Develop effective relationships	
32.3 Monitor and alter relationships to meet changing needs	
<b>33. Ensure your own actions support the equality, diversity, rights and responsibilities of individuals</b>	<b>U22702</b>
33.1 Respect the rights and interests of individuals	
33.2 Treat everyone equally and in ways that respects diversities and differences	
33.3 Act in ways that promote the individual's confidence in you and your organisation	
<b>34. Enable individuals to negotiate specific environments</b>	<b>U22802</b>
34.1 Support individuals to assess their ability to negotiate specific environments	
34.2 Support individuals to negotiate specific environments	
34.3 Observe and contribute to the evaluation of programmes	
<b>35. Obtain and test capillary blood samples</b>	<b>U22902</b>
35.1 Obtain capillary blood	
35.2 Test, record and report on capillary blood sample results	
<b>36. Obtain and test specimens from individuals</b>	<b>U23002</b>
36.1 Obtain specimens from individuals	
36.2 Test, record and report on specimens	
<b>37. Contribute to the care of a deceased person</b>	<b>U23102</b>
37.1 Contribute to preparing the deceased person to be moved	
37.2 Contribute to moving the deceased person	

**NVQ in Care of the Older Adult – level 2 Cont'd**

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**Qualification Overview**

<b>Additional Units</b>	<b><u>TVETC Numbers</u></b>
<b>38. Contribute to the identification of the risk of danger to individuals and others</b>	<b>U23202</b>
38.1 Contribute to recognizing risks of harm and abuse	
38.2 Take action to deal with risks of harm and abuse	
38.3 Contribute to reviewing the effectiveness of actions taken to deal with risks of harm and abuse	
<b>39. Contribute to the effectiveness of teams</b>	<b>U23302</b>
39.1 Agree and carry out your role and responsibilities within the team	
39.2 Participate effectively as a team member	
<b>40. Receive and pass on messages and information</b>	<b>U23402</b>
40.1 Receive, process and record messages	
40.2 Pass on messages	
40.3 Respond to requests for information	
<b>41. Monitor, handle and maintain materials and equipment</b>	<b>U23502</b>
41.1 Monitor the receipt and use of materials and equipment	
41.2 Help maintain materials and equipment	
<b>42. Manage and organise time and activities to support individuals in the community</b>	<b>U23602</b>
42.1 Identify and organise time to enable you to complete work for individuals	
42.2 Balance your own duties and responsibilities with the individual's needs and preferences	
42.3 Identify and report risks and changes in individuals' needs and preferences	

**NVQ in Care of the Older Adult – level 2 Cont'd**

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**Qualification Overview**

**Additional Units**

**TVETC Numbers**

- |  |               |
|--|---------------|
| <b>43. Receive and monitor visitors</b>  | <b>U23702</b> |
| 43.1 Prepare visitors according to organisational requirements and procedures      |               |
| 43.2 Support visitors and individuals during the visit                             |               |
| 43.3 Monitor the activities of visitors and take action to control where necessary |               |
| <b>44. Maintain a safe and clean environment</b>                                   | <b>U23802</b> |
| 44.1 Clean rooms, work areas, equipment and surfaces                               |               |
| 44.2 Monitor and maintain the cleanliness of environments                          |               |

## NVQ in Care of the Older Adult – level 2 Cont'd

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### Evidence Requirements

For a candidate to be judged competent in a unit, the evidence presented must satisfy:

- All the performance criteria in each element
- All the range in each element
- All the evidence requirements and
- All the relevant knowledge and understanding listed

Competence must be demonstrated consistently in the workplace over a period of time. The candidate must produce varied performance evidence and knowledge evidence derived from different situations over a period of time in the workplace.

Unless otherwise stated within the evidence requirements, all performance evidence must come from **real work** within the workplace. **Work** being defined as real if the provision of a service or product by the candidate that if not carried out, would require the organisation to employ someone else to execute the task.

### Simulation

Unless otherwise stated in the evidence requirements, simulation is acceptable only as a supplementary form of evidence for certain range statements and performance criteria. These situations may include generic health and safety, fire and contingency activities for which the opportunity for assessment is often minimal in the workplace. It **should not** include routine activities which should be covered by performance evidence.

Where assessment is to be carried out through activities performed under simulation, the internal verifier must agree to the use of simulated activities with the assessor(s) and external verifier before they take place and must sample all performance evidence produced through simulated activities.

### Clarification

Please see the attached Glossary at Appendix 1 and 2 for clarification of terminology used within this standard.

**U19502****Communicate with, and complete records for individuals**

## Unit Descriptor:

This unit describes the competence required to communicate and complete records for individuals.

**The unit describes the essential abilities of:**

- Effective communication
- Accurate record keeping
- Good report writing
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |  |     |   |
|----|--|-----|---|
| 1. | Work with individuals and others to identify the best forms of communication | 1.1 | <b>Seek information</b> and advice about the individual's specific <b>communication and language needs and preferences.</b>   |
|    |  | 1.2 | Confirm with individuals their preferred methods of communication and language and any changes in their needs.  |
|    |  | 1.3 | Review your communication skills to see if they are suitable to meet the needs and preferences of individuals.  |
|    |  | 1.4 | Where necessary, you seek <b>extra support</b> to ensure that: <ul style="list-style-type: none"> <li>• You are able to communicate with and understand the individual's views and wishes.</li> <li>• The individual is able to communicate with and understand you.</li> </ul> |
|    |  | 1.5 | Record, report and share information about the individual's communication and language needs and preferences, within confidentiality agreements and according to legal and organisational requirements.   |

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2. Listen and respond to individuals' questions and concerns
- 2.1 Check and take appropriate action to ensure that individuals have the support they need to communicate their views, wishes and preferences.
- 2.2 Position yourself so that:
- You can understand what individuals and **key people** are trying to convey.
  - Individuals and key people can understand what you have communicated.
- 2.3 Use appropriate body language, eye contact and methods of listening that actively encourage individuals and key people to communicate.
- 2.4 Give individuals sufficient time to communicate without interrupting or finishing off their communication.
- 2.5 Concentrate, listen and respond appropriately when you are communicating with the individuals and key people.
- 2.6 Respond appropriately to any questions and concerns that individual and key people have.
- 2.7 Seek additional advice and support for individual's and key people's questions and concerns that are beyond your competence to deal with.
3. Communicate with individuals
- 3.1 Support individuals to use their preferred means of communication and language.
- 3.2 Communicate with individuals and **key people** at a pace, in a manner and at a level appropriate to the individuals' understanding, needs and preferences.
- 3.3 Provide active support to enable individuals to communicate and participate in communications.



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- 3.4 Ensure the focus of the communication is with the individual whilst acknowledging the input from others.
- 3.5 Adapt your communications:
- To meet the individual's changing needs and preferences.
  - When individuals and key people have difficulty understanding what you want to communicate.
- 3.6 At the appropriate times within the communication, you:
- Clarify points and check that you understand what is being communicated.
  - Confirm/check that individuals and key people understand what you are saying.
- 3.7 Take appropriate action to address any misunderstandings.
- 3.8 Respect the individual's and key people's rights to confidentiality of information, within legal and organisational procedures.
- 3.9 Record what you have done, any problems you have had and any outcomes arising from the communication.
4. Access and update records and reports
- 4.1 Seek permission from the **appropriate people** to access records where needed.
- 4.2 Access and complete the correct records according to:
- Confidentiality agreements.
  - Legal requirements.
  - Organisational policies, procedures and practices.
  - The activities you have undertaken.

- 4.3 Record or pass on information about the individual's needs and preferences, including those about language and communication.
- 4.4 Report accurate and sufficient information to the appropriate people, about:
- Any problems you had carrying out the care of individuals and what you did about these.
  - Any signs and symptoms that indicate changes in the individual's condition and care needs.
  - Any difficulties you have in accessing and updating records and reports.
- 4.5 Support individuals to understand why and what you have reported and recorded.
- 4.6 Ensure the security of access to records and reports according to legal and organisational procedures.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Work with individuals and others to identify the best forms of communication****A. Seek information:**

- (i) colleagues
- (ii) records
- (iii) the individual

**B. Communicate and language needs and preferences:**

- (i) the individual's preferred spoken language
- (ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
- (iii) other non verbal forms of communication
- (iv) human and technological aids to communication

**C. Extra support from:**

- (i) key people
- (ii) interpreters
- (iii) translators
- (iv) signers
- (v) specialist equipment to aid the individual's communication abilities

**Element 2: Listen and respond to individuals' questions and concerns****D. Key people:** *(Applies to Element 3 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**Element 4: Access and update records and reports****E. Appropriate people:**

- (i) line manager
- (ii) people responsible for records

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when communicating with and completing records and reports about individuals.
2. How to provide **active support** to enable individuals to communicate their needs, views and preferences.
3. Methods and ways of communicating that:
  - support equality and diversity
  - support the rights of people to communicate in their preferred method, media and language
  - are effective when dealing with, and challenging discrimination when communicating with, individuals and key people.

**Legislation and organisational policy and procedures**

4. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when communicating with and completing records and reports about individuals.
5. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information about an individual's communication and language needs and preferences
  - recording, reporting, confidentiality and sharing information, including data protection
  - communicating with individuals.

**Theory and practice**

6. Actions to take when you observe any key changes in the individuals' communication skills and abilities, what they are trying to communicate and their hearing.
7. Factors that can affect the communication skills, abilities and development of the individuals with whom you are working.
8. Ways to communicate with the people you work with, how to find out about the individual's communication and language needs wishes and preferences. which you are responsible.

9. The importance of :
  - focusing on the individual
  - active listening
  - space and positioning when communicating
  - body language and eye contact when communicating
  - giving individuals sufficient time to communicate
  - using the individual's preferred means of communication and language
  - checking that you and the individuals understand what has been communicated
  - how to adapt the way you communicate.
10. Recording and reporting requirements for individuals and for your activities.
11. Where, why and how to get permissions to access records and reports.
12. How to, and why you need to complete records accurately, comprehensively and in ways that can be understood by those who need to access and use the records and reports.
13. The reasons for ensuring confidentiality and security of records and reports.
14. How to, and why you need to share information with individuals, key people and others.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, the ways that you find out how to communicate with an individual and how you checked with that individual what method of communication they are comfortable with, this could be by means of signing or it could simply be the kind language you use and ensuring that you speak simply and clearly.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, you could write or talk to your assessor about the ways you get information from an individual, explaining how you listen and check that you have understood what that person wants, you will also have to say why listening and checking your understanding are important.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job, either you or your assessor will need to record the questions and your answers.

**Competent performance and knowledge can also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.

- **Assignment/project:** you may have been on a recognised course, for example, communication skills or report writing and have completed some assessment at the end of the course; you can use this as evidence of knowledge.
- **Work products:** these might be a record that you would normally use within your work role, for example, a Care Plan for an individual, an accident/incident book entry, or other notes you have to keep to pass on to other members of staff.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U19602****Support the health and safety of yourself and individuals**

## Unit Descriptor:

This unit describes the competence required to support the health and safety of yourself and individuals.

**The unit describes the essential abilities of:**

- Communicating effectively
- Handling emergencies appropriately
- Knowing health and safety regulations and procedures
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Carry out health and safety checks before you begin work activities | <p>1.1 Make sure that you are aware of, and follow, organisational health, safety and security procedures before you start work.</p> <p>1.2 Before you begin any work activities you:</p> <ul style="list-style-type: none"> <li>• Check and use any accident risk assessments.</li> <li>• Examine the areas in which you work and any equipment you have to use to ensure that they are safe, hazard free and conform to legal and organisational requirements for health and safety.</li> <li>• Remove, where possible, hazards that might pose a health and safety risk to yourself and <b>others</b>.</li> </ul> <p>1.3 Take account of individuals' needs, wishes preferences and choices, whilst ensuring your own and the safety of individuals, <b>key people</b> and others when carrying out your work activities.</p> |
|--|--|



- 1.4 Operate within the limits of your own role and responsibilities, in relation to health and safety.
  - 1.5 Where necessary, you seek additional support to resolve health and safety problems.
  - 1.6 Report health and safety issues to the appropriate people and complete health, safety and security records, according to legal and organisational requirements
2. Ensure your actions support health and safety in the place you work
- 2.1 Identify and work with others to minimise potential risks in the place where you are working.
  - 2.2 Ensure that your own health and hygiene does not pose a threat to others.
  - 2.3 Ensure that the appropriate people know where you are at all times.
  - 2.4 Check for hazards and health, safety and security risks whilst you are working, taking appropriate action if there is the likelihood of any **accident**, injury or harm.
  - 2.5 Check that people who are present have a right to be there.
  - 2.6 Use approved methods and procedures when undertaking potentially hazardous work activities, including:
    - Using correct moving and handling techniques.
    - Wearing correct personal protective clothing appropriate to the situation, environment and activities.
    - Using and storing equipment and materials.
    - Dealing with spillages and disposal of waste.

3. Take action to deal with emergencies
- 2.7 Report any health and safety issues in the place you are working that may put yourselves and others at risk.
- 3.1 Take appropriate and immediate action to deal with health and environmental emergencies, including:
- Fire
  - **Security**
  - Serious and minor accidents
  - **First aid**
- 3.2 Summon assistance appropriate to the emergency.
- 3.3 Support individual during emergencies.
- 3.4 Provide ongoing support and assistance within your own competence until someone who is qualified to deal with the emergency is available.
- 3.5 Support others who may be affected by the emergency.
- 3.6 Record and report on incidents and emergencies accurately, completely, within confidentiality agreements, and according to organizational and legal requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Carry out health and safety checks before you begin work activities****A. Others:**

- (i) people within your organization
- (ii) people outside your organization who provide health care services and support the needs of the individuals

**B. Key people:**

- (i) family
- (ii) friends
- (iii) carers
- (v) others with whom the individual has a relationship

**Element 2: Ensure your actions support health and safety in the place of work****C. Accident due to:**

- (i) falls
- (ii) hazards in the environment
- (iii) illness
- (iv) disability
- (v) weaknesses
- (vi) sensory and cognitive impairment
- (vii) frailty

**Element 3: Take action to deal with emergencies****D. Security emergencies:**

- (i) bomb scares
- (ii) intruders
- (iii) missing people
- (iv) lost keys

**E. First aid emergencies:**

- (i) the need to deal with severe bleeding
- (ii) cardiac arrest
- (iii) shock
- (iv) faints or loss of consciousness
- (v) epileptic seizure
- (vi) choking and difficulty with breathing
- (vii) falls – potential or actual fracture
- (viii) burns and scalds
- (ix) poisoning
- (x) electrocution

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when working with individuals and dealing with emergencies.
2. How to provide **active support** and promote the individual's rights, choices and well-being whilst ensuring healthy and safe working practices and dealing with emergencies.

**Legislation and organisational policy and procedures**

3. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for health, safety and when dealing with emergencies.
4. Current local legislations and organisational requirements, procedures and practices for:
  - data protection including recording, reporting, confidentiality and sharing information and how to complete records for accidents and emergencies
  - health, safety and risk assessment for the environment, your work activities and for the individuals with whom you are working
  - the protection of individuals from danger, harm and abuse
  - your responsibility for keeping yourself and others safe
  - use and storage of hazardous and non-hazardous substances and equipment
  - Infection control.

**Theory and practice**

5. How to access and use records and information relating to health and safety.
6. Actions to take when you observe any key changes in the individuals' condition.
7. Methods of using equipment and materials safely (including the use of chemicals and other hazardous substances).
8. Methods of storing different equipment and materials safely and securely.
9. Methods of minimising the risk of contamination and infection.

10. How to deal and work with hazardous and non-hazardous materials, equipment and waste, in order to minimise the risks of contamination and danger.
11. How to store equipment and materials safely.
12. How to move and handle people, items and objects safely.
13. Types of personal protective clothing and equipment that you should and might have to use in your work and the reasons for using such clothing and equipment.
14. Aspects of your own health and hygiene that might pose a threat to individuals, key people and the place in which you work.
15. Risks and hazards that might cause the individual, yourself and others to have an accident, fall, be injured and become ill.
16. Common reasons why accidents happen in the care environment and with the individuals with whom you work.
17. The susceptibility of specific groups of individuals to falls, spillages and breaking items and the reasons for this.
18. The different kinds of emergency there may be in your work environment and with the individuals for whom you are responsible.
19. What are the levels of health care facilities available.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources; these must include direct observation by an assessor.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you ensure that you are working safely and how you ensure those you are working with are kept safe, how you deal with emergency situations such as having to call a doctor.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, what procedure you would follow to make sure an individual's bath water was at the correct temperature, why you would mop up water if it was spilled on a floor, what procedure you would follow if an individual was unwell and when you would call for medical assistance.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job, either you or your assessor will need to record the questions and your answers.

**Competent performance and knowledge can also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation of an activity you have undertaken with an individual. It could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **Assignment/project:** you may have been on a recognised course, for example, First Aid, risk assessment training, and have completed some assessment at the end of the course; you can use this as evidence of knowledge.
- **Work products:** if you have written a report, for example, an entry in the accident/incident book your assessor may be able to use this as evidence for you NVQ.

- **Simulation:** this would usually be around dealing with Fire Emergencies, Security and serious health emergencies which would not be likely to occur naturally in your work place.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is allowed for element 3 of this unit where evidence cannot be gained from real work practice.



**U19702****Develop your knowledge and practice**

## Unit Descriptor:

This unit describes the competence required to develop your knowledge and practice.

**The unit describes the essential abilities of:**

- Assessing work activities
- Applying appropriate information to work activities
- Operating within organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Evaluate your work                                     | 1.1 Assess how well you carry out your work activities.  |
|   | 1.2 Encourage individuals and <b>key people</b> to give you <b>feedback</b> on your work.  |
|   | 1.3 Identify how your values, belief systems and experiences may affect your work with individuals.  |
|   | 1.4 Identify any skills, knowledge and support that would help you to carry out your work activities more effectively.   |
|   | 1.5 Access and use appropriate support and information to improve your work.   |
| 2. Use new and improved skills and knowledge in your work | 2.1 Use the evaluation of your skills and knowledge to improve your work activities.   |
|   | 2.2 Work with others to: <ul style="list-style-type: none"> <li>• Identify new skills and knowledge relevant to, and which can improve your work activities.</li> <li>• Access any training you may need to gain the new and improved skills and knowledge.</li> </ul> |

- 2.3 Discuss, develop and review, with appropriate people, the usefulness of the new and improved skills and knowledge to your work activities.
- 2.4 Confirm with the appropriate people that it is safe and legal before applying new skills and knowledge.
- 2.5 Use new and improved skills and knowledge that have been agreed are appropriate to your work activities.
- 2.6 Evaluate, and support individuals and **key people** to evaluate if, and how your new and improved skills and knowledge have enhanced your work.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Evaluate your work****A. Key people:** (*Applies to Element 2*)

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**B. Feedback provided:**

- (i) orally
- (ii) in written form
- (iii) electronically

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## UNDERPINNING KNOWLEDGE AND SKILLS

### Values

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when working with individuals and others to improve your knowledge and practice.

### Legislation and organisational policy and procedures

2. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others in relation to developing your skills and knowledge and improving practice.
3. Current local legislations and organisational requirements, procedures and practices for accessing training and undertaking personal and professional development activities.
4. The purpose of and arrangements for your supervision and appraisal.
  - data protection including recording, reporting, confidentiality and sharing information and how to complete records for accidents and emergencies
  - health, safety and risk assessment for the environment, your work activities and for the individuals with whom you are working
  - the protection of individuals from danger, harm and abuse
  - your responsibility for keeping yourself and others safe
  - use and storage of hazardous and non-hazardous substances and equipment
  - Infection control.

### Theory and practice

5. Purpose and ways to access professional development activities and opportunities.
6. How to keep your skills and knowledge up-to-date.
7. Organisations that provide development opportunities to meet your needs and how to access these.
8. How to plan training, development opportunities and other support to develop your skills and knowledge.
9. How to learn from:
  - your own and others' practice
  - other sources of information and support.

10. Study and other abilities that will enable you to acquire new skills and knowledge, apply these to your own practice and evaluate their effectiveness.
11. How to evaluate your own values, skills and knowledge.
12. How to work with individuals, key people and others to evaluate your practice and improve your skills and knowledge.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources; these must include direct observation by an assessor.

### (2) Methods of Assessment

The following forms of evidence are required:

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how your practice has developed since you started and how you are able to demonstrate what you have learned by the way that you now carry out your job role.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, how you undertake your job tasks now in comparison to how you did them before, what you have learned from training and what you think you still have to learn.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job, either you or your assessor will need to record the questions and your answers.
- **Witness testimony:** this is a confirmation of an activity you have undertaken with an individual. It could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.

### (3) Context of Assessment

- Simulation is NOT allowed for any part of this unit.

## U19802                    Ensure your own actions support the care, protection and well-being of individuals

Unit Descriptor:

This unit describes the competence required to ensure your own actions support the care, protection and well-being of individuals.

**The unit describes the essential abilities of:**

- Problem solving
- Communicating effectively
- Operating within organisational procedures
- Meeting legal requirements

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Relate to and support individuals in a way they choose | <p>1.1 <b>Communicate</b> with individuals to find out about their needs, wishes and preferences.</p> <p>1.2 Develop appropriate relationships that enable you to carry out your work activities.</p> <p>1.3 Encourage individuals to identify how they want you to carry out your work activities.</p> <p>1.4 Provide active support that enables individuals to use their strengths and potential.</p> <p>1.5 Respect individuals' choices and desire to care for themselves.</p> <p>1.6 Work to resolve conflicts and if you cannot, you seek extra support and advice to help you meet the individual's needs, wishes and any preferences.</p> <p>1.7 Observe any <b>changes</b> that could affect the individual care needs.</p> <p>1.8 Report any observed changes to the <b>appropriate people</b>.</p> |
|---|--|

2. Treat individuals with respect and dignity
- 2.1 Treat and value each person as an individual.
- 2.2 Respect the dignity and privacy of individuals.
- 2.3 Respect the individual's diversity, culture and values.
- 2.4 Work in ways that:
- Recognise the individual's beliefs and preferences.
  - Put the individual's preferences at the centre of everything you do.
  - Do not discriminate against any individual.
  - Ensure that the service you provide is delivered equally and inclusively.
- 2.5 Provide active support to enable individuals to participate as much as they are able.
- 2.6 Identify and take appropriate action when behaviours and practice discriminate against individuals.
- 2.7 Seek extra support and advice when you are having difficulty supporting equality and diversity.
- 2.8 Ensure that individuals have the appropriate information about how to offer comments on their care.
3. Assist in the protection of individuals
- 3.1 Seek and acquire information about:
- Assessment of individuals in relation to actual or likely danger, **harm and abuse**.
  - Any difference of views that affect the activities you are responsible for and how to deal with them.



- The individual's preferences, abilities and support to cope with actual or likely danger, harm and abuse.
  - Your specific role in protecting the individuals from actual or likely danger, harm and abuse.
  - The procedures that you have to follow for working with the danger and **harm** to the individual or others.
- 3.2 Clarify with individuals your responsibilities to disclose information about actual and likely danger, harm and abuse.
- 3.3 Develop trust with individuals and **key people** so that they are able to raise and communicate concerns about actual or likely danger, harm and abuse to themselves and others.
- 3.4 Observe any signs of symptoms that indicate that individuals:
- Have been harmed or abused.
  - Are being harmed or abused.
  - Are in danger of harm or abuse.
- 3.5 Respond to situations and behaviour in ways that avoid putting yourself and others at unnecessary risk.
- 3.6 Alert promptly **appropriate people** and organisations when you discover or suspect individuals and others who are in danger, within confidentiality agreements and according to legal organisational requirements.
- 3.7 Record and report the specific activities that you have carried out to protect individuals and others from danger, harm or abuse, within confidentiality agreements and according to legal and organisational requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Relate to and support individuals in a way they choose****A. Communicate using:**

- (i) the individual's preferred spoken language
- (ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
- (iii) other non verbal forms of communication
- (iv) human and technological aids to communication

**B. Changes:**

- (i) the individual's condition, behaviour, appearance or mental state

**C. Appropriate people:**

- (i) line manager
- (ii) professionals or specialists

**Element 3: Assist in the protection of individuals****D. Harm and abuse:**

- (i) neglect
- (ii) physical, emotional and sexual abuse
- (iii) financial abuse
- (iv) bullying
- (v) self harm
- (vi) reckless behaviour

**E. Harm:**

- (i) short term
- (ii) medium
- (iii) long term

**F. Key people:**

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship, including people within and outside your organization who provide health and care services and support the needs of the individual

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity and discrimination when working with individuals, key people and others.
2. The rights that individuals have to:
  - be respected
  - be treated equally and not be discriminated against
  - be treated as an individual
  - be treated in a dignified way
  - privacy
  - be protected from danger and harm
  - be cared for in a way that meets their needs, takes account of their choices and also protects them
  - communicate using their preferred methods of communication and language
3. The rights and responsibilities individuals have for their own care and protection.
4. The ways health and social care values may differ from those of the individuals you are working with.
5. How to provide active support.
6. How to find out and support individuals' needs, rights, preferences and well-being.
7. Methods and ways of working that:
  - promote equality and diversity
  - are effective when dealing with and challenging discrimination
8. Codes of practice and conduct; standards and guidance relevant to the care of the environment in which you work and to your own and the roles, responsibilities, accountability and duties of others when valuing and respecting people; taking account of their views and preferences and protecting them from danger, harm and abuse.

**Legislation and organisational policy and procedures**

9. Current local legislation, and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety and protection of yourself, individuals, key people and others
  - assessing and managing risks associated with your work
  - reporting compliments, comments and complaints
  - dealing with suspicions and disclosure of danger, harm and abuse
  - the protection of individuals from danger, harm and abuse
10. The purpose of, and arrangements for your supervision when dealing with abuse and protection.

**Theory and practice**

11. Where to go to access information that can inform your practice.
12. Factors that can affect the behaviour, skills, abilities and development of the individuals with whom you are working.
13. Actions to take when you observe key changes in the condition and circumstances of individuals.
14. Methods that encourage individuals to use their strengths and potential and take as much control over their lives as possible.
15. Identify factors that may lead to danger, harm and abuse.
16. How to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse.
17. Signs and symptoms of danger harm and abuse.
18. Understand the correct actions to take when danger, harm and abuse have been disclosed.

**Legislation and organisational policy and procedures**

19. How to access information that can inform your practice in relation to protecting individuals.
20. Methods of working with, and resolving conflicts that you are likely to meet within your work.
21. Recording and reporting requirements for individuals with special needs.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the scope that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and social Care sector. This will include the National Service Standards for your areas of work and the individuals you care for.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources; these must include direct observation by a qualified assessor.

### (2) Methods of Assessment

**The following forms of evidence are required:**

- **Direct observation:** your assessor must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, ensuring that you have considered health and safety issues and treated individuals with dignity and respect while carrying out daily care tasks.
- **Reflective account/discussion:** you should describe your actions in a particular situation and explain why you did things, for example, you could write or talk to your assessor about helping someone to get ready for bed, or to go on an outing, and explain what you did and why you did it.
- **Questioning:** your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.

**Competent performance and knowledge can also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.

**Competent performance and knowledge can also be demonstrated using a variety of evidence from the following:**

- **Assignment/project:** you may have been on a course, for example, Elder Abuse or Care of the Elderly and have completed some assessment at the end of the course. You can use this as evidence of knowledge.
- **Work products:** If you have written a report, for example, for a care plan or an entry in the accident/incident book your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

## U19902

## Carry out and provide feedback on specific plan of care activities

Unit Descriptor:

This unit describes the competence required to ensure you carry out and provide feedback on specific plan of care activities.

**The unit describes the essential abilities of:**

- Problem solving
- Communicating effectively
- Operating within organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |  |     |  |
|----|--|-----|--|
| 1. | Carry out specific plan of care activities           | 1.1 | Access information, records, any risk assessments and advice about: <ul style="list-style-type: none"> <li>• The specific plan of care activities for which you are responsible.</li> <li>• The individuals for whom you are to carry out the specific plan of care activities.</li> </ul> |
|    |  | 1.2 | Confirm your understanding of the specific plan of care activities with relevant people.   |
|    |  | 1.3 | Support individuals to <b>communicate</b> their preferences about how you carry out specific plan of care activities.  |
|    |  | 1.4 | Use active support and follow the specific instructions within the plan of care when carrying out specific plan of care activities.  |
|    |  | 1.5 | Observe individuals when carrying out specific plan of care activities.  |
| 2. | Provide feedback on specific plan of care activities | 2.1 | Support individuals and <b>key people</b> to identify any changes in the individual's needs and preferences that might affect your work.   |



- 2.2 Observe any changes with individuals that may indicate changes to your work and the work of others.
- 2.3 Support individuals to **communicate** and you evaluate yourself:
- How well the specific plan of care activities you carry out support the individual's needs and preferences.
  - Anything that could be changed and/or improved.
- 2.4 Record and report:
- Any discomfort and change in individuals when carrying out specific plan of care activities.
  - Any differences in the individual's preferences about the way you carry out your activities and the ways specified in the plan of care within confidentiality agreements and according to legal and organisational requirements.
3. Contribute to revisions of specific plan of care activities
- 3.1 Identify and discuss your role and responsibilities in making revisions to specific plan of care activities for which you are responsible.
- 3.2 Report on and contribute to discussions about:
- How well the specific plan of care activities for which you are responsible meet the needs and preferences of individuals.
  - How the specific plan of care activities for which you are responsible could be changed and/or improved to better meet the needs and preferences of individuals.

- 3.3 Where your ideas and findings conflict with those of others, you:
- Listen to the reasons for the conclusions of others.
  - Explain the reasons for your conclusions.
  - Seek additional support, where appropriate.
  - Agree the best way forward.
- 3.4 Contribute to identifying the best ways to implement your specific plan of care activities to meet the needs and preferences of individuals.
- 3.5 Ensure that you understand, and that the individuals with whom you work are aware of any changes in the specific plan of care activities for which you are responsible

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Carry out specific plan of care activities****A. Communicate using:** (*Applies to Element 2 also*)

- (i) the individual's preferred spoken language
- (ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
- (iii) other non verbal forms of communication
- (iv) human and technological aids to communication

**Element 2: Provide feedback on specific plan of care activities****B. Key people:**

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when carrying out specific plan of care activities.
2. How to provide **active support** and promote the individual's rights, choices and well-being when carrying out specific plan of care activities.

**Legislation and organisational policy and procedures**

3. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when carrying out plan of care activities.
4. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection

**Theory and practice**

5. Key changes in the condition and circumstances of individuals with whom you work and actions to take in these circumstances.
6. Where to access information on the specific needs, preference and condition of individuals.
7. Where to go if you need more information about how to respond to the needs of individuals and key people.
8. How to respond to the preferences of individuals if they are in conflict with the specific plan of care activities for which you are responsible.
9. Methods:
  - of undertaking the specific plan of care activities for which you are responsible
  - of observing, evaluating, recording and reporting individual's needs and condition in relation to the specific plan of care activities for which you are responsible
  - of working with, and resolving conflicts that you are likely to meet in your work
  - of contributing to team work activities in relation to the specific plan of care activities for which you are responsible.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources; these must include direct observation by an assessor.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you collect information, make changes to care plans and share information with your colleagues.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, what procedure you would follow to implement a care plan, how you would review this and make any required changes and how you would pass information on to your colleagues.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job, either you or your assessor will need to record the questions and your answers.

**Competent performance and knowledge can also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.

- **Assignment/project:** you may have been on a course, for example, on care planning, and have completed some assessment at the end of the course; you can use this as evidence of knowledge.
- **Work products:** if you have written a care plan your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

## U20002

## Support individuals to access and use information

## Unit Descriptor:

This unit describes the competence required to support individuals' access and use information.

**The unit describes the essential abilities of:**

- Communicating effectively
- Effectively using different types of communication
- Problem solving
- Operating within organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Support individuals to identify information to meet their needs | <p>1.1 Access, use and share accurate and up-to-date <b>information</b> on services and facilities that they may benefit individuals and colleagues.</p> <p>1.2 Provide active support to enable individuals to <b>communicate</b> their needs, wishes, preferences and choices about the information they require on services and facilities.</p> <p>1.3 Check with individuals that they understand any information you have shared with them.</p> <p>1.4 Support individuals to:</p> <ul style="list-style-type: none"> <li>• Identify any impact that the information may have on them and <b>key people</b>.</li> <li>• Deal with any distress the information may cause.</li> </ul> |
| 2. Enable individuals to access, select and use information        | <p>2.1 Support individuals and <b>key people</b> to:</p> <ul style="list-style-type: none"> <li>• Access, select and use <b>information</b> about services and facilities.</li> </ul>   |

- 
- Identify any difficulties that arise when trying to access and use the information about services and facilities.
  - Agree actions to overcome any difficulties in accessing information.
  - Identify who will be responsible for taking action to overcome difficulties in accessing information.
- 2.2 Support individuals to develop the confidence to access information on services and facilities themselves.
- 2.3 Challenge, and support individuals and key people to challenge any information about services and facilities that is discriminatory.
- 2.4 Support individuals and key people to manage and organise their time and lives to enable them to access and use information.
3. Enable individuals to evaluate the information
- 3.1 Encourage individuals and **key people** to give feedback to the appropriate people on:
- The **information** they have identified and used.
  - Where they have experienced discrimination or exclusion.
- 3.2 Support individuals and key people to:
- Identify any information that is misleading, inaccurate, inaccessible, difficult to understand and out of date.
  - Evaluate whether, and in what ways, the information about the services and facilities has been beneficial.
- 3.3 Support individuals to identify any changes that will improve the accessibility and usability of the information.



**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Support individuals to identify information to meet their needs****A. Information:** *(applies to Elements 2 and 3 also)*

- (i) orally
- (ii) paper based
- (iii) electronically

**B. Communicate using:**

- (i) the individual's preferred spoken language
- (ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
- (iii) other non verbal forms of communication
- (iv) human and technological aids to communication

**C. Key people:** *(applies to Elements 2 and 3 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and rights when supporting individuals to access information.
2. How to provide active support to enable individuals to select and use information to access facilities and services.
3. How to support individuals to challenge information that is discriminatory or inaccessible.

**Legislation and organisational policy and procedures**

4. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to select, access and use information about facilities and services.
5. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - supporting individuals to access and use information to meet their needs

**Theory and practice**

6. How to find out about whether the services and facilities are accessible to individuals.
7. How and where to access information relevant to the individual's and key people's needs.
8. How to ensure that the information accessed is relevant and up-to-date and who to inform when it is not.
9. How to support individuals and key people to understand information.
10. How to encourage individuals to raise questions and concerns about how to access or interpret information.
11. Who you go to and where to go when you cannot find information or answer questions.
12. Difficulties and risks which individuals may experience accessing, using and challenging information on facilities and services.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care Sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you find out from individuals what changes they feel are required to their plan of care, how you then make changes to care plans and share information with your colleagues.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, how you discuss their care with individuals and how you then take their wishes into account. You will need to describe your communication and explain how you clarified specific things with the individual you are caring for.
- **Questioning:** to assess your underpinning, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.
- **Work products:** These can be any record that you would normally use within your normal role, for example, individual's care plan/risk assessment/review meetings. Product evidence will be important for this unit.

**Competent performance and knowledge can also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **Assignment/project:** you may have been on a course, for example, on care planning or communication, and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.
- **Performance evidence should be demonstrated on at least three (3) occasions.**
- **NB: Confidential records are not required to be in your portfolio, they can remain where they are normally stored and checked by your assessors and verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any of the evidence in this unit.

**U20102****Support individuals in their activities of daily living**

## Unit Descriptor:

This unit describes the competence required to support individuals in their activities of daily living.

**The unit describes the essential abilities of:**

- Communicating effectively
- Ensuring safe use of equipment
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Agree with individuals the support they require for their daily living | <p>1.1 Work with individuals, <b>key people</b> and others to:</p> <ul style="list-style-type: none"> <li>• Identify your role in supporting individuals.</li> <li>• Identify the boundaries of your involvement with individuals.</li> <li>• Negotiate how any problems and areas of conflict can be resolved.</li> </ul> <p>1.2 Provide active support to enable individuals to:</p> <ul style="list-style-type: none"> <li>• Describe their daily lives and events.</li> <li>• Identify what they are able to do themselves.</li> <li>• Identify what other people and groups can help them.</li> <li>• Identify aspects of their daily living that they would like your assistance with.</li> </ul> |
|---|---|

- Identify aspects of their daily living that they need you to carry out for them.
- 1.3 Support individuals to express their wishes about the type of support they need from you and the time they need you to be available.
  - 1.4 Seek additional support where you are unable to carry out the activities identified by individuals.
2. Assist individuals in activities to promote their well-being
    - 2.1 Identify activities in individuals' daily lives that you will be assisting them with.
    - 2.2 Work with individuals to clarify and agree how they would like you to carry out aspects of their daily living where they need assistance.
    - 2.3 Work with individuals to agree and clarify how they would like you to carry out the aspects of their daily living for which you are responsible, taking account of any risk assessments and working within legal and organisational requirements, policies and procedures.
    - 2.4 Work in ways that protect individuals and yourself from the risk of infection.
    - 2.5 Assist individuals to carry out aspects of their daily living that have been agreed.
    - 2.6 Observe changes in individuals and work with them to identify and agree how any changes might affect the assistance they require.
    - 2.7 Report to relevant **key people** any changes in the needs, circumstances and preferences of individuals, and the effect these will have on your work activities.

3. Help individuals access other support to promote their well-being
- 3.1 Work with individuals, **key people** and others to:
- Identify and access support that can promote the individual's health and social well-being.
  - Identify and negotiate any activities for which you are responsible.
  - Identify the activities that other people are responsible for.
  - Help them co-ordinate the activities carried out by yourself and others.
  - Agree how any problems and conflicts will be resolved.
- 3.2 Negotiate and agree your role, responsibilities and the way you will work with the individuals and those who support them.
- 3.3 Observe any changes in the support needs of individuals and how this may affect the assistance they require.
- 3.4 Record and report any changes within confidentiality agreements and according to legal and organisational requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Agree with individuals the support they require for their daily living****A. Key people:** *(applies to Elements 2 and 3 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual  
has a supportive relationship



**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals in their daily living.
2. How to provide active support and promote the individual's rights, choices and well-being when supporting them in their daily living.

**Legislation and organisational policy and procedures**

3. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals in their daily living.
4. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting individuals in their daily living
  - supporting individuals in their daily living

**Theory and practice**

5. The types of activities you may need to do to support the individuals with whom you work in their daily living.
6. Where to go to access information that can inform your practice when supporting individuals in their daily living.
7. The responsibilities and limits of your relationship with individuals when supporting them in their daily living.
8. Methods that encourage individuals to use their strengths and potential to participate and to take as much control over their lives as possible.
9. The risks, dangers and difficulties associated with different environments, equipment, materials and activities and in relation to specific individuals.

10. Factors that can affect the behaviour, skills, abilities, development and the willingness of individuals to be involved in their own care and decisions about the assistance you should give to them.
11. Health and social care conditions that affect the individuals with whom you are working.
12. Key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources; these must include direct observation by an assessor.

**(2) Methods of Assessment**

**The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, assisting someone to obtain the services of another agency e.g. chiropodist, physiotherapist, or helping an individual to make a purchase in a shop.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, explaining what the individual you are caring for can do for themselves and then explaining the things they need help and assistance with.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.

**Competent performance and knowledge can also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.

- **Assignment/project:** you may have been on a course, for example, on assessment of need or communication, and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.
- **Work products:** these can be a record that you would normally use within your work role e.g. part of the individuals' care plan/risk assessment/review meetings. Product evidence will be important for this unit.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required to be in your portfolio, they can remain where they are normally stored and checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any of the evidence in this unit.

**U20202****Support individuals to make journeys**

## Unit Descriptor:

This unit describes the competence required to support individuals to make journeys.

**The unit describes the essential abilities of:**

- Communicating effectively
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Support individuals to plan journeys | <p>1.1 Provide active support to enable individuals to:</p> <ul style="list-style-type: none"> <li>• Agree on the purpose of the <b>journey</b>.</li> <li>• Identify any support they need when making the journey, taking into account risks and benefits.</li> </ul> <p>1.2 Agree your contribution to planning the journey.</p> <p>1.3 Support individuals to highlight the potential risks and benefits of them planning the journey.</p> <p>1.4 Provide active support to enable individuals to:</p> <ul style="list-style-type: none"> <li>• Identify, access and use information needed to plan the journey.</li> <li>• Plan all aspects of the journey, rehearsing it, where appropriate.</li> </ul> <p>1.5 Review with individuals how well the planning has worked</p> <p>1.6 Identify with individuals any difficulties they have had when planning the journey.</p> |
|---|---|

2. Accompany individuals on journeys
- 2.1 Agree with individuals why you are accompanying them on **journeys**.
  - 2.2 Ensure individuals are appropriately dressed for the journey.
  - 2.3 Ensure individuals have taken appropriate medication prior to the journey and that they take any medication they require with them.
  - 2.4 Accompany individuals as agreed in their care plan and according to the organisational and legal requirements.
  - 2.5 Cease to accompany individuals according to their care plan and the individuals' expressed needs and preferences, taking account of any risks.
  - 2.6 Work with individuals to enable them to be as independent as possible when making journeys, taking account of any risks.
  - 2.7 Discuss and arrange with individuals where you will meet them and how you will fit in with any requirements for privacy.
  - 2.8 Respond appropriately to planned changes during journeys.
  - 2.9 Carry out your part of the plan and support individuals in carrying out their part of the plan.
  - 2.10 Review, with individuals, **key people** and others whether the journey met the planned outcomes and any changes that should be made for future journeys.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Support individuals to plan journeys****A. Journeys:** *(applies to Element 2 also)*

- (i) accompanied visits to specific places or outings of any type
- (ii) unaccompanied visits to specific places or outings of any type

**Element 2: Accompany individuals on journeys****B. Key people:**

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

## UNDERPINNING KNOWLEDGE AND SKILLS

### Values

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to plan for and make journeys.
2. How to provide **active support** and promote the individual's rights, choices and well-being when supporting them to plan and make journeys.

### Legislation and organisational policy and procedures

3. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to plan and make journeys.
4. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting individuals in their daily living
  - supporting individuals to plan and make journeys

### Theory and practice

5. Factors to take into account when supporting individuals to plan and make journeys.
6. Where to go to access information that can inform your practice when supporting individuals to plan and make journeys.
7. The risks, dangers and difficulties associated with making journeys the individuals with whom you work.
8. The responsibilities and limits of your responsibilities and relationships with individuals when supporting them to plan and make journeys.
9. Benefits and difficulties that may occur when supporting individuals to plan and make journeys.



10. What to do if there are problems you are not able or are not authorized to cope with.
11. The checks you need to make and the paperwork you need to complete when taking individuals on journeys and when they make unaccompanied journeys.
12. The records or reports you need to make and when and to whom you should make them.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources; these must include direct observation by an assessor.

**(2) Methods of Assessment**

**The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, assisting someone to make a bus trip on their own, or to attend an appointment at a hospital or other external agency.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, explaining what journeys the individual you are caring for can make by themselves and which journeys they need to have some help to complete successfully.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.

**Competent performance and knowledge can also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **Assignment/project:** you may have been on a course, for example, on assessment of need or on communication, and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.

- **Work products:** these can be a record that you would normally use within your normal role e.g. part of the individuals' care plan/risk assessment/review meetings. Product evidence will be important for this unit.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB Confidential records are not required to be in your portfolio, they can remain where they are normally stored and checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any of the evidence in this unit.

## U20302 Support individuals to meet their domestic and personal needs

### Unit Descriptor:

This unit describes the competence required to support individuals to meet their domestic and personal needs.

#### The unit describes the essential abilities of:

- Communicating effectively
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |    |   |     |  |
|----|---|-----|--|
| 1. | Support individuals to obtain, prepare and store food that meets their nutritional and dietary requirements | 1.1 | Support individuals and key people to: <ul style="list-style-type: none"> <li>• Identify food and drink that is nutritious and meets the individual's dietary needs.</li> <li>• Understand the individual's dietary and nutritional needs and what this means in terms of food and drink.</li> </ul> |
|    |   | 1.2 | Contribute to identifying where and how the required food and drink can be obtained.   |
|    |   | 1.3 | Carry out your role and responsibilities for obtaining, preparing and storing food and drink to meet individual nutritional and dietary needs.   |
|    |   | 1.4 | Provide active support to enable individuals to prepare and store food and drink safely, hygienically and in ways that will reduce the <b>risk</b> of food associated illness or infection.  |
|    |   | 1.5 | Contribute to: <ul style="list-style-type: none"> <li>• Reviewing the arrangements for meeting the individual's nutritional and dietary needs.</li> </ul>  |

- Agreeing and implementing any changes required to enable the individuals to meet their nutritional and dietary needs.
- 1.6 Follow organisational procedures and highlight any risks to individuals and key people when:
- You observe food and drink that might cause a risk to individuals.
  - Individuals and key people wish you to obtain food which does not meet the individual's nutritional and dietary requirements.
- 1.7 Report on and record how well the individual's nutritional and dietary needs are met, within confidentiality agreements and according to legal and organisational requirements.
2. Support individuals to identify and obtain household and personal goods
- 2.1 Support individuals to identify their household and personal needs and their preferences about the goods and where they should be obtained.
- 2.2 Contribute to identifying where and how household and personal goods can be obtained and stored.
- 2.3 Carry out your role and responsibilities in obtaining household and personal goods for individuals.
- 2.4 Support individuals to store household and personal goods safely.
- 2.5 Support individuals and **key people** to fill in any relevant paperwork to access resources and support to enable them to obtain household personal goods.

- 
- 2.6 You follow organisational procedures and highlight any risks to individuals, key people and others when:
- Observe personal and household goods that might cause a **risk** to individuals, key people and others.
  - Observe personal and household goods being used dangerously.
  - Individuals and key people wish you to obtain personal and household goods that might cause a risk of harm to themselves and others.
- 2.7 Report and record on actions, processes and outcomes in relation to identifying, obtaining, storing and using household and personal goods, within confidentiality agreements and according to legal and organizational requirements.
3. Support individuals to keep their home healthy, safe and secure
- 3.1 Support individuals and key people to understand and access the types of support that could help them keep their home healthy, clean, safe and secure.
- 3.2 Agree with individuals and **key people** who will take responsibility for keeping home healthy, safe and secure.
- 3.3 Where necessary, you support individuals and key people to access how they could improve the cleanliness, safety and security of their homes.
- 3.4 Carry out your responsibilities in supporting individuals to keep their homes healthy, safe and secure.

- 3.5 Follow organisational procedures and highlight any **risks** to individuals, key people and others when you observe signs that:
- The individual's health and safety are at risk.
  - The individual's home is not being secured as it should.
- 3.6 Work with individuals, key people and others to contribute to changes that will enable individuals and key people to maintain the health, safety and security of the individual's home.
- 3.7 Report and record on actions, processes and outcomes in relation to the health, safety and security of individuals' homes within confidentiality agreements and according to legal and organisational requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Support individuals to obtain, prepare and store food that meets their nutritional and dietary requirements****A. Key people:** *(applies to Elements 2 and 3 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**B. Risk:** *(applies to Elements 2 and 3 also)*

- (i) incorrect preparation and storage of food, drink and domestic items
- (ii) infection and contamination, dangerous use of food, drink and domestic items
- (iii) security of property



**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to meet their domestic and personal needs.
2. How your own values in relation to health and hygiene might differ from those of individuals and key people and how to deal with this.
3. How to provide active support and promote the individual's rights, choices and well-being when supporting them to meet their domestic and personal needs.

**Legislation and organisational policy and procedures**

4. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to meet their domestic and personal needs.
5. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting individuals to meet their domestic and personal needs in the home
  - healthy living and eating
  - consumer rights and responsibilities
  - the management of risk from infection
  - the storage and handling of food
  - supporting individuals to meet their domestic and personal needs

**Theory and practice**

6. Key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances.
7. How the individual's life and family circumstances and their environment can restrict their options.

8. How to work with individuals to enable them to participate in meeting their own domestic and personal needs.
9. How to prepare and store food and drink safely, hygienically and in ways that reduce the risk of food associated illness or infection.

**Theory and practice**

10. The nutritional and dietary needs that the individuals with whom your work are likely to have.
11. Factors and issues associated with keeping the home of individuals safe and secure.
12. Methods of working with individuals and key people:
  - to agree the food, drink, personal and household goods they want and the methods they prefer to obtain and store them
  - to identify, prepare and store food and drink hygienically and safely
  - to enable them to identify any risks and how they and you will manage them.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources; these must include direct observation by an assessor.

**(2) Methods of Assessment**

**The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example assisting someone to choose their food and to prepare a meal.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, explaining how you ensured that the individual was aware of the nutritional value of the food they had bought and how you ensured that the preparation was carried out safely.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job, either you or your assessor will need to record the questions and your answers.

**Competent performance and knowledge can also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.

- **Assignment/project:** you may have been on a course, for example, on assessment of need of on communication, and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.
- **Work products:** these can be any record that you would normally use within your normal role, for example, individual's care plan/risk assessment, menu planning. Product evidence will be important for this unit as you will have to show how you ensured that the individual is aware of nutrition, that they can make informed choices when shopping and that they can keep themselves safe in the kitchen.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: You need not put Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any of the evidence in this unit.

## U20402 Support individuals to access and participate in recreational activities

### Unit Descriptor:

This unit describes the competence required to support individuals to access and participate in recreational activities.

#### The unit describes the essential abilities of:

- Communicating effectively
- Ensuring the safe use of equipment
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Support individuals to identify their recreational interests and preferences | <p>1.1 Support individuals and <b>key people</b> to:</p> <ul style="list-style-type: none"> <li>• Identify existing recreational needs, interests and preferences.</li> <li>• Access whether, and in what capacity individuals are able to continue recreational pursuits.</li> <li>• Identify any support that will enable individuals to continue existing recreational activities.</li> <li>• Examine and identify new recreational activities to meet individuals' needs.</li> </ul> <p>1.2 Examine with individuals any risks involved in the recreational activities they prefer.</p> <p>1.3 Support individuals to identify:</p> <ul style="list-style-type: none"> <li>• Any risks involved in recreational activities that they are unwilling to give up.</li> </ul> |
|---|---|

- 
- |    |  |     |   |
|----|--|-----|---|
| 2. | Encourage and support individuals to participate in recreational activities          | 2.1 | <ul style="list-style-type: none"> <li>• Suitable alterations or alternatives to the recreational activities that will reduce and/or minimise the risks.</li> </ul> <p>Support individuals to:</p> <ul style="list-style-type: none"> <li>• Identify and select the recreational activities they prefer.</li> <li>• Try new recreational activities.</li> <li>• Identify the support they require to enable them to participate in the recreational activities they prefer.</li> <li>• Manage any risks associated with the recreational activities.</li> </ul> |
|    |  | 2.2 | Seek and acquire further information and support that could enable individuals to participate in the recreational activities they prefer, taking account of any anticipated changes that may affect their ability to participate in the future.   |
|    |  | 2.3 | Carry out agreed activities to support the individual's participation in recreational activities.   |
|    |  | 2.4 | Where individuals are having difficulties participating you encourage them to continue, seeking additional support, where appropriate.  |
| 3. | Encourage and support individuals to review the value of the recreational activities | 3.1 | <p>Work with individuals, <b>key people</b> and others to identify:</p> <ul style="list-style-type: none"> <li>• How the individual's participation in the recreational activities should be reviewed.</li> <li>• Who will be involved in the review.</li> <li>• How the information about the review will be handled.</li> </ul>   |

- 3.2 Support and encourage individuals to identify and **communicate**:
- The benefits of the recreational activities.
  - Any necessary and preferred changes.
- 3.3 Carry out your responsibilities in the review.
- 3.4 Implement any agreed changes for which you are responsible.
- 3.5 Take appropriate action when changes not being made that are outside your responsibility.
- 3.6 Record, report on and review changes made, within confidentiality agreements and according to legal and organisational requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Support individuals to identify their recreational interests and preferences****A. Key people:** *(applies to Element 3 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**Element 3: Encourage and support individuals to review the value of the recreational activities****B. Communicate using:**

- (i) the individual's preferred spoken language
- (ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
- (iii) other non verbal forms of communication
- (iv) human and technological aids to communication



**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals in recreational activities.
2. Types of recreational activities that are inclusive, do not discriminate and take account of the individual's rights, preferences and ability to participate.
3. How to provide **active support** and promote the individual's rights, choices and well-being when supporting individuals in recreational activities.

**Legislation and organisational policy and procedures**

4. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals in recreational activities.
5. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting individuals to participate in recreational activities, generally and with specific activities and individuals
  - supporting individuals to access and participate in recreational activities.

**Theory and practice**

6. Key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances.
7. The types of recreational activities that are appropriate to the people with whom you work and the care environment in which you work.

8. The best ways to:
  - find out about the type of recreational activities the individuals with whom you work prefer
  - encourage individuals to participate in recreational activities.
9. The role which recreation plays in the health and social well-being of individuals.
10. The risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals.
11. Methods that will encourage individuals to use their strengths and potential to participate in recreational activities.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care Sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources; these must include direct observation by an assessor.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor/expert witness must observe you in real work activities which provide evidence for some of the performance criteria for all three elements in this unit. It should be straightforward to observe practice for this unit.
- **Personal statement/professional discussion:** these will be a description of your practice with individuals about how you supported and encouraged them in recreational activities, mindful of choice and the importance of evaluation.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Questioning/professional discussion:** may be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.
- **Expert witness:** a designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts to provide evidence of specialist skills.
- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.

- **Products suggestions:** records you have completed for individuals detailing their desire or need for recreational activities. Organisational policy and procedures in relation to risks when undertaking recreational activities.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: You need not put Confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

## U20502 Support individuals to take part in developmental activities

### Unit Descriptor:

This unit describes the competence required to support individuals to take part in developmental activities.

#### The unit describes the essential abilities of:

- Communicating effectively
- Ensuring the safe use of equipment
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Prepare individuals and the environment for developmental activities | <p>1.1 Examine plans and seek advice about how to prepare individuals and the environment for <b>developmental activities</b>.</p> <p>1.2 Check that you have correctly understood any instructions for the preparation of individuals and the environment.</p> <p>1.3 Involve individuals, key persons and colleagues in consultations and decisions about the preferred and available options for individuals participating in developmental activities.</p> <p>1.4 Seek additional expertise when you, individuals, <b>key people</b> and others have any concerns.</p> <p>1.5 Prepare individuals and the environment for the developmental activities ensuring the safety of all involved.</p> <p>1.6 Where you identify any risks that have not been recorded, you take appropriate action to minimise the risks.</p> |
|---|---|

2. Support individuals to take part in developmental activities
- 1.7 When preparing individuals for developmental activities, you reassure them they will be able to complete the activities and the benefits they may acquire from the activity.
  - 1.8 Prepare yourself for the developmental activities.
  - 2.1 Work with individuals to overcome any fears or barriers to them taking part in the **developmental activities**.
  - 2.2 Carry out your role and responsibilities in supporting individuals to participate in the developmental activities.
  - 2.3 Support individuals throughout the developmental activities, giving:
    - Positive feedback on success.
    - Encouragement when they are having difficulties.
  - 2.4 Stop the activity and report problems to the **appropriate people** immediately, when individuals are distressed, in pain or feel they are unable to continue.
  - 2.5 Provide feedback on successes, problems, risks or gaps whilst supporting individuals, to the appropriate people.
  - 2.6 Contribute to recording progress in the appropriate format.
  - 2.7 Identify with individuals and **key people** any changes that need to take place to make the developmental activity more effective.
  - 2.8 Record and report on developmental activities according to confidentiality agreements and legal and organisational requirements.

3. Contribute to the evaluation of agreed developmental activities
  - 3.1 Discuss with individuals and **key people** the benefits and limitations of the **developmental activities**.
  - 3.2 Identify and report on developmental activities and parts of them that individuals found difficult or refused to participate in.
  - 3.3 Agree how individuals and key people can and want to be involved in the evaluation.
  - 3.4 Support and encourage individuals and key people to provide evaluation information about the developmental activities in the most appropriate form.
  - 3.5 Collect and record information and observations.
  - 3.6 Contribute to making changes to the developmental activities involving individuals, key persons and others.
  - 3.7 Record and report on the evaluation of developmental activities according to confidentiality agreement and legal and organisational requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare individuals and the environment for developmental activities****A. Developmental activities:** *(applies to Elements 2 and 3 also)*

- (i) intellectual activities and pursuits, activities that enable individuals to regain their skills
- (ii) activities that enable individuals to keep fit and mobile
- (iii) activities that enable individuals to participate and interact with others

**B. Key people:** *(applies to Elements 2 and 3 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**Element 2: Support individuals to take part in developmental activities****C. Appropriate people:**

- (i) line manager
- (ii) people responsible for records



**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals in recreational activities.
2. How to provide **active support** and promote the individual's rights, choices and well-being when supporting them to participate in, and review the value of developmental activities.

**Legislation and organisational policy and procedures**

3. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to participate in developmental activities.
4. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting individuals to participate in developmental activities
  - supporting individuals to take part in developmental activities.

**Theory and practice**

5. The types of developmental activities that are appropriate to the people with whom, you work and the care of the environment in which you work.
6. How developmental activities, generally and for particular individuals can promote the individual's well-being.
7. Methods of working with individuals:
  - to encourage them to use their strengths and potential to participate
  - to take responsibility for promoting their own health and care and the role developmental activities can take in achieving this
  - to identify how their developmental and any support needs can be met
  - to access and manage how to undertake developmental activities
  - to monitor and review the developmental activities.

8. Any changes in the conditions of individuals when supporting them to participate in developmental activities and the actions to take in these circumstances.
9. The risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be lined to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources; these must include direct observation by an assessor.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor must observe you in real activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you ensure that health and safety precautions are taken, how you consult with others and with the individual to overcome any barriers the individual may be facing.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things. For example, what procedure you would follow to make sure the developmental activity was safe e.g. if the activity was rock climbing why you would seek the guidance of other professional or experts in the field, what procedure you would follow if an individual was distressed or in pain and when you would call for assistance.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.

- **Assignment/project:** you may have been on a course, for example, First Aid or risk assessment training, and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.
- **Work products:** If you have written a report, for example, an entry in the individual's care plan accident/incident book your assessor may be able to use this as evidence for our NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U20602****Support individuals during therapy sessions**

## Unit Descriptor:

This unit describes the competence required to support individuals during therapy sessions.

**The unit describes the essential abilities of:**

- Communicating effectively
- Ensuring the safe use of equipment
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Prepare and maintain environments, equipment and materials prior to, during and after therapy sessions | <p>1.1 Identify, with the support of others, the preparation needed for therapy, and how the environment will be restored, following <b>therapy sessions</b>.</p> <p>1.2 Identify your role and responsibilities in the preparation and address any risk and safety requirements.</p> <p>1.3 Prepare yourself, the environment and materials as instructed.</p> <p>1.4 Following the activities you restore the environment, and clean and store materials according to legal and organisational and safety procedures and agreements.</p> <p>1.5 Report any damage to materials, equipment or in the environment immediately, and according to organisational procedures and practices.</p> |
| 2. Support individuals prior to and within therapy sessions   | <p>2.1 Work with individuals to identify their preferences, concerns and issues about participating in <b>therapy sessions</b> and agree any special requirements.</p>   |

- 
- 2.2 Reassure individuals about the nature and content of the therapy sessions.
  - 2.3 Highlight concerns and issues you are unable to resolve to the therapist, seeking their support to allay the individuals' fears.
  - 2.4 Support specialist practitioners and therapists to run therapy sessions.
  - 2.5 Follow therapists' directions precisely when carrying out activities that therapists have delegated to you.
  - 2.6 Provide active support for individuals within therapy sessions, taking account of their needs, preferences and abilities.
  - 2.7 **Take appropriate action** if the individual has any difficulties and/or you observe any significant changes.
  - 2.8 Review, agree and implement any adjustments that are needed to maximise the individual's participation of the therapy sessions.
3. Observe and provide feedback on therapy sessions
    - 3.1 Agree with individuals and others the observations that need to be made and the scope of your responsibility.
    - 3.2 Work with individuals to identify the effectiveness of the **therapy sessions** on their health and social well-being.
    - 3.3 Follow agreed arrangements for the observation of individuals prior to, during and after therapy sessions.
    - 3.4 Check your observations with appropriate people and against agreed outcomes.
    - 3.5 You identify any issues or problems in relation to the therapy sessions and discuss with the appropriate persons.
    - 3.6 Work with individuals, **key people** and others to identify and agree changes to the therapy sessions.

- 3.7 Record and report on therapy sessions within confidentiality agreements and according to legal and organisational requirements.
- 3.8 Work with individuals and key persons to ensure that necessary food items are made available.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare and maintain environments, equipment and materials prior to, during and after therapy sessions****A. Therapy sessions:** (*applies to Elements 2 and 3 also*)

- (i) occupational therapy
- (ii) physiotherapy
- (iii) behavioural therapy
- (iv) other therapeutic programmes

**Element 2: Support individuals prior to and within therapy sessions****B. Taking appropriate action:**

- (i) in accordance with legal and organizational requirements
- (ii) reporting to your line manager
- (iii) contacting the therapist
- (iv) stopping the therapy

**Element 3: Observe and provide feedback on therapy sessions****C. Key people:**

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship



**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting during therapy sessions.
2. How to provide **active support** and promote the individual's rights, choices and well-being when supporting them to take part in therapy sessions.

**Legislation and organisational policy and procedures**

3. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to take part in therapy sessions.
4. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting individuals prior to, during and after therapy sessions
  - supporting individuals prior to, during and after therapy sessions.

**Theory and practice**

5. Key changes that may occur to individuals with whom you work and actions to take in these circumstances. The impact of stress and fear on behaviour and the individual's ability to take part in and use therapy sessions effectively.
6. The conditions and impairments that the therapy is addressing.
7. The benefits and problems that might occur prior to, during and after therapy sessions.
8. The outcomes that therapy sessions aim to achieve for individuals.
9. The best ways of supporting the individuals through therapy sessions.

10. How to form a supportive relationship with individuals to enable them to benefit as much as possible from the therapy.
11. How to observe and record observations to support therapy sessions.
12. The key signs of problems and difficulties that need to be reported to the therapist.
13. How to involve the individual in collecting information about their experience of the therapy and its outcomes.
14. How to deal with conflicts arising prior to, during and after therapy sessions.
15. The risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the scope that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources; these must include direct observation by an assessor.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you assisted the individual you are caring for attend a physiotherapy/occupational therapy session.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, how you prepared the room for the therapy session, what you did to support the individual you are caring for and how you recorded the session in the care plan or by passing information to your manager.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job, either you or your assessor will need to record the questions and your answers.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **Assignment/project:** you may have been on a course, for example, conventional or alternative therapies, and have completed some assessment at the end of the course; you may be able to use this as evidence of knowledge.
- **Work products:** If you have written a report, for example, an entry in the individual's care plan or record of therapy, your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U20702****Provide food and drink for individuals**

## Unit Descriptor:

This unit describes the competence required to provide food and drink for individuals.

**The unit describes the essential abilities of:**

- Communicating effectively
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |   |     |  |
|----|---|-----|--|
| 1. | Supporting individuals to communicate what they want to eat and drink | 1.1 | Find out from individuals and key people the type of <b>food and drink</b> they prefer.  |
|    |   | 1.2 | Support individuals to understand the food and drink that are available.   |
|    |   | 1.3 | Other individuals options for food and drink that: <ul style="list-style-type: none"> <li>• Adhere to their plan of care.</li> <li>• Take account o their <b>dietary requirements</b>.</li> <li>• Take account of their expressed wishes and preferences.</li> <li>• Take account of any religious, cultural and personal beliefs.</li> <li>• Are within the resources available.</li> </ul> |
|    |   | 1.4 | Offer individuals suitable alternatives when the original options do not meet their wishes and preferences.  |
|    |   | 1.5 | Encourage and support individuals to make choices that meet their dietary requirements.  |

- 1.6 Work with individuals to resolve any problems about their choice of food and drink.
- 1.7 Where problems continue or concerns are raised about the individual's choice or diet they are reported to the appropriate person
2. Prepare and serve food and drink
- 2.1 Wash your hands and ensure personal cleanliness and hygiene before, during and after handling food.
- 2.2 Clean work surfaces, cooking utensils and equipment thoroughly before use.
- 2.3 **Prepare** and store **food** in ways that:
- Make the food look appetising.
  - Meet food hygiene requirements.
  - Minimise health and safety risks.
  - Minimise the **risk** of food associated illness or infection.
- 2.4 Prepare the immediate environment so that eating and drinking is enjoyable and individuals can interact with each other.
- 2.5 Serve **food and drink** with the appropriate utensils and in a hygienic manner.
- 2.6 Place food and drink within easy reach of the individual.
- 2.7 Present food attractively and in ways that meets health and safety requirements and the individual's preferences about quantity, temperature, consistency and appearance.
- 2.8 Prepare and provide any aids or specialist equipment individuals need to enable them to eat and drink themselves.

- 2.9 Support individuals to consume their chosen food and drink in:
- Manageable quantities.
  - At their own pace.
  - In a dignified and socially acceptable manner.
- 2.10 Support individuals to clean themselves, if food or drink is dropped or spilt, during the meal.
3. Clearing away when individuals have finished eating and drinking
- 3.1 Check that individuals have finished eating and drinking before removing utensils and crockery.
- 3.2 Encourage individuals to wash their hands and clean themselves at the end of the meal.
- 3.3 Remove or assist individuals to remove used utensils and crockery.
- 3.4 Follow organisational policies and practice to dispose of stale and unusable left-over food.
- 3.5 Clean work surfaces after use with appropriate cleaning materials.
- 3.6 Clean, sanitise and store cooking utensils and equipment correctly or return them for cleaning.
- 3.7 Wash your hands and ensure your own cleanliness and hygiene after clearing away utensils, crockery and equipment.
- 3.8 Where necessary, you record the individuals' intake and complete records according to individual requirements and organisational procedures and practices.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Supporting individuals to communicate what they want to eat and drink****A. Food and drink:** *(Applies to Element 2 also)*

- (i) snacks
- (ii) meals
- (iii) hot drinks
- (iv) cold drinks

**B. Dietary requirements related to:**

- (i) particular illnesses and conditions of the individuals (e.g. diabetes)
- (ii) the health needs of the individual (i.e., sufficient amounts of food and drink effectively balanced to sustain the health of the individual)
- (iii) the religious, cultural and spiritual needs of the individual

**Element 2: Prepare and serve food and drink****C. Prepare food:**

- (i) cooking
- (ii) heating foods
- (iii) opening food packages
- (iv) handling raw food
- (v) peeling
- (vi) Washing
- (vii) Placing pre-prepared food on plates

**D. Risks:**

- (i) incorrect preparation and storage of food and drink
- (ii) infection and contamination
- (iii) individuals who eat and drink items that they should not
- (iv) sudden and unexpected reactions to food and drink



**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when preparing, serving and clearing away food and drink for individuals.
2. How your own values in relation to hygiene might differ from those of individuals and how to deal with this.
3. The effects of personal beliefs and preferences (religious, cultural etc) on the way that food should be prepared, presented and eaten.
4. How to provide **active support** and promote the individual's rights, choices and well-being when preparing, serving and clearing away food and drink for individuals.

**Legislation and organisational policy and procedures**

5. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when preparing, serving and clearing away food and drink for individuals.
6. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with preparing, serving and clearing away food and drink for individuals
  - healthy living and eating
  - the management of risk from infection and contamination
  - food hygiene and storage
  - preparing and providing food and drink for individuals.

**Theory and practice**

7. The food and drink that constitutes a healthy diet and the relationship of this to particular individuals' needs.
8. Medical conditions of the individuals with whom you work and how these can affect their dietary requirements.

9. What constitutes a healthy and balanced diet generally and specifically for the individuals with whom you work.
10. Risks that can arise from inappropriate preparation and storage of food and methods of minimising the risks.
11. Cooking methods and techniques and the ingredients and dishes to which they are appropriate.
12. Methods of presenting food attractively and why this is important.
13. Conflicts which might arise where individuals do not wish to eat and drink that which is specified in their plan of care and how to deal with this.
14. The actions to take when individuals are having difficulties, are unwilling or are unable to eat and drink and the importance of passing on such information to the appropriate people
15. The impact of ill-health upon the amount of food taken and ways of presenting food and drink to make it more appealing to those with reduced appetites.
16. Signs and symptoms of adverse reactions that individuals may experience during and following eating and drinking.
17. How to deal with sudden and unexpected reactions to food and drink, such as choking, vomiting, dysphagia, acute pain, allergic reactions.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care Sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources; these must include direct observation by an assessor.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you explained the choices of food to an individual and how you then prepared it, served it and cleared away.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, how you offered choices from the menu, the precautions you need to take to prepare and serve food safely, and to clear away after a meal.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job, either you or your assessor will need to record the questions and your answers.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **Assignment/project:** you may have already completed a project or an assignment from a vocationally related qualification; you may also have evidence from other training e.g. anti-discriminatory practice, food hygiene, dietetics, Health and Safety, infection control, first aid which your assessor may be able to use as knowledge evidence for this unit.

- **Work products:** You may have assisted in preparing the menu taking into account nutrition and considered any allergies or special diets individuals may have. The written documentation of this could be used as evidence, provided it was clear what your part in producing this product was.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U20802****Help individuals to eat and drink**

Unit Descriptor:

This unit describes the competence required to help individuals to eat and drink.

**The unit describes the essential abilities of:**

- Communicating effectively
- Problem solving
- Operating within organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Make preparations to support individuals to eat and drink | <p>1.1 Examine the plan of care to confirm the individual's nutritional requirements.</p> <p>1.2 Work with individuals, <b>key people</b> and others to identify the level of support and <b>type of nutrition</b> the individuals require.</p> <p>1.3 Identify any preferences and support individuals to choose <b>food and drink</b>, ensuring that you take into account religious, cultural, other dietary wishes and preferences and the plan of care.</p> <p>1.4 Identify and acquire any <b>specialist equipment</b> and protective coverings that are required to enable the individuals to eat and drink.</p> <p>1.5 Prepare the environment so that it makes eating and drinking enjoyable, safe and allows maximum interaction between individuals and other people</p> <p>1.6 Prepare individuals for meal.</p> <p>1.7 Put on protective garments, wash your hands and prepare yourself to provide food and drink for individuals.</p> |
|--|---|

2. Support individuals to get ready to eat and drink
  - 2.1 Identify with individuals, **key people** and others the support individuals need to prepare them to eat and drink.
  - 2.2 Provide active support to enable individuals to prepare to eat and drink in comfort and with dignity.
  - 2.3 Prior to and following eating and drinking, you support individuals to meet their hygiene needs, according to their personal beliefs and preferences.
  - 2.4 Respond appropriately to questions and issues raised about the food and drink individuals are about to consume, their diet and dietary requirements.
  - 2.5 **Take appropriate action** when questions and issues are outside your competence.
3. Help individuals consume food and drink
  - 3.1 Work with individuals and others to identify the level and type of support they require to enable them to consume **food and drink**.
  - 3.2 Provide active support for individuals when they are consuming their food and drink.
  - 3.3 Provide active support to enable individuals to use appropriate utensils and any **specialist equipment** to enable them to eat and drink with respect and dignity.
  - 3.4 Support individuals to consume their food and drink in manageable quantities and at their own pace.
  - 3.5 Support individuals to eat and drink in an appropriate manner.
  - 3.6 Assist individuals to clean themselves, if food and drink is spilt or dropped, during or at the end of the meal.

- 3.7 Observe and **take appropriate action** where the individuals are not eating and drinking, or if they are having unexpected difficulties in doing so and report to the appropriate people.
- 3.8 Observe, record and report the intake of food and drink according to the individual's plan of care and organisational proceedings and practices.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Make preparations to support individuals to eat and drink****A. Key people:** *(Applies to Element 2 also)*

- (i) family
- (ii) friend
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**B. Type of nutrition:**

- (i) individualised diets
- (ii) high fibre diets
- (iii) low fat diets
- (iv) soft food diets
- (v) clear fluid diets
- (vi) dietary supplement drinks

**C. Food and drink:** *(Applies to Element 3 also)*

- (i) snacks
- (ii) meals
- (iii) hot drinks
- (iv) cold drinks

**D. Specialist equipment:** *(Applies to Element 3 also)*

- (i) specialist crockery and utensils
- (ii) equipment required by the individual to enable them to eat and drink

**Element 2: Support individuals to get ready to eat and drink****E. Take appropriate action:** *(Applies to Element 3 also)*

- (i) reporting to your line manager
- (ii) referring individuals to a dietician



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## UNDERPINNING KNOWLEDGE AND SKILLS

### Values

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when helping individuals to eat and drink.
2. How your own values in relation to hygiene might differ from those of individuals and how to deal with this.
3. The effects of personal beliefs and preferences (religious, cultural etc) on the way that food should be prepared and eaten.
4. How to provide active support and promote the individual's rights, choices and well-being when helping individuals to eat and drink.

### Legislation and organisational policy and procedures

5. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when preparing, serving and clearing away food and drink for individuals.
6. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing **risks** associated with helping individuals to eat and drink
  - healthy living and eating
  - the management of risk from infection
  - food hygiene
  - helping individuals to eat and drink

### Theory and practice

7. The medical conditions of the individuals with whom you work and how these can affect their dietary requirements and support needs when eating and drinking.

8. What constitutes a healthy and balanced diet generally and specifically for the individuals with whom you work.
9. Risks that can arise when helping individuals to eat and drink and ways of minimising these.
10. Conflicts which might arise where individuals do not wish to eat and drink that which is specified in their plan of care and how to deal with this situation.
11. Hygiene precautions and the potential consequences of not following these.
12. Different utensils that are available for individuals with different needs and disabilities and how these can be adapted and used.
13. How to encourage individuals to eat and drink.
14. The actions to take when individuals are having difficulties, are unwilling or are unable to eat and drink and the importance of passing on such information to the appropriate people.
15. Why should you interact with individuals when helping them to eat and drink.
16. Signs and symptoms of adverse reactions that individuals may experience prior to, during and following eating and drinking.
17. How to deal with sudden and unexpected reactions to food and drink, such as choking, vomiting, dysphagia, acute pain, allergic reactions

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care Sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

### (2) Methods of Assessment

#### The following forms of evidence are required:

- **Direct observation:** your assessor must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you explained the choices of food, prepared for, and then helped an individual to eat their meal.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, how you offered choices from the menu, the precautions you need to take to prepare and serve food safely, how you assisted the individual in the manner identified in their care plan and how you cleared away after a meal.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job, either you or your assessor will need to record the questions and your answers. In this unit it is important that you explain why and in what way the individual requires assistance to eat and drink.

#### Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:

- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.

- **Assignment/project:** you may have already completed a project or an assignment from a vocationally related qualification; you may also have evidence from other training e.g. anti-discriminatory practice, food hygiene, dietetics, Health and Safety, infection control, first aid which your assessor may be able to use as knowledge evidence for this unit.
- **Work products:** You may have assisted in preparing the menu taking into account nutrition and considered any allergies or special diets individuals may have. The written documentation of this could be used as evidence, provided it was clear what your part in producing this product was.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

## U20902

## Help individuals to keep mobile

## Unit Descriptor:

This unit describes the competence required to help individuals to keep mobile.

**The unit describes the essential abilities of:**

- Communicating effectively
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                       |  |
|---------------------------------------|--|
| 1. Support individuals to keep mobile | <p>1.1 Support individuals to understand the usefulness and benefits of keeping mobile.</p> <p>1.2 Work with individuals, <b>key people</b> and others to identify and agree the best ways for individuals to keep mobile.</p> <p>1.3 Check that <b>mobility appliances</b> are clean, suitable for individuals and in good working order before and after use.</p> <p>1.4 <b>Take appropriate action</b> when any faults are found with mobility appliances before, during and after use and report to the appropriate persons.</p> <p>1.5 Remove and minimise potential hazards in the immediate environment.</p> <p>1.6 Ensure individuals are wearing suitable footwear and clothing to undertake activities to keep mobile.</p> <p>1.7 Support individuals to <b>communicate</b> their preferences about keeping mobile.</p> <p>1.8 Use agreed methods for maintaining and improving the individual's mobility taking into account their needs and preferences.</p> |
|---------------------------------------|--|

- 
- 1.9 Support individuals to use any **mobility appliances** correctly, and to adhere to safety measures, prevent falls and injury to the individual.
  - 1.10 Provide safe, acceptable physical and active support when individuals are using any mobility appliances and undertaking **mobility activities**.
  - 1.11 Take action and report to the appropriate person where there are conflicts and in areas that are outside your competence to deal with.
  - 1.12 Give constructive feedback and encouragement to individuals using mobility appliances and undertaking mobility activities.
2. Observe any changes in the individual's mobility and provide feedback to the appropriate person
    - 2.1 Observe individuals whilst taking part in **mobility activities**.
    - 2.2 Work with individuals to monitor changes in their mobility.
    - 2.3 Give constructive feedback and encouragement to individuals to promote their confidence, motivation and dignity.
    - 2.4 Record and report progress, problems and any adverse effects to the appropriate people.
    - 2.5 Monitor the effectiveness of mobility activities and **mobility appliances** used.
    - 2.6 Record and report on activities, taking account of confidentiality agreements and according to organisational procedures and practices.
    - 2.7 Continue mobility care as instructed.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Support individuals to keep mobile****A. Key people:**

- (i) family
- (ii) friend
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**B. Mobility appliance:** *(Applies to Element 2 also)*

- (i) wheel chairs
- (ii) sticks
- (iii) walking frames

**C. Take appropriate action:**

- (i) reporting to your line manager
- (ii) referring individuals to a specialist (e.g. mobility, shoe)

**D. Communicate using:**

- (i) the individual's preferred spoken language
- (ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
- (iii) other non verbal forms of communication
- (iv) human and technological aids to communication

**E. Mobility activities:** *(Applies to Element 2 also)*

- (i) exercises
- (ii) physiotherapy that enables individuals to keep mobile
- (iii) occupational therapy that enables individuals to keep mobile
- (iv) carrying out household activities
- (v) being part of group activities that enable individuals to keep mobile

---

## UNDERPINNING KNOWLEDGE AND SKILLS

### Values

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to keep mobile.
2. How to provide active support and promote the individual's rights, choices and well-being when supporting individuals to keep mobile.

### Legislation and organisational policy and procedures

3. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to keep mobile.
4. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting individuals to undertake mobility activities and use mobility appliances
  - helping individuals to keep mobile

### Theory and practice

5. Actions to take if you observe any key changes in the condition and circumstances of individuals with whom you are working.
6. How the body moves and the range and limitations of joints, body posture and gait.
7. The implications that particular health conditions have on movement.
8. The benefits and adverse reactions that individuals may experience when undertaking mobility activities and using mobility appliances.
9. Specific issues of mobility related to the individuals with whom you work.
10. Factors and issues to take account of when working with individuals with reduced mobility.
11. The effects on individuals when they do not keep mobile.
12. The potential dangers of exertion for different individuals.



13. The potential dangers of exertion for different individuals.
14. Why and how to give constructive feedback and encouragement to individuals.
15. Why it is necessary to use the mobility appliance specified, the importance of reporting problems or any defects of mobility appliances immediately; how to do this and who to report any defects to.
16. Why your actions must consistent with the plan of care and the potential effects if they are not.
17. Why it is necessary to keep records and report on adverse effect and progress.
18. Methods of providing safe physical support when helping people to keep mobile.
19. Why and how the environment and walking surfaces (i.e. slopes, stairs, and type of floor covering) can be made safe for the use of particular mobility appliances.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care Sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources; these must include direct observation by an assessor.

### (2) Methods of Assessment

#### The following forms of evidence are required:

- **Direct observation:** your assessor must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you encouraged an individual to keep mobile and how you ensured that any aids they were using were maintained and safe.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, the ways you encouraged individuals to keep mobile e.g. through exercise to music, walking and swimming. What checks you made to any aids/equipment used to ensure that it was safe for use and what you did if you found aids/equipment were faulty.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job, either you or your assessor will need to record the questions and your answers.

#### Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:

- **Witness testimony:** this is a confirmation that, for example, you sought assistance with a piece of equipment or mobility aid when it was found to be faulty or you were unsure of how it worked. This could come from your manager, another assessor, physiotherapist, mobility specialists and a member of the care team or service user.

- **Assignment/project:** you may have been on a course, for example, health and safety or occupational therapy and have completed some assessment at the end of the course. You can use this as evidence of knowledge.
- **Work products:** If you have written a report, for example, an entry in the care plan, an accident/incident book, or on mobility chart your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U21002****Help address the physical comfort needs of individuals**

## Unit Descriptor:

This unit describes the competence required to help address the physical comfort needs of individuals.

**The unit describes the essential abilities of:**

- Communicating effectively
- Ensuring the safe use of equipment
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Assist in minimizing individuals' pain or discomfort | <p>1.1 Encourage the individuals to express feelings of discomfort or pain and to use self-help methods of control in accordance with their plan of care.</p> <p>1.2 Observe and monitor individuals' behaviour and conditions in accordance with their plan of care.</p> <p>1.3 Report anything that causes concern to your immediate manager.</p> <p>1.4 Follow instructions from the <b>appropriate people</b>, any information about relief from pain and discomfort that can and should be given to individuals and <b>key people</b>.</p> <p>1.5 Follow organisational procedures and agreements with appropriate people, when supporting individuals and key people to understand the ways pain and discomfort can be managed.</p> <p>1.6 Assist individuals to be positioned safely, comfortable and in accordance with their plan of care.</p> |
|---|---|

- 1.7 Follow agreed procedures and use agreed **measures to alleviate the individual's pain and discomfort.**
  - 1.8 Follow organisational procedures and immediately report and accurately record any requests from individuals for further **measures to minimise their pain and discomfort.**
  - 1.9 Offer appropriate support to other people who may be disturbed by the individual's pain and discomfort.
2. Assist in providing conditions to meet individuals' need for rest and sleep
- 2.1 Support individuals to **communicate** the level and type of support they need to enable them to rest and sleep.
  - 2.2 Assist individuals to prepare and find a position that is comfortable, assists rest and is consistent with their plan of care.
  - 2.3 Assist individuals to take any agreed measures as part of their preparation for rest and sleep.
  - 2.4 Monitor individuals, accurately reporting and recording causes for concern.
  - 2.5 Movements, behaviour and tone of voice promote conditions suitable for rest and sleep.
  - 2.6 Take appropriate action when the behaviour and movement of others within the environment does not promote rest and sleep.
  - 2.7 Monitor and adjust the aspects of the care environment to promote rest and sleep.
  - 2.8 Accurately report aspects of the environment which interfere with the individual's rest and sleep.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Assisting in minimizing individuals' pain or discomfort****A. Appropriate people:**

- (i) reporting to your line manager
- (ii) reporting to a specialist

**B. Key people:**

- (i) family
- (ii) friend
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**C. Measures to alleviate the individual's pain and discomfort:**

- (i) repositioning
- (ii) adjustment to bedding, heating, lighting or noise
- (iii) requests for analgesia
- (iv) use of specialized mattresses
- (v) pressure reducing aids

**D. Methods of minimizing individual discomfort:**

- (i) massage
- (ii) yoga
- (iii) mediation
- (iv) pharmaceutical

**Element 2: Assist in providing conditions to meet individuals' need for rest and sleep****E. Communicate using:**

- (i) the individual's preferred spoken language
- (ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
- (iii) other non verbal forms of communication
- (iv) human and technological aids to communication

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when helping individuals with pain, discomfort, sleep and rest.
2. The effects that personal beliefs and preferences may have on the recognition of pain or discomfort and the tolerance of it.
3. The way that people's culture, background, personal beliefs and preferences can affect their view of measures to alleviate pain and discomfort and the actions to take when these conflict.
4. How to provide **active support** and promote the individual's rights, choices and well-being when supporting them through pain, discomfort, sleep and rest.

**Legislation and organisational policy and procedures**

5. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of **others** when supporting individuals with their personal care needs.
6. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with helping individuals with pain, discomfort, sleep and rest
  - the management of pain and discomfort
  - addressing the physical comfort needs of individuals.
7. Your role in providing restful conditions and the boundaries and limits of the actions which you may take.

**Theory and practice**

8. Actions to take when you observe any key changes in the condition and circumstances of individuals with whom you work.
9. Normal rest patterns and why rest is important for general health and well-being.

10. The different body positions that are conducive to rest.
11. Why the individual should be encouraged to express feelings of discomfort and pain.
12. Why it may be necessary to offer support to others who are affected by the individual's pain and discomfort.
13. Why information and requests from individuals for additional pain relief should be passed on immediately and the possible consequences of not doing this.
14. Why is it necessary for some individuals to maintain certain positions even though this may, in the short term, interfere with their rest.
15. How to assist individuals to maintain a comfortable position and what this may be for individuals with different needs.
16. The range of different methods of minimising individual discomfort and pain.



**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the scope that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care Sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources; these must include direct observation by an assessor.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you check if an individual is in pain or discomfort and what you then do to ensure their comfort.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, what procedure you would follow to make sure an individual was turned in bed regularly, why this is important and what procedure you would follow to record your actions.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job, either you or your assessor will need to record the questions and your answers.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation that, for example, you are aware of health and safety in your work practices, that you took the correct action when an individual was in pain or suffering discomfort. It could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **Assignment/project:** you may have been on a course, for example, First Aid, moving and handling training, risk assessment training, and have completed some assessment at the end of the course. You can use this as evidence of knowledge.

- **Work products:** if you have written a report, for example, an entry in the individual's care plan, or in an accident/incident book your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

Simulation is NOT allowed for any part of this unit.

**U21102****Undertake agreed pressure area care**

Unit Descriptor:

This unit describes the competence required to undertake the competence required to undertake agreed pressure area care.

**The unit describes the essential abilities of:**

- Communicating effectively
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Prepare to carry out pressure area care | <p>1.1 Apply <b>standards precautions</b> for infection control <b>and</b> take other appropriate <b>health and safety measures</b>.</p> <p>1.2 Work with <b>others</b> in a methodical and organised manner.</p> <p>1.3 Explain to the individual what you are going to do in a manner that they will understand and obtain their <b>consent</b>.</p> <p>1.4 Follow the <b>plan of care</b> accurately, maintaining the privacy and dignity of the individual at all times.</p> <p>1.5 Ensure that you carry out the procedure without obstruction from clothing or bedding.</p> |
| 2. Carry out pressure area care            | <p>2.1 Encourage the individual to be involved in their own pressure area care.</p> <p>2.2 Notice any <b>changes</b> to the individual's skin condition and report them to the appropriate <b>member of staff</b>.</p> <p>2.3 Utilise <b>pressure relieving aids</b> appropriately, according to the <b>care plan</b> and manufacturer's instructions.</p> <p>2.4 Reposition and leave the individual in a <b>comfortable position and situation</b> according to the plan of care.</p>   |

- 2.5 Complete all records and **documentation** or pass the **information** onto **others** if this is not within your role.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare to carry out pressure area care****A. Standard precautions and health and safety measures:**

- (i) hand washing/cleaning before; during and after the activity
- (ii) the use of personal protective clothing and additional protective equipment
- (iii) handling contaminated items
- (iv) disposing of waste
- (v) safe moving and handling techniques and untoward incident procedures

**B. Others:** *(Applies to Element 2 also)*

- (i) other carers such as family members

**C. Consent:**

- (i) informed
- (ii) verbal

**D. Care plan:** *(Applies to Element 2 also)*

- (i) paper document kept in the same setting
- (ii) electronic tool kept in the same setting

**E. Adverse conditions:**

- (i) incontinence
- (ii) lack of nutritional intake
- (iii) unconsciousness
- (iv) confusion
- (v) surgery
- (vi) immobility (impaired immobility)

**F. Support:**

- (i) physical and emotional involving reassurance
- (ii) explanations about what is happening
- (iii) physically holding

**G. Equipment and materials:**

- (i) for maintaining hygiene – personal washing equipment
- (ii) for moving and handling – hoists, slings, slides
- (iii) for positioning – pillows, chairs, mattresses and back rest

**H. Changes:** *(Applies to Element 2 also)*

- (i) redness
- (ii) dryness
- (iii) bruising
- (iv) skin breakdown
- (v) scratches
- (vi) swelling
- (vii) oedema
- (viii) incontinence
- (ix) changes to conscious state – regaining consciousness or becoming unconscious

**I. Comfortable position and situation:** *(Applies to Element 2 also)*

- (i) in bed, on one side – left or right, on their back, sitting upright
- (ii) on their front, using 30% tilt
- (iii) in a chair
- (iv) by their bed
- (v) in their room
- (vi) in day room/sitting room

**J. Pressure relieving aids:** *(Applies to Element 2 also)*

- (i) special mattress for beds
- (ii) special cushions for chairs
- (iii) pillows

**Element 2: Carry out pressure area care****K. Members of staff:**

- (i) the person in charge
- (ii) nurse
- (iii) midwife
- (iv) community staff
- (v) supervision

**L. Care plan:**

- (i) paper document
- (ii) electronic tool

**M. Information and documentation:**

- (i) care plans
- (ii) pressure area risk assessment forms

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. A working understanding of why you should tell the individuals what you are doing.
2. A working understanding of what is meant by consent.

**Legislation and organisational policy and procedures**

3. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties which affect your work practice in relation undertaking agreed pressure area care:
  - health and safety
  - moving, handling, and positioning individuals
  - pressure area risk assessment
4. A working understanding of your responsibilities and accountability in relation to the current and local legislation, national guidelines and local policies and protocols.

**Theory and practice**

5. A basis awareness of the importance of working within your sphere of competence and seeking clinical advice when faced with situations outside your sphere of competence.
6. A working understanding of the importance of applying standard precautions and the potential consequences of poor practice.
7. A working understanding of a variety of **pressure sore risk assessment tools**.
8. A working understanding of the uses of pressure sore risk assessment tools, including those used in your area of work.

**Anatomy and physiology**

9. A working knowledge of the normal anatomy and physiology of the skin.
10. A working knowledge of the pressure sites of the body.
11. A working knowledge of the changes in appearance of the skin when integrity is at risk.



**Care and support**

12. A working understanding of the factors which:
  - put individuals at risk of skin break down and pressure sores
  - can help prevent skin break down and pressure sores
13. A working understanding of the importance of moving individuals correctly, and the consequences of poor handling and moving techniques.
14. A working understanding of why it is important to follow the care plan and risk assessment tool.
15. A working understanding of the importance of team working in relation to pressure area care.

**Materials and equipment**

16. A working understanding of the pressure relieving aids available within your care setting, and their uses.
17. A working understanding of where to get further information for in respect of up-to-date information and pressure area care.
18. A working understanding of where to get up-to-date information about pressure relieving aids.
19. A working understanding of other individuals who might involve in pressure area care.

**Records and documentation**

20. A working understanding of why you must report and document the care you have given and any changes, including improvement and deterioration, you have noticed.
21. A working understanding of the importance of keeping accurate and up-to-date records.
22. A working understanding of the importance of immediately reporting any issues which are outside your own sphere of confidence without delay to the relevant member of staff.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the workplace and be linked to current legislation, values and the principles of best practice within the Health and Social Care Sector.
- All evidence must relate to your own work practice.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide evidence for a significant amount of the performance criteria for both elements in this unit.
- **Personal statement/professional discussion:** these will be a description of your practice of how you identify and carry out pressure area care for your individuals. This should also include a description of how you interact with the individuals you are caring for.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Work products:** these can be any records that you would normally use within your normal role e.g. individuals care plan, risk assessment, pressure risk assessment tools, all care records. Product evidence will be important for this unit.
- **Questioning:** may be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.
- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.

- **APL Assignment/project:** you may have already completed a project or assignment from vocationally related Qualification, you may also have evidence from other training e.g. Moving and Handling, Health and Safety, Infection Control, Personal Protective Clothing, equipment, pressure area care course, administration and control of medicines, reporting and recording.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

## U21202

## Support individuals with their personal care needs

Unit Descriptor:

This unit describes the competence required to support individuals with their personal care needs.

**The unit describes the essential abilities of:**

- Communicating effectively
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |   |     |  |
|----|---|-----|--|
| 1. | Support individuals to go to the toilet | 1.1 | Encourage individuals to <b>communicate</b> when they need to use toilet facilities.   |
|    |   | 1.2 | Support individuals to: <ul style="list-style-type: none"> <li>• Understand which <b>toilet facilities</b> are available to them.</li> <li>• Select the toilet facilities they prefer.</li> <li>• Go to, and return from the toilet safely.</li> </ul> |
|    |   | 1.3 | Ensure that individuals can call for help and that it will be heard.   |
|    |   | 1.4 | Respond to calls for help immediately.   |
|    |   | 1.5 | Encourage individuals to find the most appropriate and acceptable method of cleaning themselves.   |
|    |   | 1.6 | Encourage individuals to wash their hands after using the toilet.  |
|    |   | 1.7 | Ensure the toilet facilities are clean before they are used again.   |
|    |   | 1.8 | Move and dispose of body waste discreetly, immediately and in ways that: <ul style="list-style-type: none"> <li>• Minimise the risk of cross infection.</li> </ul>   |

- 
- Are respectful of the individual's personal beliefs and preferences.
- 1.9 Follow organisational requirements and wear appropriate protective clothing when you move and dispose of body waste.
  - 1.10 Wash your hands and ensure your own cleanliness and hygiene after moving and disposing of body waste.
  - 1.11 Measure and record output and/or bodily waste where this is required by the individuals' care plans.
  - 1.12 Report any **problems** and significant changes to the **appropriate people**, within confidentiality agreements and according to legal and organisational requirements.
2. Enable individuals to maintain their personal hygiene
    - 2.1 Support individuals to **communicate** their preferences about their personal hygiene care and to resolve any differences between their wishes, the plan of care and the facilities available.
    - 2.2 Work with the individual to identify the degree of support they need with their personal hygiene, encouraging, enabling and assisting them to carry out activities for themselves, wherever possible.
    - 2.3 Wear appropriate protective clothing and support individuals to understand the reasons for this.
    - 2.4 Ensure that the room and water temperatures meet the individual's needs and preferences.
    - 2.5 Place toiletries, materials and equipment safely and within the individual's reach.
    - 2.6 Provide individuals with equipment to enable them to call for help.
    - 2.7 Support and assist individuals in ways which cause as little discomfort as possible.

- 2.8 Your own personal hygiene follows good hygiene practice and minimises the risk of cross infection.
- 2.9 Report any **problems** and significant changes in the individual's personal hygiene to the **appropriate people**.
- 2.10 Ensure that individuals are given active support in order to minimise accidents or incidents.
3. Support individuals in personal grooming and dressing
- 3.1 Support individuals to **communicate** their wishes and preferences about personal grooming and dressing, and identify the amount and type of support they need.
- 3.2 Provide active support and encouragement to enable individuals to dress and groom themselves.
- 3.3 You provide active support to enable individuals to dress and groom in ways which:
- Maximise their independence.
  - Maintain their privacy.
  - Are consistent with their personal beliefs and preferences.
  - Meet safety requirements.
- 3.4 Encourage and support individuals to:
- Use dressings and other equipment and materials that best meet their needs and are safe to use.
  - Keep their personal clothing and grooming items clean, safe and secure.
- 3.5 Support individuals to understand and overcome their concerns about the use of sensory equipment and/or prostheses, orthoses and creams, seeking additional support, where necessary.

- 3.6 Ensure materials, equipment and facilities are left clean, tidy and ready for future use.
- 3.7 Wash your hands and ensure your own cleanliness and hygiene after supporting individuals with their personal grooming and dressing.
- 3.8 Report any problems and significant changes in the individual's personal grooming and dressing to the **appropriate people.**

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Support individuals to go to the toilet****A. Communicate using:** *(Applies to Elements 2 and 3)*

- (i) the individual's preferred spoken language
- (ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
- (iii) other non verbal forms of communication
- (iv) human and technological aids to communication

**B. Toilet facilities:**

- (i) toilet facilities
- (ii) commode
- (iii) bedpan
- (iv) urinal

**C. Problems:** *(Applies to Element 2 also)*

- (i) changes in the individual's health
- (ii) difficulties in going to the toilet
- (iii) concerns about bodily waste
- (iv) changes in the individual's skin condition
- (v) changes in motivation for personal hygiene and grooming

**D. Appropriate people:** *(Applies to Elements 2 and 3 also)*

- (i) line managers
- (ii) professionals
- (iii) specialists



**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals with their personal care.
2. How your own values in relation to health and hygiene might differ from those of individuals and how to deal with this.
3. Conflicts which might arise between individual choice, good hygiene practices and the individual's plan for their care and how to deal with these.
4. The effect which personal beliefs and preferences may have on cleansing and toileting for an individual.
5. Methods of providing the individual with toilet facilities which are consistent with their personal beliefs and preferences.
6. How to provide active support and promote the individual's rights, choices and well-being when supporting them with their personal care.

**Legislation and organisational policy and procedures**

7. Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of **others** when supporting individuals with their personal care needs.
8. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting individuals with their personal needs
  - the management of risk from infection
  - working intimately with individuals
  - supporting individuals with their personal care needs.

**Theory and practice**

9. Key changes in the conditions and circumstances of individuals with whom you work.
10. Methods of preventing infection and why infection control is important.
11. Reasons for:
  - maintaining personal hygiene of the individual
  - toiletries and other personal materials not being shared
  - wearing protective clothing and why the use of this and other precautions should be fully explained to the individual.
12. Factors which affect:
  - the individual's ability to go to the toilet
  - the individual's personal beliefs and preferences on cleansing and toileting
  - the degree of assistance required
  - the individual's ability to maintain their personal cleanliness.
13. Why individuals should be encouraged (but not pressurised) to carry out activities themselves, wherever possible.
14. Why individuals need to be able to call for and get help immediately
15. Why individuals should be offered the opportunity to:
  - select toilet facilities
  - dispose of her/his own body waste.
16. Actions to take if there are any problems or you have any concerns about the individual.
17. Why is it important to maintain your own cleanliness and hygiene prior to, during and following any activities involved in the personal care of individuals.
18. When and why measuring and recording output and/or bodily waste is likely to be included in an individual's care plans.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources; these must include direct observation by an assessor.

### (2) Methods of Assessment

**The following forms of evidence are required:**

- **Direct observation:** your assessor must observe you in real activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, when you give assistance to an individual to get dressed or when you are helping someone with washing.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things. For example, what procedure you would follow to make sure an individual was assisted in going to the toilet and how you maintain their dignity and respect.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation that, for example, you are aware of health and safety in your work practices, that you took the correct action to ensure an individual was not at risk of falling or left vulnerable. It could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **Assignment/project:** you may have been on a course, for example, First Aid risk assessment training, and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.

- **Work products:** If you have written a report, for example, an entry in the individual's care plan, or in an accident/incident book your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessors and verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U21302****Support individuals to manage continence**

## Unit Descriptor:

This unit describes the competence required to support individuals to manage continence.

**The unit describes the essential abilities of:**

- Communicating effectively
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Support individuals to maintain continence                | 1.1 Encourage individuals to <b>communicate</b> any concerns about their continence needs and functioning and, where possible, highlight any changes.     |
|  | 1.2 Encourage individuals to make regular use of the toilet facilities to help them achieve a pattern of elimination in accordance with the plan of care. |
|  | 1.3 Monitor and report on the individual's pattern of body waste and any changes that may have occurred.  |
|  | 1.4 Encourage and assist individuals to select and consume food and drink and take prescribed medication to facilitate bowel and bladder action.          |
|  | 1.5 Provide active support for individuals that promote self respect, maximises privacy and is consistent with the plan of care.                          |
|  | 1.6 Wash your hands and ensure your cleanliness to prevent cross infection.   |
| 2. Support individuals to use equipment to manage continence | 2.1 Encourage individuals to use recommended <b>continence equipment, management techniques</b> and clothing.   |

- 2.2 Support individuals to manage continence using continence equipment and management techniques correctly.
- 2.3 Provide continence equipment at a time and place convenient to the individual's needs and circumstances.
- 2.4 **Take appropriate action** when the continence equipment and management techniques being used appear to be inappropriate or unsuitable and report to the appropriate person.
- 2.5 Give individuals the opportunity to dispose of their own used equipment or soiled linen.
- 2.6 Ensure that equipment and soiled linen are disposed of safely, hygienically and in ways which minimise the risk of cross infection.
- 2.7 Ensure the environment is clean, fresh and ready for future use.
- 2.8 Wash your hands and ensure your own cleanliness and hygiene after supporting individuals to use continence equipment and management techniques.
- 2.9 Encourage and support individuals to promote their personal hygiene whilst managing their continence

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Support individuals to maintain continence****A. Communicate using:**

- (i) the individual's preferred spoken language
- (ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
- (iii) other non verbal forms of communication
- (iv) human and technological aids to communication

**Element 2: Support individuals to use equipment to manage continence****B. Continence equipment/management techniques:**

- (i) pads
- (ii) toilet facilities
- (iii) commodes
- (iv) bedpan
- (v) urinal
- (vi) pelvic exercises

**C. Take appropriate action:**

- (i) when continence equipment/management techniques being used appear to be inappropriate or unsuitable
- (ii) reporting this to your line manager
- (iii) referring individuals to an appropriate person for a re-assessment of their needs

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to manage continence.
2. The effect which personal beliefs and preferences may have on washing and managing continence.
3. How you own values in relation to hygiene and continence might differ from those of individuals and how to deal with this.
4. Conflicts which might arise between individual choice, good hygiene practices and the individual's plan for their care and how to deal with these situations.
5. How to provide active support and promote the individual's rights, choices and well-being when supporting them to manage continence.

**Legislation and organisational policy and procedures**

6. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of **others** when supporting individuals to manage continence.
7. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting individuals to manage continence
  - the management of risk from infection
  - working intimately with individuals
  - supporting individuals to manage continence.

**Theory and practice**

8. Key changes in the condition and circumstances of individuals which may occur when supporting individuals to manage continence.



9. The factors that may contribute to difficulties with continence.
10. The effects of diet and mobility on continence.
11. The range of options available for the promotion of continence (continence equipment, exercises, life style, environmental factors).
12. Why you must exercise sensitivity to the individual's perception of the situation.
13. Why the individual should be provided with a means of calling for help when using toilet facilities or continence aids.
14. The factors that will affect the level of assistance required (e.g. age, medical condition, personal beliefs and preferences etc.).
15. Actions to take if there are any problems or you have any concerns about the individual.
16. The role of others such as continence specialists and how to access specialist advice and support.
17. Why it is important to maintain your own cleanliness and hygiene prior to, during and following any activities involved in managing continence of individuals.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

### (2) Methods of Assessment

#### The following forms of evidence are required:

- **Direct observation:** your assessor must observe you in real activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you encourage individuals to express any concern they have about continence and how you encourage them to make regular use of toilet facilities.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things. For example, what procedure you would follow to make sure an individual was assisted in going to the toilet or to use continence management aids, and how you maintain their dignity and respect.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.

#### Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:

- **Witness testimony:** this is a confirmation that, for example, you are aware of health and safety in your work practices, that you took the correct action to ensure an individual was assisted to use continence management or continence aids appropriate to their needs. It could be written by a continence nurse, your line manager, another assessor, a member of the care team you work with or an individual you are caring for.

- **Assignment/project:** you may have been on a course, for example, First Aid, risk assessment training, infection control, continence management and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.
- **Work products:** If you have written a report, for example, an entry in the individual's care plan or in an accident/incident book, input-output chart, your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessors and verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U21402****Contribute to the care and maintenance of clients' feet**

## Unit Descriptor:

This unit describes the competence required to maintain the feet of individuals who have been assessed as requiring help with general foot care.

**The unit describes the essential abilities of:**

- Communicating effectively
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Contribute to the care and maintenance of individuals' feet | <p>1.1 Apply <b>standard precautions</b> for infection control and other necessary health and safety measures which are appropriate to the care given, the environment and the individual.</p> <p>1.2 Encourage the individual to ask questions on how to improve their <b>foot</b> care and health and to provide full information on the general condition of their feet and any factors which have influenced their condition.</p> <p>1.3 Prepare the individual's feet in a manner consistent with the care to be provided and any signs of deterioration, infection or abnormality are identified and reported to the appropriate person.</p> <p>1.4 Maintain <b>nails</b> in a manner which is consistent with individual's plan of care, condition and <b>safety</b>.</p> <p>1.5 Advise the individual on how to maintain their feet and what to do should they develop pain or discomfort.</p> <p>1.6 Dispose of <b>waste</b> in the appropriate manner and place in accordance with health and safety guidelines.</p> |
|--|--|

2. Apply dressing and medicaments to individuals' feet
  - 2.1 Inform the individual of the activities to be undertaken in a manner sensitive to their needs and at the appropriate level and pace.
  - 2.2 Apply **medicaments and dressings** according to the prescription of care appropriate to the individual's condition from those available to you.
  - 2.3 Report adverse reaction and unexpected changes in the individual's condition to the professional without delay.
  - 2.4 Dispose of **waste** materials in an appropriate manner and place in accordance with health and **safety** guidelines.
  - 2.5 Make an accurate, complete and legible record of the care given.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Contribute to the care and maintenance of individuals' feet****A. Standard precautions:**

- (i) hand washing/cleaning before, during and after the activity
- (ii) the use of **personal protective clothing** and **additional protective equipment**
- (iii) handling **contaminated** items
- (iv) disposing of waste
- (v) safe moving and handling techniques and untoward incident procedure

**B. Foot:**

- (i) normal
- (ii) diabetic
- (iii) Pathological

**C. Nails:**

- (i) normal

**D. Safety:**

- (i) working to maintain the integrity of the foot/nails

**E. Waste: (*Applies to Element 2 also*)**

- (i) hazardous
- (ii) non-hazardous

**Element 2: Apply dressing and medicaments to individuals' feet****F. Medicaments and dressings:**

- (i) non-sterile
- (ii) sterile

**G. Dressings:**

- (i) tube-gauze
- (ii) tube foam
- (iii) fleecy web
- (iv) insoles, preps
- (v) silicones
- (vi) hypoallergenic tape

**H. Safety of the foot:**

- (i) normal
- (ii) diabetic
- (iii) pathological

**UNDERPINNING KNOWLEDGE AND SKILLS****Legislation and organisational policy and procedures**

1. A factual awareness of the current national legislation, national guidelines, local policies and protocols which affect your work practice in relation to maintaining the feet of individuals.
2. A working understanding of your responsibilities under the current national legislation, national guidelines, local policies and protocols within the care environment.
3. A working understanding of the importance of taking particular safety precautions.
4. A working understanding of legislation and procedures for dealing with contamination by body fluids.
5. A working knowledge of the importance of following universal standard precautions relevant to your role and any relevant protective clothing which may be worn for the individual's and your protection.
6. A working understanding of the importance of maintaining foot health.
7. A working understanding of the importance of noting and acting upon changes on foot conditions.
8. A working understanding of the importance of passing questions and situations beyond your range practice on to the Podiatrist.
9. A working understanding of the policies and guidance which clarify your range of practice and the relationship between yourself and the practitioner in terms of delegation and supervision.
10. A working understanding of the importance of monitoring the individual's condition throughout the treatments.

**Theory and practice****Care and Support of the individual**

11. A working understanding of the importance of informing individuals about the nature of the procedure and dressings used in their treatment.
12. A working understanding of possible adverse reactions to medicaments and dressings and the treatment of such.



13. A working understanding of changes in foot condition caused by dressings that require referring on to the Podiatrist.
14. A working understanding of changes in foot conditions that indicate treatment is no longer required.
15. A working understanding of the importance of monitoring and reporting both social and health concerns, e.g. unsanitary living conditions.
16. A working understanding of the purpose of the treatment plan and how to follow it.
17. A working understanding of the structure of healthy skin and nail in order to recognise which is normal and abnormal.
18. A working understanding of signs of infection.
19. A factual awareness of common medical and surgical conditions and how drug therapy can affect feet and foot care requirements (such as diabetes, arthritis, peripheral vascular disease, eczema, hallux abductovalgus operations) fungal infections.

**Materials and equipment**

20. A working understanding of the equipment and materials used to maintain the feet of individuals.
21. A working understanding of different types of dressings and medicaments.

**Procedures and techniques**

22. A working understanding of how to recognise the signs and symptoms of foot and nail abnormalities and the consequences of inaction in reporting these.
23. A working understanding of methods of maintaining and improving foot health.
24. A working understanding of the use of autoclaves and alternative methods of instrument and sterilisation.

25. A working understanding of methods of foot health promotion (*such as the use of leaflets, demonstrations, posters*).
26. A working understanding of what is meant by hazardous and non-hazardous waste and the appropriate methods of disposal for both.
27. A working understanding of aseptic techniques and clean procedures for use with sterile dressings.

**Records and documentation**

28. A working understanding of the information that should be recorded and the importance of doing this as contemporaneously as possible.
29. A working understanding of the legalities of record keeping.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

### (2) Methods of Assessment

**The following forms of evidence are required:**

- **Direct observation:** your assessor/expert witness must observe you in real work activities which provide evidence for a significant amount of the performance criteria for all elements in this unit.
- **Personal statement/professional discussion:** these will be a description of your practice in relation to foot care. This should include how you interact with individuals you are treating, how you take standard precautions in relation to infection control and other health and safety measures in relation to foot care.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Questioning:** to assess your underpinning knowledge, your assessor will ask questions about the legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.
- **Products suggestions:** records you have completed for individuals detailing their need for foot care, and follow up treatment.
- **Witness testimony:** can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague, chiropodist/podiatrist or service user.
- **APL/Assignment/projects:** you may have been on a course about Foot Care and have completed some assessment or a project or assignment from vocationally related qualification, you may also have evidence from other training e.g. Moving and Handling, Health and Safety, Infection Control, Personal Protective Clothing/equipment, pressure area care course, reporting, recording, and communication, which could be used to meet some of the knowledge evidence.

- Performance evidence should be demonstrated on at least three (3) occasions.

**NB: Confidential records are not required to be in your portfolio, they can remain where they are normally stored and checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U21502****Assist in the administration of medication**

Unit Descriptor:

This unit describes the competence required to assist in the administration of medication.

**The unit describes the essential abilities of:**

- Communicating effectively
- Problem solving
- Operating within organisational procedures
- Meeting legal requirements

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Prepare for the administration of medication to individuals | <p>1.1 Check that all medication administration records or protocols are available, up to date and legible with the member of staff leading the process.</p> <p>1.2 Report any discrepancies or omissions you might find to the person in control of the administration and to <b>relevant staff</b> as appropriate.</p> <p>1.3 Check the stock level of medications and assist in the re-ordering if necessary and applicable.</p> <p>1.4 Read the medication administration record with the <b>person leading the administration</b>, checking and confirming the medication required, the dose and the route of administration against the record/protocol, and confirming the expiry date of the medication.</p> <p>1.5 Refer confusing or incomplete instructions back to the relevant member of staff or the pharmacist.</p> |
|--|--|

2. Assist in and record the administration of medications
- 1.6 Check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves, using a variety of **methods**, before the medication is administered.
  - 2.1 Apply **standard precautions for** infection control and any other relevant **health and safety measures**.
  - 2.2 Contribute to administering the medication to the individual in the **appropriate manner**, using the correct technique and **equipment** and at the prescribed time according to the care plan.
  - 2.3 Support the individual to be as self-managing as possible and refer any problems or queries to the **relevant staff** or pharmacist.
  - 2.4 Seek help and advice from a relevant member of staff if the individual will not or cannot take the medication.
  - 2.5 Check and confirm that the individual actually takes the medication and does not pass medication to others.
  - 2.6 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare for the administration of medication to individuals****A. Relevant staff:**

- (i) person in charge
- (ii) nurse
- (iii) doctor

**B. Person leading the administration:**

- (i) person in charge
- (ii) doctor

**C. Methods:**

- (i) verbally
- (ii) by using other appropriate
- (iii) communication e.g. makaton
- (iv) by using identity bracelets

**Element 2: Assist in and record the administration of medications****D. Standard precautions and health and safety measure:**

- (i) hand washing/cleaning before, during and after the activity
- (ii) the use of **personal protective clothing** and **additional protective equipment**
- (iii) handling **contaminated** items
- (iv) disposing of waste
- (v) safe moving and handling techniques and untoward incident procedure

**E. Appropriate manner:**

- (i) slowly, from a spoon or medication
- (ii) without handling the drug yourself

**F. Equipment:**

- (i) drugs trolley
- (ii) medication pots
- (iii) spoons
- (iv) syringes
- (v) water jugs
- (vi) drinking glasses
- (vii) prescription charts
- (viii) disposal bags
- (ix) medication bottles and packets

**G. Relevant staff:**

- (i) person in charge
- (ii) nurse
- (iii) midwife
- (iv) social worker
- (v) doctor
- (vi) pharmacist



**UNDERPINNING KNOWLEDGE AND SKILLS****Legislation and organisational policy and procedures**

1. A factual awareness of the current national legislation, national guidelines, local policies and protocols which affect your work practice in relation to assisting in the administration of medication.
2. A working understanding of your responsibilities and accountability in relation to the current national legislation, national guidelines, local policies and protocols.

**Theory and practice**

3. A factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence.
4. A working understanding of the importance of applying standard precautions and the potential consequences of poor practice.
5. A working understanding of why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice.
6. A working understanding of who is responsible within your work setting for checking and confirming that the details and instructions on the medication label are correct for the client and with the medication administration record sheet/protocol.
7. A working understanding of the actions you should take if you disagree with the person leading the administration of medication.
8. A working understanding of the instructions for the use of medication on patient information leaflets and manufacturers' instructions.

**Procedures and techniques**

9. A working understanding of the different route for the administration of medication.
10. A working understanding of the information which needs to be on the label of a medication and its significance.

**Care and Support**

11. A working understanding of the various aids, which can be used to help individuals take their medication.
12. A working understanding of the importance of communication and different ways in which you can communicate.
13. A working understanding of the importance of identifying the individual for whom the medications are prescribed.
14. A working understanding of why it is vital that you confirm the medication against the prescription/protocol with the person leading the administration before administering it.
15. A working understanding of the importance of correctly recording your activities, as required.
16. A working understanding of the importance of keeping accurate and up to date records.
17. A working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of your work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

**(2) Methods of Assessment**

**The following forms of evidence are required:**

- **Direct observation:** your assessor/expert witness must observe you in real work activities which provide evidence for a significant amount of the performance criteria for most of all elements in this unit.
- **Personal statement/professional discussion:** these will be a description of your practice in particular situations of how to assist in the administration of medicines, this should also include how you interact with individuals with whom you are working and how you take standard precautions in relation to health and safety measures in relation to the administration of medication.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Products suggestions:** medication administration record read and/or added to. Care plans of individuals containing information about their medication.
- **Questioning:** may be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.
- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.

- **APL/Assignment/project:** you may have already completed a project or assignment from vocationally related qualification, you may also have evidence from other training e.g. Health and Safety, Infection Control, administration and control of medicines, reporting and recording communication.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U21602****Support individuals prior to, during and after clinical procedures**

Unit Descriptor:

This unit describes the competence required to support individuals prior to, during and after clinical procedures.

**The unit describes the essential abilities of:**

- Having knowledge of individuals care plans
- Effectively handling hygienic activities
- Operating within organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Prepare individuals for clinical activities | <p>1.1 Refer to and respond appropriately to all relevant <b>information</b> and documentation prior to starting the preparation.</p> <p>1.2 Confirm the individual's identity is consistent with the records.</p> <p>1.3 Ensure that any information relevant to the treatment obtained from the <b>individual</b> is complete, accurate and legibly recorded.</p> <p>1.4 Identify the nature of <b>support</b> that the individual needs and respect their privacy, dignity, wishes and beliefs when working with them.</p> <p>1.5 Check that the individual has given the necessary informed consent to the activity before any action is taken and understands the activity about to take place.</p> <p>1.6 Inform the individual that training is taking place, where this is relevant, and obtain the necessary informed consent to proceed or offer an appropriate option.</p> <p>1.7 Seek help and advice from an appropriate member of staff without delay if the individual or advocate does not give informed consent to the activity.</p> |
|--|---|

- 1.8 Answer correctly any questions which are within your area of responsibility, at a level and pace appropriate to the individual and any companions, and refer any questions that you cannot answer to the appropriate person.
- 1.9 Apply **standard precautions** for infection control and other necessary **health and safety measures** during the preparation of individuals.
- 1.10 Inform the individual why it is necessary for you to wear any particular forms of dress and protection.
- 1.11 **Prepare** the individual correctly according to the requirements of the activity to be carried out.
- 1.12 Check that the individual has complied with any prescribed pre-procedural instructions and accurately report the outcome to the practitioner leading the activity.
- 1.13 Help individuals who need assistance to prepare for the activity in a manner which retains their dignity and is in accordance with their personal beliefs and preferences.
- 1.14 Store personal articles which need to be removed by individuals for the activity safely and securely in the appropriate place.
- 1.15 Take prompt **appropriate action** in response to any problems which occur during the precaution of the individual in accordance with local policies and procedures.
- 1.16 Record and report all relevant information fully and accurately and in the appropriate manner.

2. Support individual during and following clinical activities
- 2.1 Identify the nature of **support** that the **individual** needs and respect their privacy, dignity, wishes and beliefs when working with them.
  - 2.2 Assist the individual to reach and maintain the required position for the procedure and to be as comfortable as possible given the constraints of the procedure.
  - 2.3 Support and monitor the individual during and following the clinical activity and encourage them to promote their own comfort and well-being.
  - 2.4 Ensure individuals who are to undertake parts of the activity themselves are given appropriate assistance in a manner which encourages them to be as self-managing as possible.
  - 2.5 Apply **standard precautions** for infection control and other necessary **health and safety measures** during and following the clinical activity.
  - 2.6 Offer the individual the opportunity to freshen up and dress, and provide the appropriate support to enable them to do so.
  - 2.7 Ensure the individual is provided with the appropriate facilities and support for the period of recovery from the clinical activity.
  - 2.8 Offer the individual clear, concise and accurate **information** where this is within your range of practice.
  - 2.9 Answer correctly any questions which are within your area of responsibility, at a level and pace appropriate to the individual and refer any questions that you cannot answer to the appropriate person.

- 2.10 Make the appropriate arrangements for transport and escorts when these services are required by the individual.
- 2.11 Keep accurate, complete and legible records of your actions and the individual's condition in accordance with local policies and procedures.
- 2.12 Take prompt **appropriate action** in response to any problems which occur during or following the clinical activity in accordance with local policies and procedures.



**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare individuals for clinical activities****A. Information:** *(Applies to Element 2 also)*

- (i) the frequency
- (ii) type and duration of follow-up procedures/post procedural recovery
- (iii) other advice relevant to the clinical activity and/or the individual

**B. Individual:** *(Applies to Element 2 also)*

- (i) adults
- (ii) children and young people
- (iii) older people
- (iv) people with communication differences

**C. Support:** *(Applies to Element 2 also)*

- (i) physical (e.g. holding)
- (ii) emotional (e.g. reassurance, explanations about what is happening)

**D. Standard precautions and health and safety measure:** *(Applies to Element 2 also)*

- (i) hand washing/cleaning before, during and after the activity
- (ii) the use of **personal protective clothing** and **additional protective equipment**
- (iii) handling **contaminated** items
- (iv) disposing of waste
- (v) safe moving and handling techniques and untoward incident procedures

**E. Prepare:**

- (i) clinical preparation (e.g. of specific sites of the body)
- (ii) physical preparation (e.g. position, bladder evacuation except where contra-indicated)
- (iii) emotional preparation (e.g. informing, advising, supporting)

**F. Appropriate action:** (*Applies to Element 2 also*)

- (i) notifying the practitioner
- (ii) seeking help
- (iii) stopping the preparation
- (iv) stopping the activity
- (v) commencing first aid in line with relevant local policies and procedures
- (vi) using the emergency alarm

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. A working understanding of what consent is and why it must be obtained and confirmed prior to actions being taken.
2. A basis awareness of why your personal beliefs may cause you difficulties with certain activities and how you manage this conflict in practice.
3. A working understanding of the different types of needs, concerns, beliefs and preferences the individual may have and how these may affect the preparation for clinical activities and the individual's attitude in relation to clinical care and settings and the type of support you offer in relation to clinical activities.
4. A working understanding of the ways in which the individual's rights and choices may have to be restricted because of the nature of the preparations required for certain clinical activities.
5. A working understanding of the importance of considering the individual's level of understanding in answering questions about the clinical activity.

**Legislation and organisational policy and procedures**

6. A factual awareness of the current national legislation, national guidelines and policies which affect your work practice in relation to:
  - preparing individuals for clinical activities
  - supporting individuals during and following clinical activities
7. A working understanding of your responsibilities under the current national legislation, national guidelines and policies and protocols on your actions within the care environment.
8. A working understanding of local protocols for discharging an individual from an episode of care.

**Theory and practice**

9. A working understanding of why it is important to get positive confirmation of the individual's identify before starting the preparation and effective methods of obtaining positive identification.
10. A working understanding of the importance of following standard precautions relevant to the clinical activity to be undertaken and the protective clothing which may be worn for the individual's and your protection.

11. A working understanding of the potential consequences of poor practice in relation to the application of standard precautions.
12. A working understanding of what is and is not a sterile field and how the correct level of cleanliness may be maintained for the clinical activity, the individual and the setting.
13. A working understanding of specific protection/precautionary measures appropriate to the procedure being carried out and how they should be applied.
14. A working understanding of your role and the importance of working within your own sphere of competence.
15. A working understanding of the roles and responsibilities of other team members.
16. A factual awareness of why questions that are beyond your role or knowledge need to be passed onto the appropriate member of the care team.
17. A working understanding of the importance of checking all relevant information and documentation before commencing the preparation of the individual, and the types of information contained within relevant documents e.g. plan of care.

#### **Specific healthcare knowledge**

18. A factual awareness of the anatomy and physiology of the areas of the body affected by the clinical activity being undertaken.

#### **Materials and equipment**

19. A working understanding of the essential resources used in relation to:
  - preparing the individual for the clinical activity
  - supporting the individual during and following the clinical activity
20. A working understanding of the safe handling techniques for any equipment and materials used to:
  - prepare the individual for the clinical activity
  - support the individual during and following the clinical activity
21. A working understanding of the importance of preparing resources before you start the activity.

**Care and support**

22. A working understanding of the types of support and assistance individuals may require:
  - in preparation for the clinical activity to be undertaken
  - during and following the clinical activity
23. A working understanding of the concerns and worries which individuals or client groups may have in relation to some clinical activities and appropriate ways of responding to these concerns (e.g. concerns about potential diagnosis).
24. A working understanding of why it is important to adjust and/or remove clothing in preparation for certain clinical activities.
25. A working understanding of the importance of offering verbal and non-verbal support and reassurance to the individual and the methods of doing so.
26. A working understanding of the importance of keeping the individual informed about what you are doing, the nature of the activity which is being prepared for and the clinical activity itself.
27. A working understanding of the different methods of communication you may have to use in relation to individuals with communication difficulties or differences.
28. A working understanding of the importance of checking that the individual has complied with any prescribed pre-treatment instructions and possible implications if instructions are not followed.
29. The types of anxiety, pain, or discomfort which individuals may experience following different procedures and reasons for this.
30. A working understanding of the importance of monitoring the individual's well-being during and following the clinical activity.
31. A working understanding of the importance of and reasons for post procedural instructions and the implications of the individual not understanding these or these not being delivered.
32. A working understanding of the impact on the individual's physiological system of the condition requiring the clinical treatment.
33. A working understanding of the clinical signs which require the attention of other team members.
34. A working understanding of signs and symptoms of adverse reactions or contra-indications to the clinical activity being performed.

**Procedures and techniques**

35. A working understanding of the correct procedure for preparing the individual for the clinical activity to be undertaken.
36. A working understanding of correct positioning of the individual prior to and for clinical activity being undertaken and the importance of ensuring this is achieved and maintained.
37. A working understanding of the degree of assistance individuals may need to reach and maintain required positions and the ways in which this may be done (e.g. positioning aids).
38. A working understanding of the problems which may occur during preparation and the appropriate action to take in response including the contra-indications relating to the clinical activity.
39. A working understanding of the problems which may occur during and following the clinical activity and the appropriate action to take in response, including the methods of identifying and responding to common types of adverse reactions to the clinical activity.
40. A working understanding of safe moving and handling techniques as appropriate to the clinical activity.
41. A working understanding of the circumstances (procedures and particular individual needs) in which a period of post-procedural recovery is necessary and the factors which should be monitored during this period.
42. A factual awareness of the circumstances in which there is a clinical need for refreshment and why this is important.
43. A working understanding of how to arrange transport and escort services for the individual.

**Records and documentation**

44. A working understanding of the importance of recording information clearly, accurately and in a systematic manner.
45. A factual awareness of the types of information which must be recorded in relation to preparation for and supporting individuals within the clinical activity being undertaken.
46. A factual awareness of the importance of recording information as soon after the event as possible.
47. A working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

**(2) Methods of Assessment**

**The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide evidence for a significant amount of the performance criteria for most of all elements in this unit.
- **Personal statement/professional discussion:** these will be a description of your practice in supporting individuals prior to, during and after clinical procedures. This should include how you interact with individuals with whom you are working and how you take standard precautions in relation to health and safety and risk when supporting individuals through a clinical procedure.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Products:** care plans of individuals detailing information about procedures to meet their health care needs, risk assessment, appointment cards, observation charts.
- **Questioning:** may be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.
- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.



- **APL/Assignment/project:** you may have already completed a project or assignment from vocationally related qualification; you may also have evidence from other training e.g. First Aid, Risk Assessment Moving and Handling, Health and Safety, Infection Control, Personal Protective Clothing/equipment, clinical assistant, reporting and recording.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U21702****Contribute to moving and handling individuals**

## Unit Descriptor:

This unit describes the competence required to contribute to moving and handling individuals.

**The unit describes the essential abilities of:**

- Communicating effectively
- Having knowledge of individuals care plans
- Operating within legal and organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Prepare individuals, environments and equipment for moving and handling | <p>1.1 Wash your hands and ensure you are wearing clothing and footwear that is safe for the moving and handling of individuals.</p> <p>1.2 Prior to moving and handling individuals you check the care plan and the moving and handling risk assessments.</p> <p>1.3 Assess any immediate risks to individuals.</p> <p>1.4 Where you think there is a risk that you cannot deal with, you seek advice from the appropriate people before moving or handling individuals.</p> <p>1.5 Support individuals to <b>communicate</b> the level of support they require.</p> <p>1.6 Where the individual's preferences conflict with safe practice, you access support from the appropriate people.</p> <p>1.7 Before you move and handle individuals, ensure that they understand why they are being moved and handled in particular ways and how they can usefully co-operate in the procedure.</p> <p>1.8 Remove potential hazards and prepare the immediate environment for the proposed move in agreement with all concerned.</p> |
|--|---|

- 1.9 Select agreed **moving and handling equipment**, and before use you ensure it is safe and clean.
- 1.10 Seek appropriate assistance to enable you to move and handle the individual safely
2. Enable individuals to move from one position to another
  - 2.1 Provide active support and encouragement for individuals to contribute to the moving process.
  - 2.2 Carry out moves and changes of position taking account of the individual's needs, preferences and their advice on the most appropriate methods and equipment.
  - 2.3 Use moving and handling methods appropriate to the individual's condition, your personal limits and the equipment available.
  - 2.4 Move and change individuals' positions in ways which minimise pain, discomfort and friction and maximise the individual's independence, self respect and dignity.
  - 2.5 Where you are moving and changing the individuals' positions with someone else's help, you co-ordinate your own actions with theirs.
  - 2.6 Following changes of position, you return furniture and fittings to their correct location.
  - 2.7 Return **moving and handling equipment** to its designated location ensuring it is clean, safe and ready for use.
  - 2.8 Wash your hands and ensure your own cleanliness and hygiene after moving and positioning individuals.
  - 2.9 Observe, record and immediately report any significant changes in the individual's condition when you are moving them.

- 2.10 Record details of methods of moving and handling which the individual finds acceptable according to legal and organisational requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare individuals, environments and equipment for moving and handling****A. Communicate using:**

- (i) the individual's preferred spoken language
- (ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
- (iii) other non verbal forms of communication
- (iv) human and technological aids to communication

**B. Moving and handling equipment: (*Applies to Element 2 also*)**

- (i) hoists
- (ii) slides
- (iii) slide sheets
- (iv) slings
- (v) pillows

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and rights when moving and handling individuals.
2. The effect which personal beliefs and preferences may have the individual's preferences for moving and handling.
3. Why the individual's preferences on how they are moved and handled should be taken into account.
4. Conflicts which might arise between individual choice, good health, safety and hygiene practices, risk assessments and management and the individual's plan of care and how to deal with these.
5. How to provide active support and promote the individual's rights, choices and well-being when moving and handling individuals.

**Legislation and organisational policy and procedures**

6. Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of **others** when moving and handling individuals.
7. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with moving and handling individuals
  - the management of risk from infection
  - working intimately with individuals
  - Moving and handling individuals
8. How to access up-to-date copies of organisational risk assessments for moving and handling specific individuals.

**Theory and practice**

9. Key changes in the conditions and circumstances of individuals that you are moving and handling and action to take in these circumstances.

10. Different types of equipment/machinery that are available for moving and handling.
11. Factors that need to be taken account of when using moving and handling equipment/machinery.
12. Why is it important to prepare the environment for moving and handling prior to attempting to move and handle individuals.
13. Why it is important to use safe moving techniques, adhere to risk assessments and other information about moving and handling specific individuals and the possible consequences for the individual, yourself and others if you do not.
14. Potential risks to individuals, those assisting in the moving and handling; others within the environment and the environment itself if moving and handling is not carried out correctly (including procedures prior to, during and after you move and handle individuals).
15. Sources of further help for moving and handling of individuals in different health and care settings.
16. Why individuals are moved to different positions.
17. How to co-ordinate action when moving and handling as part of a team.
18. Why individuals should not be dragged and the relationship of this to the prevention of pressure sores.
19. Why the environment should be restored after the change of position.
20. Why it is important to maintain your own cleanliness and hygiene prior to, during and following moving and handling individuals.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.
- Simulation is NOT allowed for any part of this unit.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you ensured that current moving and handling practices were followed at all times.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, how you ensured that the individual was treated with dignity and respect. You should also explain how you kept the individual informed about what others were doing and how you took their wishes into account. You will also have to explain the specialist training you have received in moving and handling and how you put these into practice.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation that, for example, you are aware of health and safety in your work practices, that you took the correct action to ensure that the individual was prepared for treatment in the authorised manner, that you communicated clearly with the individual and explained your actions at all times. It could be written by a specialist nurse, your line manager, another assessor, a member of the care team you work with or an individual you are caring for.



- **Assignment/project:** you may have been on a course, for example, First Aid, risk assessment training, infection control, and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.
- **Work products:** you may have written an entry in the individual's care plan which makes clear reference the treatment which has taken place. Your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U21802****Observe, monitor and record the condition of individuals**

## Unit Descriptor:

This unit describes the competence required to observe, monitor and record the condition of individuals.

**The unit describes the essential abilities of:**

- Accurate record keeping
- Being able to carry out oral and written instructions
- Communicate effectively
- Operate within organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Observe and monitor individuals' condition | <p>1.1 Examine relevant organisational records about individuals' conditions to ensure that you understand how this may affect their behaviour and their physical and emotional state.</p> <p>1.2 Check with appropriate people, record and document any observations that you are required to make on individuals.</p> <p>1.3 Follow monitoring and <b>observation procedures</b> as required by the organisation and within the plan of care for the individual you are observing.</p> <p>1.4 Ensure that you observe and monitor individuals in a way that avoids causing them concern.</p> <p>1.5 Observe and monitor the individual's condition to identify:</p> <ul style="list-style-type: none"> <li>• Whether their condition is as identified within the plan of care.</li> <li>• Signs and symptoms of change that is not expected.</li> <li>• Serious and immediate changes to the individual's condition.</li> </ul> |
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|  | 1.6 | Take immediate and appropriate action for changes that raise concerns about the individual's health and social well-being.  |
| 2. Record and report changes to the appropriate people             | 2.1 | Identify recording and reporting requirements for individuals.  |
|  | 2.2 | Record any changes in an individual's condition according to organisational requirements and those within the individual's plan of care.                              |
|  | 2.3 | Follow any precise instructions for recording of individuals' conditions that deviate from the normal procedures.   |
|  | 2.4 | Clarify with the appropriate people any changes in recording that you are not sure about.   |
|  | 2.5 | Record changes, ensuring that all details that are required are completed accurately and according to the organisation's and the individual's recording requirements. |
|  | 2.6 | Report any changes that raise concerns immediately and to the appropriate people.   |
| 3. Carry out instructions to meet individual's changing conditions | 3.1 | Discuss the outcomes from observation, monitoring and recording with appropriate people.  |
|  | 3.2 | Work with appropriate people to identify any changes in the care and support for individuals that might be required in light of the observations.                     |
|  | 3.3 | Listen to and take note of any instructions that have been given to address the individual's changing needs and condition.  |
|  | 3.4 | Clarify and check your understanding of the instructions you have been given.   |
|  | 3.5 | Follow the instructions you have been given precisely.  |

- 3.6 Report and record the processes and outcomes from changes made within confidentiality agreements, according to legal and organisational requirements and as required by any specific instructions given.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Observe and monitor individuals' condition****A. Observation procedures:**

- (i) written instructions
- (ii) oral instructions

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when observing, monitoring and recording the conditions of individuals.
2. How to provide **active support** and promote the individuals' rights, choices and well-being when observing, monitoring and recording their conditions.

**Legislation and organisational policy and procedures**

3. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when carrying out care plan activities.
4. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information on the specific needs and conditions of individuals
  - recording, reporting, confidentiality and sharing information, including data protection
  - observing, monitoring and recording individuals' conditions according to their plan of care and needs
5. The responsibilities of your manager and others in ensuring that you understand and are correctly observing, monitoring and reporting on individuals' conditions.

**Theory and practice**

6. The reasons for observing, monitoring and recording the conditions of individuals and the possible consequences for the individual, yourself and others if you do not carry out these activities according to instructions.
7. Different methods of observing and monitoring individuals and recording the results.
8. Why individuals with particular conditions need to be observed and their observations recorded at specific time and in particular ways.
9. Actions to take and who to contact if there are key changes in the conditions of individuals.
10. The type of changes in individuals that would give rise for concern.
11. How to respond to the preferences of individuals if they are in conflict with the activities for which you are responsible.
12. How to contribute effectively to team work activities when observing, monitoring and recording on an individual's condition.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you monitored the individual's condition and how and to whom you then reported any changes.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, how you ensured that any changes to the individual's condition were dealt with. You should identify what help you sought and how you decided that you required assistance from another member of staff or from another professional.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.
- **Work products:** Product evidence will be important for this unit, you will have recorded your observations of the individual and any changes to their condition in the care plan. Your assessor may be able to use this as evidence for your NVQ.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation that, for example, you are aware of health and safety in your work practices, that you took the correct action to ensure that the individual was prepared for treatment in the authorised manner, that you communicated clearly with the individual and explained your actions at all times. It could be written by a specialist nurse, your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **Assignment/project:** you may have been on a course, for example, First Aid, risk assessment training, infection control, and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.



## U21902 Support individuals to undertake and monitor their own health care

### Unit Descriptor:

This unit describes the competence required to support individuals to undertake and monitor their own health care.

#### The unit describes the essential abilities of:

- Having knowledge of individuals care plans
- Communicating effectively
- Operating within legal and organisational procedures
- Reporting and recording accurately on individuals' health care

### ELEMENT

### PERFORMANCE CRITERIA

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Support individuals when undertaking procedures, treatments and dressings | <p>1.1 Encourage individuals to use their own abilities and skills when identifying the assistance they require to carry out treatments and apply <b>dressings</b>.</p> <p>1.2 Advise the individuals and <b>key people</b> how to obtain sufficient supplies for the treatments and dressings.</p> <p>1.3 Encourage the individuals and key people to store materials and equipment appropriately and safely.</p> <p>1.4 Prior to undertaking any treatments and dressings, you assist individuals and key people to prepare the equipment and environment.</p> <p>1.5 Give and reinforce information, to illustrate and encourage individuals and key people to carry out the activities:</p> <ul style="list-style-type: none"> <li>• at the appropriate times;</li> <li>• using the correct techniques and equipment.</li> </ul> |
|--|--|

- 1.6 Observe individuals, seek advice and take appropriate action where observed changes may indicate that:
- The activity if no longer needed.
  - The activity is causing adverse reactions.
  - The activity needs changing.
- 1.7 Support individuals and key people to understand the reasons for, and to dispose of waste hazardous and non-hazardous materials safely and hygienically.
- 1.8 Record on activities and outcomes, within confidentiality agreements and according to legal and organisational requirements.
2. Support individuals when obtaining specimens and taking physical measurements
- 2.1 Encourage individuals to use their own abilities and skills when identifying the assistance they require to obtain specimens and take **physical measurements**.
- 2.2 Prior to obtaining **specimens** and taking physical measurements, you assist individuals and key people to prepare equipment and the environment.
- 2.3 After obtaining specimens and taking physical measurements, you encourage individuals and **key people** to wash their hands and dispose of waste safely.
- 2.4 Encourage individuals and key people to obtain specimens and take measurements, accurately, at the appropriate times and using the correct techniques and equipment.
- 2.5 Check the timing and interpretation of the measurements made by individuals.

- 2.6 Where measurements are incorrect you take appropriate remedial action explaining and illustrating to individuals how to interpret the measurement correctly.
- 2.7 Observe any changes in the individual's condition, seeking advice and taking appropriate action to deal with any changes without delay.
- 2.8 Assist individuals and key people to monitor their own condition, encouraging them to seek advice and support when changes occur.
- 2.9 Support individuals to record the measurements correctly and to store the records safely.
- 2.10 Record activities and outcomes, within confidentiality agreements and according to legal and organisational requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Support individuals when undertaking procedures, treatments and dressings****A. Dressings:**

- (i) bandages
- (ii) sterile dressings
- (iii) other applications and covers to dress wounds and abrasions

**B. Key people:** *(Applies to Element 2 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**Element 2: Support individuals when obtaining specimens and taking physical measurements****C. Physical measurements:**

- (i) blood pressure
- (ii) blood sugar levels
- (iii) temperature
- (iv) peak flow

**D. Specimens:**

- (i) blood
- (ii) urine
- (iii) other bodily fluids that need testing

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to undertake and monitor their own health care.
2. How your own values in relation to the individual's health and hygiene needs might differ from those of individuals and how to deal with this situation.
3. Conflicts that might arise between individual choice, good hygiene practices and the individual's plan for their care and how to deal with these.
4. How to provide active support and promote the individual's rights, choices and well-being when supporting them to undertake and monitor their own health care.

**Legislation and organisational policy and procedures**

5. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of **others** when supporting individuals with their personal care needs.
6. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting individuals to undertake and monitor their own health care
  - the management of risk from infection
  - working intimately with individuals
  - hazardous and non-hazardous waste, how it can be disposed of safely
  - safe disposal routines
7. Relating to medications and their administration.
8. Individuals undertaking and monitoring their own health care.

**Theory and practice**

9. Ways of ensuring the individual has sufficient supplies and the effects which may arise if this is not done.
10. Why and how to explore changes in the individual's condition and in their measurements, possible reasons for such changes and the appropriate actions to take when changes occur.
11. Actions to take for any key changes in the health and medical condition of the individuals with whom you work.

12. The reasons for taking hygienic precautions and how to do this.
13. The variety of conditions for which the measurements may be undertaken and the equipment, measurement and materials related to these.
14. The different ways in which specimens and physical measurements are taken.
15. How treatments are carried out and how to apply dressings safely.
16. How to dispose of hazardous and non hazardous waste safely and ways of encouraging individuals to dispose of hazardous and non hazardous waste safely.
17. Ways to support and help individuals:
  - take, test and interpret the results of specimens correctly
  - take and interpret the results of physical measurement correctly
18. Why it is necessary to keep full, accurate and complete records and how the individual should be encouraged to do so.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you prepared the individual to have a dressing changed and carried out the treatment as identified in the treatment plan.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, what procedure you would follow to make sure that the treatment you are giving follows what has been assessed as needed, e.g. removing an existing dressing, tending to a wound and placing a clean dressing. You should also explain how you kept the individual informed about what you were doing and how you took their wishes into account.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.
- **Work products:** Product evidence will be important for this unit, you will need to refer to the treatment plan where you have recorded your actions.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation that, for example, you are aware of health and safety in your work practices, that you took the correct action to ensure that you disposed of clinical waste safely, that you communicated clearly with the individual and explained your actions at all times. It could be written by a specialist nurse, your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **Assignment/project:** you may have been on a course, for example, First Aid, risk assessment training, communication, record keeping and recording, and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.



## U22002

## Support individuals who are distressed

Unit Descriptor:

This unit describes the competence required to support individuals who are distressed.

**The unit describes the essential abilities of:**

- Resolving conflict
- Communicating effectively
- Completing accurate reports and records
- Operating within legal and organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Identify aspects of individual's lives that may cause distress | <p>1.1 Seek and acquire information, advice and support to prepare you to work with individuals who are distressed.</p> <p>1.2 Support individuals to:</p> <ul style="list-style-type: none"> <li>• Identify and <b>communicate</b> their thoughts and feelings about the aspects of their lives that cause distress and frustration.</li> <li>• Communicate the aspects of their lives where the distress is temporary and those that are continuous.</li> <li>• Identify how they usually deal with aspects of their lives that cause distress, and whether these are effective.</li> </ul> <p>1.3 Work with individuals in ways that are sensitive to their needs and the subject matter and that acknowledge their experiences, values, abilities, culture and beliefs.</p> <p>1.4 Support individuals who become distressed and frustrated when communicating about aspects of their lives that cause distress.</p> |
|---|--|

- 
- |    |  |   |  |
|----|--|---|--|
|    | 1.5  | Seek additional support and report to the appropriate person when you are unable to support individuals.    |  |
|    | 1.6  | Treat any information within confidentiality agreements and according to legal organisational requirements. |  |
| 2. | Work with individuals and others to deal with their distress | 2.1   | Work with individuals and others to: <ul style="list-style-type: none"> <li>• Examine areas of the individual's life where they and <b>key people</b> could make changes to minimise and prevent distress.</li> <li>• Alleviate and remove likely causes of distress.</li> </ul> |
|    |  | 2.2   | In areas where distress is expected, you support individuals to deal with the distress, and try to minimise the distress to others.  |
|    |  | 2.3   | Where the individuals, and your knowledge of their needs and circumstances, indicate that they may harm themselves, you work with them, key people and others to prevent this.   |
|    |  | 2.4   | Seek assistance from others when you are unable to deal with the individual's distress.  |
|    |  | 2.5   | Work with others to support individuals when additional support is required.   |
|    |  | 2.6   | Complete records and reports on the individual's distress and the actions taken within confidentiality agreements and legal and organisational report requirements.  |
| 3. | Support individuals through periods of stress and distress   | 3.1   | Seek advice to help individuals and <b>key people</b> through troubled, stressful and distressed times.  |
|    |  | 3.2   | Seek support and advice to deal with your own thoughts and feelings about the situation and the interactions involved.   |

- 3.3 Support individuals to:
- Understand that being distressed about aspects of their lives is not unusual.
  - **Communicate** their thoughts and feelings about their troubles, stress and distressed times.
  - Access and use other support systems where you are unable to provide appropriate support.
- 3.4 Work with individuals who are troubled, stressed and distressed in ways that acknowledge their dignity, culture and beliefs.
- 3.5 Where the individual's behaviour causes concern, you report to the appropriate person to deal with this.
- 3.6 Offer appropriate support to other people who are disturbed by the individual's expression of **stress and distress**.
- 3.7 Record and report on events, procedures and outcomes within confidentiality agreements and according to legal and organisational requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Identify aspects of individual's lives that may cause distress****A. Communicate using:** *(Applies to Element 3 also)*

- (i) the individual's preferred spoken language
- (ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
- (iii) other non verbal forms of communication
- (iv) human and technological aids to communication

**Element 2: Work with individuals and others to deal with their distress****B. Key people:** *(Applies to Element 3 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**Element 3: Support individuals through periods of stress and distress****C. Stress and distress:**

- (i) loss of all types
- (ii) bereavement
- (iii) coping with changing conditions
- (iv) personal crises
- (v) having to re-learn existing skills
- (vi) having to develop new skills and coping strategies

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals who are distressed.
2. How your own values in relation to dealing and coping with stress and distress might differ from those of individuals and key people and how to deal with this.
3. Conflicts that might arise between individuals when key people are distressed and how to deal with this.
4. How to provide **active support** and promote the individual's rights, choices and well-being when supporting them when distressed.

**Legislation and organisational policy and procedures**

5. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of **others** when supporting individuals who are distressed.
6. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - supporting individuals who are distressed
7. Health, safety, assessing and managing risks associated with supporting individuals who are stressed, distressed and frustrated.
8. The purpose of and arrangements for your supervision when working with individuals and key people.

**Theory and practice**

9. Actions to take key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances

10. What are the common causes of stress and distress.
11. How stress and distress can affect individuals when undertaking new activities and developing new ways of coping with changes in their lives, needs, conditions and circumstances.
12. Signs and symptoms associated with levels of stress, distress and frustration that indicate specialist intervention generally and specifically for the individuals with whom you are working.
13. How stress and distress can affect how individuals communicate.
14. The impact of stress and distress on key people and others within the care environment in which you work.
15. Methods of supporting individuals to:
  - share with you the aspects of their lives that are troubling them and causing them stress and distress
  - use their strengths, their own potential and that in their network to manage stress and distress
  - cope with stress and distress in a constructive way.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

### (2) Methods of Assessment

#### The following forms of evidence are required:

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you responded to an individual who was in distress, what actions you took and who you passed on information to.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, how you dealt with the individual who was distressed and ensured that they were treated with dignity and respect. You should identify if you sought assistance from another member of staff or from another professional.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.

#### Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:

- **Witness testimony:** this is a confirmation that, for example, you are aware of health and safety in your work practices, that you took the correct action to ensure that the individual was prepared for treatment in the authorised manner, that you communicated with the individual and explained your actions at all times. It could be written by a specialist nurse, your line manager, another assessor, a member of the care team you work with or an individual you are caring for.

- **Assignment/project:** you may have been on a course, for example, counselling, risk assessment training, and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.
- **Work products:** you may have recorded your observations of the individual and any changes to their condition in the care plan. Your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.



## U22102

**Contribute to working in collaboration with carers in the caring role**

Unit Descriptor:

This unit describes the competence required to contribute to working in collaboration with carers in the caring role.

**The unit describes the essential abilities of:**

- Knowing the services and facilities
- Communicating effectively
- Operating within legal and organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |  |     |  |
|----|--|-----|--|
| 1. | Contribute to working with carers to access and use resources, services, facilities and support groups | 1.1 | Contribute to planning with carers and others how carers will access and use <b>resources, services, facilities and support groups.</b>  |
|    |  | 1.2 | Work with carers to support them to access the resources, services, facilities and supports groups they have identified.   |
|    |  | 1.3 | Work with carers and others to support individuals to access and use agreed resources, services, facilities and support groups.  |
|    |  | 1.4 | <p>In agreement with carers, you provide feedback on:</p> <ul style="list-style-type: none"> <li>• Any difficulties carers are having in accessing and using agreed resources, services, facilities and support groups.</li> <li>• Any changes in their lives and well-being.</li> <li>• Any risks that have emerged and have to be managed</li> </ul> |
|    |  | 1.5 | Follow organisational procedures when you and carers find any aspect of the agreed resources, services, facilities and support groups discriminatory.  |

2. Contribute to the review of services and facilities for carers
- 2.1 Agree with carers and **appropriate people** your role and responsibilities in the review and the criteria to be used.
  - 2.2 Explore with carers which **resources, services, facilities** and **support groups** have been helpful and less than helpful.
  - 2.3 Identify with carers any changes that are necessary to the resources, services, facilities and support groups and how these may be facilitated.
  - 2.4 Provide feedback on the resources, services, facilities and support groups used by carers and the effect these have had on their lives and on the lives of individuals for whom they care.
  - 2.5 Work with those involved in the review to identify any changes that have been agreed.
  - 2.6 Work with carers and others to implement agreed changes.
  - 2.7 Seek additional help where the changes are outside your range of responsibility and expertise.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Contribute to working with carers to access and use resources, services, facilities and support groups****A. Resources:** *(Applies to Element 2 also)*

- (i) financial support
- (ii) physical support
- (iii) material support e.g. helping with repairs and changes to the material environment

**B. Services:** *(Applies to Element 2 also)*

- (i) provision of food
- (ii) provision of additional support
- (iii) respite care

**C. Facilities:** *(Applies to Element 2 also)*

- (i) materials and equipment
- (ii) support and adaptations to the environment
- (iii) respite care

**D. Support groups:** *(Applies to Element 2 also)*

- (i) general
- (ii) specially related to the needs of the carer or the individuals for whom they are caring

**Element 2: Contribute to the review of services and facilities for carers****E. Appropriate people:**

- (i) line manager
- (ii) other people within and outside your organization who can provide information to help you to work in collaboration with others

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting carers to care for individuals.
2. How to deal with the differences in your own values and those of carers.
3. How to promote the carer's rights, choices and well-being.
4. How to deal with conflicts which might arise between individuals' and carers' choices and needs.

**Legislation and organisational policy and procedures**

5. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of **others** when supporting carers in their caring role.
6. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting carers
  - supporting carers in the caring role

**Theory and practice**

7. Actions to take when there are any key changes in the conditions and circumstances of carers and the individuals they are caring for.
8. Types of possible abuse by carers of individuals and carers by individuals.
9. The role and contribution of carers in promoting the health, social, emotional, educational, leisure and recreational needs of individuals.
10. How to access information about resources, services, facilities and support groups to support the health and well-being of carers and how to work with carers to access selected resources, services, facilities and support groups.
11. How the support available to carers and the length of time they have been providing care can impact on their health and well-being.

## 12. Methods of:

- working that are effective in forming, maintaining, changing and ending relationships with carers
- working with carers to support them to cope with the conditions that they are likely to face
- working with carers to understand the importance of meeting their own health, social and emotional needs.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you developed a relationship with those providing care for an individual using language they understood in all of your communications.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, how you worked with carers and other people to collect information on what support the individual being cared for required and how you were able to assist the carer to meet these needs.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.

- **Assignment/project:** you may have been on a course, for example, counselling, communication, risk assessment training, risk assessment training, and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.
- **Work products:** you may have recorded your observations of the carer's needs or of the assistance you gave. Your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U22202****Contribute to effective group care**

## Unit Descriptor:

This unit describes the competence required to contribute to effective group care.

**The unit describes the essential abilities of:**

- Knowing individuals' care plans
- Conflict resolution
- Effective team building
- Communicating effectively
- Operating within legal and organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Contribute to group care that supports the physical, social and emotional needs of the group and its members | 1.1 Support the individuals and the group to develop a culture that supports the physical, social and emotional needs of the group.                           |
|   | 1.2 Work with group members to help them identify and use opportunities for the group to support members' physical, social and emotional needs.               |
|   | 1.3 Work with the group to help them to recognise and praise individual contributions that have been helpful to the group.                                    |
|   | 1.4 Support the group and its members to recognise the worth of working together as a group to achieve a purpose.   |
|   | 1.5 Enable the group to resolve conflicts themselves without casting out members and harming them emotionally or physically.                                  |
|   | 1.6 Support the group to identify how they will co-operate and work with other groups and how they can enable new members to join and feel part of the group. |



2. Contribute to the assessment of group care
- 1.7 Ensure the safety of group members and take action to moderate any adverse effects on individuals within the group.
  - 2.1 Work with others to identify your own and the roles and responsibilities of others within the assessment of **group care practice**.
  - 2.2 Work with others to identify how individuals and **key people** will be involved in the assessment of group care practice.
  - 2.3 Support individuals and key people to actively participate in the assessment of group care practices, ensuring that if the individual wishes to remain anonymous, they are able to do so.
  - 2.4 Evaluate the processes, effects and outcomes of group care experiences.
  - 2.5 Identify and report on aspects of group care practice that are beneficial to the individuals within it and those that could be improved.
  - 2.6 Work with others to agree changes required to group care practice and how these should be implemented for the benefit of all within the group care setting.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 2: Contribute to the assessment of group care****A. Group care practices:**

- (i) recreational and leisure activities
- (ii) outings and visits
- (iii) social activities

**B. Key people:**

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual  
has a supportive relationship

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## UNDERPINNING KNOWLEDGE AND SKILLS

### Values

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals within groups and group care settings.
2. Conflicts which might arise between individual choice within groups and group care settings and how to deal with these situations.
3. How to provide **active support** and promote the individual's rights, choices and well-being in groups and group care settings.

### Legislation and organisational policy and procedures

4. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of **others** when supporting individuals with their personal care needs.
5. Current local legislation and organisational requirements, procedures and practices for:
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with working with groups and in group care
  - inclusion of all group members
  - group care practice

### Theory and practice

6. Action to take when you observe any key changes in the conditions and circumstances of individuals with whom you work when participating in group care activities.
7. Principles that underpin group care activities, methods and dynamics.
8. How to support groups and the individuals within the groups.
9. How to encourage individuals to participate in group activities.
10. Types of care group care activities that are appropriate to the groups with whom you work and group members.

11. How to develop group care activities that are inclusive and support individuals within group care settings.
12. Factors to consider when evaluating group care practice.
13. The impact that both positive and negative group living/care experiences have on individuals, group behaviour and cohesiveness.
14. How to deal with and enable group members to deal with conflicts within groups.
15. The importance of establishing and maintaining links with the local community and the benefits likely to result from this.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.
- To achieve this unit you must ensure that you have adhered to the principles of care identified in unit 24 throughout.

### (2) Methods of Assessment

#### The following forms of evidence are required:

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you developed a relationship with individuals and how you were able to use this to support the social, emotional and cultural needs of the group.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, how you worked with people in a group and ensured that you were able to give individual members praise and recognition without showing favouritism and how you helped the group to recognise the achievements of individuals within it.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.

#### Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:

- **Witness testimony:** this is a confirmation that, for example, you are aware of how groups work and how the whole group can have a positive or negative effect on the individual members. It could be written by your line manager, another assessor, a member of the care team you work with or an individual who was part of the group.

- **Assignment/project:** you may have been on a course, for example, communication training, group work skills and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.
- **Work products:** you may have recorded your observations of the group interaction or of the role you played in working with the group. Your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

## U22302

## Gain access to, and ensure individuals' homes are secure

## Unit Descriptor:

This unit describes the competence required to gain access to and ensure individuals' homes are secured.

**The unit describes the essential abilities of:**

- Correctly following procedures as they relate to accessing and securing individual
- Effectively communicating
- Operating within legal and organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Follow procedures to access and secure individuals' homes | <p>1.1 Find out about and follow:</p> <ul style="list-style-type: none"> <li>• The procedures for accessing individuals' homes.</li> <li>• Individuals' preferences about how you access their homes.</li> <li>• Any special arrangements or features you need to be aware of when accessing individuals' homes.</li> <li>• Any special needs individuals have that you need to be aware of when accessing their homes.</li> <li>• How to identify yourself when you arrive.</li> </ul> <p>1.2 Inform individuals and <b>key people</b> about your visit.</p> <p>1.3 Ensure your identification badge is up-to-date and visible.</p> <p>1.4 Follow legal and organisational procedures when:</p> <ul style="list-style-type: none"> <li>• Keys are lost or stolen.</li> <li>• You identify any risks to yourself, individuals, key people and others.</li> </ul> |
|--|--|

- 
- |    |   |   |  |
|----|---|---|--|
|    |   | <ul style="list-style-type: none"> <li>• You identify any security risks to the individuals' homes.</li> <li>• You are faced with an emergency on entering individuals' homes.</li> </ul> |  |
|    | 1.5   | Ensure individuals' homes are secure when you leave the premises.   |  |
| 2. | Take appropriate action when you cannot access individuals' homes | 2.1   | When you cannot access individuals' homes you follow organisational procedures to find out if individuals: <ul style="list-style-type: none"> <li>• Are not aware of your visit.</li> <li>• Are likely to be out.</li> </ul> |
|    |   | 2.2   | Examine other possible reasons for not being able to access individuals' homes.  |
|    |   | 2.3   | Make further efforts to access the individual's home.  |
|    |   | 2.4   | Follow organisational procedures and arrangements agreed with individuals and <b>key people</b> when you cannot access individuals' homes.   |
|    |   | 2.5   | Contact your manager promptly when you cannot access individuals' homes.   |
|    |   | 2.6   | Explain the actions you have taken to gain access to individuals' homes and find out the reasons why this has not been possible.   |
|    |   | 2.7   | Agree with your manager further actions to be taken and anyone you should contact.   |
|    |   | 2.8   | Record and report on incidents and actions taken when you cannot access individuals' homes, within confidentiality agreements and according to legal and organisational requirements.  |
| 3. | Review procedures for accessing and securing individuals' homes   | 3.1   | Support individuals and <b>key people</b> to understand any difficulties you are having in accessing and ensuring the security of individuals' homes.  |



- 3.2 Provide feedback on access and security difficulties to the appropriate people.
- 3.3 Work with individuals, key people and others to identify:
  - Any risks associated with being unable to access and secure individuals' homes.
  - How access and security difficulties could be overcome.
- 3.4 Report to your manager any actions you and others have taken to resolve access and security difficulties.
- 3.5 Review with your manager, individuals, key people and others changes needed to enable you to access and secure individuals' homes.
- 3.6 Carry out and report on any agreed changes for accessing and securing individuals' homes, within confidentiality agreements and according to legal and organisational requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Follow procedures to access and secure individuals' homes****A. Key people:** *(Applies to Elements 2 and 3 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual  
has a supportive relationship

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when gaining access to individuals' homes.

**Legislation and organisational policy and procedures**

2. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for accessing and securing individuals' homes.
3. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information about accessing and securing individuals' homes
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with accessing and securing individuals' homes
  - health, safety and security in the home
  - accessing and ensuring individuals' homes are secure
4. How to access up-to-date copies of the organisation's workplace policies, procedures and systems about accessing and using keys to individuals' homes.

**Theory and practice**

5. Actions to take when, on accessing an individual's home, you find any key changes in the condition and circumstances of individuals.
6. Where to go to access information and procedures for accessing and securing the homes of the individuals with whom you work.
7. The differing access procedures for specific individuals and the reasons for these.
8. Why it is important to:
  - Follow procedures for accessing and securing individuals' homes and the possible consequences of not doing this
  - Wear an up-to-date identification badge that is visible
  - Inform individuals and key people when you will be visiting

9. Actions to take:
  - when you are unable to access and secure individuals' homes
  - when keys are lost or stolen
10. Reasons why you might not be able to access individuals' homes.
11. Emergencies that may face you when accessing individuals' homes.
12. How to contribute to reviewing access and security procedures and arrangements with individuals, key people and others.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

### (2) Methods of Assessment

#### The following forms of evidence are required:

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you ensure that you are working safely and that you respect the needs and wishes of the individual as you work in their home. You will need to show how you identify yourself on entering an individual's home and that you ensure you are wearing up-to-date identification which is clearly displayed.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, what procedure you would follow to make sure the way that you enter the individual's home has been agreed with them and that you are following agency policy and procedures. You will need to talk about any tensions that exist between the wishes of the individual and agency guidelines.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.

#### Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:

- **Witness testimony:** this is a confirmation that, for example, you are aware of health and safety in your work practices. It could be written by your line manager, another assessor, a member of the team you work with or an individual you are caring for.

- **Assignment/project:** you may have been on a course, for example, First Aid, risk assessment training, and have completed some assessment at the end of the course. You can use this as evidence of knowledge.
- **Work products:** if you have written a report, for example, an entry in the accident/incident book, your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

## U22402

**Manage environments and resources during daily activities**

Unit Descriptor:

This unit describes the competence required to manage environments and resources during daily activities.

**The unit describes the essential abilities of:**

- Communicating effectively
- Knowing how to correctly record and monitor the environment and activities
- Operating within legal and organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Prepare environments and resources for use during daily activities | <p>1.1 Gather together all essential resources in advance of the <b>procedure</b>.</p> <p>1.2 Check and confirm that all <b>resources</b> are in a suitable, safe condition for the procedure to be carried out.</p> <p>1.3 Dispose of any damaged or out of date items in an appropriate safe place in accordance with local procedures</p> <p>1.4 Handle resources safely, correctly and hygienically.</p> <p>1.5 Set up and prepare resources in the appropriate manner and time for the activity to be carried out and the needs of the individual</p> <p>1.6 Confirm that sufficient and necessary forms for record taking are available for immediate use.</p> <p>1.7 Correctly apply <b>standard precautions and other relevant health and safety measures</b> appropriate to the setting and the procedure.</p> |
|---|---|

- 1.8 Make sure that **environmental conditions** within the immediate environment are set to appropriate levels to maintain individual comfort throughout the procedure.
- 1.9 Position the equipment:
- Correctly for the requirements of the procedure.
  - To reduce risks.
- 1.10 Promptly investigate any problems with the environment and resources and report any which you cannot solve to the relevant person to deal with them.
2. Monitor and manage the environment and resources during and after daily activities
- 2.1 Apply **standard precautions** for infection control and take other appropriate **health and safety measures**.
- 2.2 Operate equipment:
- Correctly for the **procedure** concerned.
  - Safely and in a manner that is consistent with manufacturers' instructions and local procedures.
- 2.3 Handle all **resources** in a safe manner, consistent with infection control techniques and other statutory requirements appropriate to the procedure and setting.
- 2.4 Regularly monitor environmental conditions and maintain them at the correct levels to ensure individual comfort and as required by the procedure.
- 2.5 Monitor the operation of equipment regularly and confirm it is in good working order.



- 2.6 Where faults or breakdowns occur in equipment during use, you take appropriate action to remedy or minimise damage to resources and ensure safety of the individual.
- 2.7 Monitor consumable materials used in the daily activity correctly and safely, and replenish and replace in accordance with protocols.
- 2.8 Clean fixed items effectively after use with the appropriate materials.
- 2.9 Returned re-opened unused and surplus resources to the correct location for storage.
- 2.10 Clean re-usable items effectively after use and make them safe prior to sterilisation.
- 2.11 Handle and dispose of wastes and by-products in a safe manner using the correct, designated **waste** routes.
- 2.12 Deal promptly, safely and effectively with any problems that are within your range of responsibility.
- 2.13 Report any problems with resources or the environment that you cannot solve to the relevant person to deal with them.
- 2.14 Produce accurate, legible and complete records of maintenance activities.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Prepare environments and resources for use during daily activities****A. Procedure:** *(Applies to Element 2 also)*

- (i) routine
- (ii) specialist

**B. Resources:** *(Applies to Element 2 also)*

- (i) fixed items of equipment
- (ii) portable items of equipment
- (iii) consumables
- (iv) disposable items (e.g. gowns)
- (v) sterile packs
- (vi) individual positioning aids
- (vii) notes

**C. Standard precautions and health and safety measure:** *(Applies to Element 2 also)*

- (i) hand washing/cleaning before, during and after the activity
- (ii) the use of **personal protective clothing** and **additional protective equipment**
- (iii) handling **contaminated** items
- (iv) disposing of waste
- (v) safe moving and handling techniques and untoward incident procedure

**D. Environmental conditions:**

- (i) temperature
- (ii) humidity
- (iii) ventilation
- (iv) general and directional light levels

**Element 2: Monitor and manage the environment and resources during and after daily activities****E. Waste:**

- (i) general waste
- (ii) clinical waste
- (iii) sharp items

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. A working understanding of the policies and guidance which clarify your range of practice and the relationship between yourself and the practitioner in terms of delegation and supervision.

**Legislation and organisational policy and procedures**

2. A factual awareness of the current legislation, national guidelines and local policies and protocols which affect your work practice in relation to:
  - health, safety and infection control
  - the handling of equipment and other resources
  - accountability and responsibility for checking, monitoring and managing equipment and other resources, including vicarious liability
3. A working understanding of your responsibilities under the current national legislation, local policies and protocols on your actions within the care environment.

**Theory and practice**

4. A working understanding of the importance of wearing protective clothing when dealing with hazardous substances, the type of personal protective equipment which should be used and how to use it effectively.
5. A working understanding of the different types of waste and by-products generated by the activity and the appropriate methods of handling and disposal for each.
6. A working understanding of the importance of following standard precautions relevant to the daily activity and the protective clothing which may be worn for the individual's and your protection.
7. A working understanding of the potential consequences of poor practice in relation to the application of standard precautions.
8. A working understanding of what is and is not a sterile field and how the correct level of cleanliness may be achieved for the daily activity, the client and the setting.
9. A factual awareness of why it is necessary for actions to be taken relating to the control of infection.

10. A working understanding of your role and the importance of working within your own sphere of competence.
11. A working understanding of the roles and responsibilities of other team members.
12. A working understanding of the importance of selecting and preparing resources according to the individual's plan of care.
13. A working understanding of the importance of having all resources ready before starting the procedure.

### **Materials and equipment**

14. A working understanding of the essential resources required for the activity including any **personal protective clothing** needed for yourself and/or the individual.
15. A working understanding of the daily activity to be undertaken and the importance of preparing and setting out essential resources safely and efficiently.
16. A working understanding of the types of essential resources which are sensitive to environmental changes and how this affects their storage and use.
17. A factual awareness of the nature and function of equipment used and how to check whether or not it is functioning correctly.
18. A working understanding of how to set up and prepare equipment including any adjustments which are specific to an individual's needs.
19. A working understanding of the procedures to be performed and the equipment and materials to be used that relate to these.
20. A working understanding of the importance of ensuring consumables of the correct quality and quantity are available thorough out the activity
21. A working understanding of the operational characteristics of equipment and materials used and how to recognise when these are not of the required quality.

**Care and support**

22. A working understanding of the operational characteristics of equipment and materials used and how to recognise when these are not of the required quality.
23. A factual awareness of the environmental conditions appropriate for the type of daily activity to be undertaken.

**Techniques and procedures**

24. A factual awareness of how to adjust environmental conditions in order to maintain the individual's comfort.
25. A working understanding of the procedures and techniques associated with the preparation of the environment and resources for use during the daily activity.
26. A working understanding of the procedure to be followed and the environmental conditions and resources which it requires.
27. A working understanding of the importance of handling resources safely and correctly and how to do so.
28. A factual awareness of the methods for ensuring all resources to be used during the daily activity (including electrical equipment) are in a suitable and safe condition and the extent of your responsibility for this, in line with local health and safety guidelines.
29. A working understanding of what procedures you are permitted to undertake when problems arise with equipment or resources and when you must refer the problem to others.
30. A working understanding of the relevant person to whom you should refer problems with the environment and/or resources.
31. A factual awareness of the correct procedure for reporting problems or faults with resources.
32. A working understanding of possible sources of infection.
33. A working understanding of what actions you should take during and after a procedure to control the risks of infection.

34. A working understanding of how to confirm that equipment (including electrical) is safe for use – and the extent of the worker’s responsibility for this, in line with local health and safety guidelines.
35. A working understanding of methods of controlling infection.
36. A working understanding of methods for safely handling instruments, equipment and materials.
37. A working understanding of how the correct level of cleanliness may be maintained.
38. A working understanding of the correct way to store instruments and equipment used in the procedure.
39. A working understanding of the procedures for packing used instruments.
40. A working understanding of methods used to replenish, maintain and clean equipment and why it is important to regularly replenish and replace supplies.

**Records and documentation**

41. A factual awareness of the optimum frequencies at which monitoring of resources should take place.
42. A working understanding of the types of records and documentation which may be required for the daily activity and how they should be prepared.
43. A working understanding of the importance of immediately reporting any issues which are outside your sphere of competence without delay to the relevant member of staff.
44. A working understanding of the types of information that must be recorded within maintenance documentation and the importance of completing it as near as contemporaneously as possible.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit.
- **Personal statement/professional discussion:** these will be a description of your practice in relation to managing clinical activities, for example, how you ensure that you are working safely, that you have checked all resources and equipment and that you have disposed of anything that is out of date or broken. You should describe your actions in a particular situation and explain why you did things, for example, how you would set out any materials and instruments to be used, what procedure you would follow to ensure that these met the agency standard i.e. the need for cleanliness and sterilisation and why it is important to comply with these regulations.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Questioning:** may be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.
- **Witness testimony:** can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen, for example, that you are aware of health and safety in your work practices, that you follow the procedure for keeping the area and yourself clean and free from contamination. It could be written by your line manager, another assessor, a member of the team you work with or an individual you are caring for.

- **Products suggestions:** records of maintenance activities for equipment, individuals care plan, accident/incident book.
- **APL/Assignment/project:** you may have already completed a project or assignment from vocationally related qualification, you may also have evidence from other training, for example, Moving and handling, Health and Safety, Infection Control, Personal Protective Clothing/equipment, pressure area care course, First Aid, reporting and recording.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.



**U22502****Protect yourself from the risk of violence at work**

## Unit Descriptor:

This unit describes the competence required to protect yourself from the risk of violence at work.

**The unit describes the essential abilities of:**

- Effectively resolving conflict
- Communicating effectively
- Operating within legal and organisational procedures

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
	<i>To be competent you must achieve the following:</i>
1. Help to de-escalate a potentially violent situation	<p>1.1 Maintain a calm, reassuring and professional attitude towards those presenting unacceptable behaviour.</p> <p>1.2 Maintain a safe distance to avoid physical contact if possible.</p> <p>1.3 Communicate with those presenting unacceptable behaviour in a way that:</p> <ul style="list-style-type: none"> <li>• Shows respect for them, their property and their gifts.</li> <li>• Is free from discrimination and oppressive behaviour.</li> </ul> <p>1.4 Keep the situation under review and act appropriately which ensures the immediate safety of:</p> <ul style="list-style-type: none"> <li>• yourself</li> <li>• other persons in the vicinity</li> <li>• the service-user</li> </ul> <p>1.5 Take constructive action to defuse the situation which will:</p> <ul style="list-style-type: none"> <li>• Not make the situation worse.</li> </ul>

- Be consistent with your organisation's policy and procedures and your legal responsibilities.
- 1.6 Where you are unable to calm the situation down request assistance promptly if it is appropriate and feasible.
  - 1.7 Look for opportunities to end contact with the service-user and leave the situation if the **risk of violence** looks set to escalate
  - 1.8 If appropriate, you explain clearly to the persons involved:
    - What you will do.
    - What they should do.
    - The likely consequences if the situation continues.
  - 1.9 Leave the scene of the incident if the treat to your own safety and that of other people is too great, minimising the risk of injury to yourself and other people as you leave.
2. Review the incident for recording and monitoring purposes
    - 2.1 **Review** the sequence of events leading up to the incident.
    - 2.2 Discuss with relevant persons whether organisational procedures helped or hindered the incident.
    - 2.3 Complete records in accordance with organisational requirements about:
      - Your actions at the time of the incident.
      - The circumstances and severity of the incident.
      - The measures taken to protect yourself and other people.
      - Action taken to try to calm the situation down.

- 2.4 Look through the organisation's and your own risk assessment relevant to your activities and assess its adequacy for dealing with similar incidents.
- 2.5 Make recommendations to reduce the risk of further similar incidents to relevant persons which will make you and other people feel safer and identify areas where you would benefit from training.
- 2.6 Contribute to good practice by sharing relevant non confidential information with other people in similar job roles which could help reduce incidents of violence.
- 2.7 Make use of available support and advice to help alleviate any incident-related health problems.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Help to de-escalate a potentially violent situation****A. Risk of violence from:**

- (i) verbal abuse or threat
- (ii) threatening behaviour
- (iii) any assault (and any apprehension of unlawful violence)
- (iv) serious or persistent harassment

**Element 2: Review the incident for recording and monitoring purposes****B. Include in review if accident triggered by:**

- (i) temporary personal factors
- (ii) persistent personal factors
- (iii) temporary environmental factors
- (iv) persistent environmental factors

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. The importance of showing respect for people, their property and rights and how to do so.
2. How to avoid behaviour or language that may indicate you are being discriminatory or oppressive.

**Legislation and organisational policy and procedures**

3. Your legal duties for ensuring your well-being, safety and health in the workplace as explained by relevant legislation pertaining to health and safety at work.
4. Your job role, responsibilities and limitations.
5. Your organisation's procedures in regard to dealing with violent behaviour.

**Theory and practice**

6. Your own capabilities and limitations in terms of protecting yourself in potentially violent situations.
7. When it is appropriate and possible to maintain a safe distance and avoid physical contact.
8. How to interpret simple body language and the importance of acknowledging other people's personal space.
9. The importance of remaining alert to triggers of violent behaviour.
10. The importance of planning how you will leave a situation if there is a physical risk including identifying where the nearest exit routes are.
11. The main signs that a situation could escalate to violent behaviour and how to recognise these.
12. The point at which to leave the scene of the incident, seek help and safe techniques for leaving the situation.
13. The types of constructive behaviour you can use to calm situations.
14. The importance of having the opportunity to talk to someone about the incident afterwards.
15. The reports that have to be made and the records that have to be kept about a potential or actual incident of violence.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

### (2) Methods of Assessment

#### The following forms of evidence are required:

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you were able to keep a safe distance in a violent or potentially violent situation and how you maintained a calm approach to the situation.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, how you worked with individuals to de-escalate a situation, how you learned what to do and why the skills you learned are important. You will also have to describe when you would seek help and state what your agency policy and procedures are.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job, either you or your assessor will need to record the questions and your answers.

#### Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:

- **Witness testimony:** this is a confirmation that, for example, that you are aware of how situations can escalate and that you have been trained in safe violence management techniques. It could be written by your line manager, another assessor, a member of the team you work with or a professional trainer.

- **Assignment/project:** you may have been on a course, for example, communication training, group work skills and have completed some assessment at the end of the course; you may be able to use this as evidence of knowledge.
- **Work products:** you may have recorded your observations of the situation in the incident/accident book or on specific incident forms prepared by your agency; your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U22602****Relate to, and interact with, individuals**

## Unit Descriptor:

This unit describes the competence required to relate to and interact with individuals.

**The unit describes the essential abilities of:**

- Communicating effectively
- Treating information regarding individuals appropriately
- Operating within organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Identify individuals' relationship needs | <p>1.1 Identify any issues that you need to take account of when meeting and forming relationship with individuals.</p> <p>1.2 Support individuals to <b>communicate</b> their needs and preferences about the relationships they wish to have with you.</p> <p>1.3 Listen to and respect the views, expertise and experience of individuals.</p> <p>1.4 Treat individuals fairly and do not discriminate nor disadvantage them in any way.</p> <p>1.5 Make clear to individuals the boundaries of your job role and the time you can spend with them.</p> <p>1.6 Work with individuals to set appropriate boundaries for your relationship with them.</p> <p>1.7 Agree with individuals the type of relationship you are able to have with them, taking account of:</p> <ul style="list-style-type: none"> <li>• Your role.</li> <li>• The tasks you will be undertaking with and for individuals.</li> </ul> |
|---|--|



2. Develop effective relationships
- 1.8 Identify potential areas of conflict and report these to the appropriate people.
  - 1.9 Treat information accessed, given and acquired about individuals confidentially and accordingly to legal and organisational requirements.
  - 2.1 Develop relationships with individuals and **key people** that balance the individuals' needs and preferences with the requirements of your job.
  - 2.2 Listen to individuals and show, by the way you behave, that you have heard and taken account of individuals' views.
  - 2.3 Respect the views, expertise and experience of individuals, ensuring that you treat them fairly and do not discriminate nor disadvantage them in any way.
  - 2.4 Develop the trust of individuals by being honest about:
    - The service you and your organisation can provide.
    - The type and boundaries of the relationship you can have with them
    - How any information may be shared with individuals, key people and others.
    - Any legal and organisational requirements.
    - Any activity you cannot undertake for individuals, always giving reasons for this sensitively.
  - 2.5 Interact with individuals in ways that enable them to participate in planning, implementing and reviewing the service you are providing.

- 2.6 Work with individuals to resolve conflicts and agree a way forward in the relationship.
- 2.7 Record and report any relationship issues within confidentiality agreements and according to legal and organisational requirements.
3. Monitor and alter relationships to meet changing needs
- 3.1 Support individuals, **key people** and others with whom you work to identify any changes in your relationship with the individuals and the reasons for this.
- 3.2 Identify and deal sensitively with individuals when changes in your relationship with them might cause conflict and distress.
- 3.3 Work with individuals, key people and other with whom you work to make relationship changes which may include the need to end the relationship.
- 3.4 **Communicate** to individuals and key people:
- Any changes that are being made.
  - The reasons for the changes.
  - What the changes may mean to them.
- 3.5 Make changes to relationship in ways that take account of the disruption this may cause to:
- Individuals and key people.
  - The activities you will be undertaking.
- 3.6 Treat information about individuals confidentially and according to legal and organisational requirements.
- 3.7 Record and report changes made and any effect this might have on the individual within confidentiality agreements and according to legal and organisational requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Identify individuals' relationship needs****A. Communicate using:** *(Applies to Element 3 also)*

- (i) the individual's preferred spoken language
- (ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
- (iii) other non verbal forms of communication
- (iv) human and technological aids to communication

**Element 2: Develop effective relationships****B. Key people:** *(Applies to Element 3 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

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## UNDERPINNING KNOWLEDGE AND SKILLS

### Values

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when relating to, and interacting with individuals.
2. The ways health and social care values may differ from those of the individuals you are working with.
3. How to interact with individuals and form relationships that provide **active support** and promote the individual's rights, choices and well-being.

### Legislation and organisational policy and procedures

4. Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when relating to and interacting with individuals.
5. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - relating to and interacting with individuals

### Theories and practice

6. Factors and conditions that may affect the type of relationship that you can have with individuals.
7. How to identify and the actions to take when you identify key changes in the conditions and circumstances of individuals.
8. How to form, maintain and disengage from relationships with individuals.
9. The communication and listening skills necessary to relate to and interact effectively with individuals.
10. How to monitor and make changes to relationships that will cause the minimum disruption.
11. Barriers to relationships and effective interactions, generally and specifically with the individuals with whom you work.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

### (2) Methods of Assessment

#### The following forms of evidence are required:

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you were able to make and develop relationships with individual people for whom you are providing care.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, you could describe the process of meeting a new person and explain what you would do to help them to settle into the care environment. You should talk about the differences between the relationships you have with family and friends and those you are caring for.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job, either you or your assessor will need to record the questions and your answers.

#### Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:

- **Witness testimony:** this is a confirmation that, for example, you are aware of the need to form a professional relationship with those you are caring for and why this is different from the relationship you have with family or friends. It could be written by your line manager, another assessor, a member of the team you work with or an individual receiving care.

- **Assignment/project:** you may have been on a course, for example, counselling skills, communication training, group work skills and have completed some assessment at the end of the course; you may be able to use this as evidence of knowledge.
- **Work products:** you may have recorded your observations of a new person coming to be cared for where you work in their care plan, or on specific incident forms prepared by your agency; your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

## U22702

**Ensure your own actions support the equality, diversity,  
rights and responsibilities of individuals**

Unit Descriptor:

This unit describes the competence required to support to ensure your own actions supports the equality, diversity, rights and responsibilities of individuals.

**The unit describes the essential abilities of:**

- Communicating effectively
- Clearly knowing the rights and interests of individuals in care
- Resolving conflict effectively
- Operating within legal and organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Respect the rights and interests of individuals | 1.1 Respect the dignity and privacy of individuals.<br><br>1.2 Provide active support to enable individuals to participate and to manage their own lives.<br><br>1.3 Respect and promote the views and wishes of individuals, <b>key people</b> and others.<br><br>1.4 Assist and give appropriate support to enable individuals to understand and exercise their rights.<br><br>1.5 Promote the independence of individuals.<br><br>1.6 Support the rights of individuals to: <ul style="list-style-type: none"> <li>• Access information about themselves.</li> <li>• Communicate being their <b>preferred method of communication and language</b>.</li> <li>• Make informed decisions about taking and managing potential and actual risks.</li> </ul> |
|--|--|

- Regain and retain their potential to manage their lives.
  - Access advocacy services.
- 1.7 Support individuals to make compliments and complaints.
- 1.8 Acknowledge conflicts between the individuals' rights to make choices and their responsibilities to others.
- 1.9 Seek appropriate support when there are conflicts between the individuals' rights and responsibilities.
2. Treat everyone equally and in ways that respects diversities and differences
- 2.1 Respect the dignity and privacy of individuals.
- 2.2 Respect and promote the views and wishes of individuals, **key people** and others.
- 2.3 Treat and value each person as an individual.
- 2.4 Respect the individual's diversity, cultures and values.
- 2.5 Work in ways that:
- Puts the individual's preferences at the centre of everything you and others for whom you are responsible do.
  - Acknowledge the diversity of individuals.
  - Do not discriminate against any individual.
- 2.6 Provide active support to enable individuals to participate to their utmost abilities.
- 2.7 Challenge behaviours and practice that discriminates against individuals.



3. Act in ways that promote the individuals' confidence in you and your organization
- 2.8 Seek advice when you are having difficulty promoting equality and diversity.
  - 3.1 Act in ways that are consistent with the law, regulation and organisational procedures.
  - 3.2 Ensure that you do not act in any way that may make individuals feel inferior.
  - 3.3 Make certain that you are honest, trustworthy, reliable and dependable.
  - 3.4 Communicate in appropriate, open, accurate and straightforward ways.
  - 3.5 Explain the organisation's policies on confidentiality and complaints.
  - 3.6 Maintain clear, accurate and up-to-date records.
  - 3.7 Respect the individual's rights to confidentiality of information, within organisational procedures.
  - 3.8 Disclose information only to those who have the right and need to know.
  - 3.9 Ensure proof of identity and right to access before disclosing any information.
  - 3.10 Honour your work commitments and when this is not possible, explain why.
  - 3.11 **Declare interest** when they might influence your judgements and practice.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Respect the rights and interests of individuals****A. Key people:** *(Applies to Element 2 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**B. Preferred methods of communication and language:**

- (i) the individual's preferred spoken language
- (ii) the use of signs
- (iii) symbols
- (iv) pictures
- (v) writing
- (vi) objects of reference
- (vii) communication passports
- (viii) other non verbal forms of communication
- (ix) human and technological aids to communication

**Element 3: Act in ways that promote the individuals' confidence in you and your organization****C. Declared interests:**

- (i) knowledge and relationship with the individual or others
- (ii) vested interests
- (iii) past experiences that might affect the way you work with the individuals

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements, policies, procedures and guidance on:
  - equality, diversity, discrimination, rights, confidentiality and sharing of information
  - ensuring your actions and those of others support the equality, diversity, rights and responsibilities of individuals.
2. The culture and values within the environment in which you work.
3. Principles that enable you to work in ways that:
  - place the individual's needs and preferences at the centre of everything you do
  - provide active support for the individual to participate to the best of their abilities
  - support individuals to make their own decisions (as far as they are able and within any restrictions placed upon them) about their care and the way you carry out your work activities for and with them.
4. The ways your own values, those for the sector and those of individuals, key people and others may differ, the effects such differences may have and any conflicts the difficulties may cause.
5. Conflicts that may occur between the individual's right to make choices and their responsibilities to others.
6. Ways of working that support equality and diversity and are effective when dealing with, and challenging discrimination.

**Legislation and organisational policy and procedures**

7. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others valuing and respecting individuals.
8. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - on valuing and respecting individuals
  - for making and receiving comments and complaints.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- Evidence for this unit is best collected and related to your practice during the achievement of other units. It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for all of the elements in this unit.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and reflect on the reason (s) why you did things in a certain way. This will relate to the individuals you work with on a day-to-day basis.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job, either you or your assessor will need to record the questions and your answers.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **APL/Assignment/projects:** you may have been on a course, for example, assessment of need, record keeping or communication, and have completed some assessment at the end of the course. You may be able to use this as evidence of knowledge.

- **Work products:** these can be any record that you would normally use within your normal role, for example, individual's care plans, care reviews, compliments and complaints. Product evidence will be important for this unit.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U22802****Enable individuals to negotiate specific environments**

## Unit Descriptor:

This unit describes the competence required to enable individuals to negotiate specific environments.

**The unit describes the essential abilities of:**

- Communicating effectively
- Evaluating programmes correctly
- Operating within organisational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |  |     |  |
|----|--|-----|--|
| 1. | Support individuals to assess their ability to negotiate specific environments | 1.1 | Support individuals to <b>communicate</b> their preferences, skills and abilities to negotiate <b>environments</b> , taking account of their specific needs and any <b>aids</b> that are required. |
|    |  | 1.2 | Identify and access appropriate information and advice that will help you to work with individuals to assess their skills and abilities to negotiate specific environments.                        |
|    |  | 1.3 | Assess and support individuals to assess the risks involved in finding their ways around specific environments.  |
|    |  | 1.4 | Support individuals and key people to identify: <ul style="list-style-type: none"> <li>• Existing support networks.</li> <li>• Additional support required.</li> </ul>                             |
|    |  | 1.5 | Identify and support individuals to identify barriers that are unique to them.   |
|    |  | 1.6 | Seek additional support for assessments outside your competence.   |
|    |  | 1.7 | Record and report assessments and within confidentiality agreement and according to legal and organisational requirements.   |

- 
- |    |  |     |  |
|----|--|-----|--|
| 2. | Support individuals to negotiate specific environments | 2.1 | Support individuals to carry out the agreed activities, taking account of their needs and preferences  |
|    |  | 2.2 | Support individuals to: <ul style="list-style-type: none"> <li>• Use and improve what they have learned.</li> <li>• Identify and explore barriers to progress.</li> </ul>  |
|    |  | 2.3 | Support individuals to adapt their existing skills to enable them to negotiate specific <b>environments</b> .  |
|    |  | 2.4 | Give positive and constructive feedback to individuals when they are carrying out the activities.  |
|    |  | 2.5 | Encourage individuals when they are having difficulties.   |
|    |  | 2.6 | Seek and acquire additional help and advice for any problems that you are not competent to deal with.  |
|    |  | 2.7 | Support individuals and <b>key people</b> to identify other activities and help that could assist the individuals to negotiate specific environments.  |
| 3. | Observe and contribute to the evaluation of programmes | 3.1 | Seek and obtain feedback from individuals, <b>key people</b> and others about: <ul style="list-style-type: none"> <li>• The support you have given.</li> <li>• The activities the individuals have undertaken.</li> <li>• The effectiveness and usefulness of the activities.</li> </ul> |
|    |  | 3.2 | Observe individuals, note progress and check with individuals and others, that your observations are accurate.   |

- 3.3 Work with individuals to evaluate their progress and identify anything that could help them.
- 3.4 Provide feedback on your observations to the appropriate people, indicating where changes could be made to help the individual's progress.
- 3.5 Seek and acquire additional help and advice in areas where you are not competent.
- 3.6 Record and report on the observations, evaluations and outcomes, within confidentiality agreements and according to legal and organisational requirements



**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Support individuals to assess their ability to negotiate specific environments****A. Communicate using:**

- (i) the individual's preferred spoken language
- (ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
- (iii) other non verbal forms of communication
- (iv) human and technological aids to communication

**B. Environments:** *(Applies to Element 2 also)*

- (i) indoor areas such as home or work
- (ii) outdoor areas especially routes regularly used and social environments where people wish to pursue their interests

**C. Aids:**

- (i) walking sticks
- (ii) walking frames
- (iii) wheel chairs
- (iv) guide dogs

**Element 2: Support individuals to negotiate specific environments****D. Key people:** *(Applies to Element 3 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to negotiate specific environments.
2. How to provide **active support** and promote the individual's rights, choices and well-being when supporting them to negotiate specific environments.
3. How to maximise the individual's input into the development of programmes to enable them to negotiate specific environments.

**Legislation and organisational policy and procedures**

4. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to negotiate specific environments.
5. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting individuals to negotiate specific environments
  - enabling individuals to negotiate specific environments

**Theory and practice**

6. The types of injuries, disabilities, illnesses and other factors for people needing to be supported to learn how to negotiate specific environments.
7. The type of aids that are available to meet individual needs.
8. The type of obstacles that individuals will need to negotiate to enable them to maintain their independence (as far as they are able) within specific environments.
9. Health and safety issues and potential hazards and risks when supporting individuals to negotiate specific environments.

10. How to support the development and evaluation of individualised programmes taking account of the needs, circumstances and preferences of individuals.
11. How to identify and set up environments to meet individual needs, circumstances and preferences and to minimise and manage risks.
12. How to support individual's safely and ways of helping individuals to negotiate and minimise hazards and risks in different environments.
13. Actions to take when you observe key changes in the condition and circumstances of individuals.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

### (2) Methods of Assessment

#### Preferred methods to demonstrate competence for this unit are:

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for all of the elements in this unit.
- **Work products:** these can be any record that you would normally use within your normal role e.g. individuals care plans, risk assessments, individual care reviews, and monitoring charts. Product evidence will be important for this unit.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and reflect on the reason (s) why you practice that way. This will relate to the individual you work with on a day-to-day basis.
- **Questioning:** to assess your underpinning knowledge, your assessor may agree to some questioning to clarify knowledge or areas of your practice. These can be oral or written but evidence of this must be recorded.
- **Witness testimony:** this is a confirmation of an activity you have undertaken. This could come from your manager, service user, OT, physiotherapist or prosthetics adviser.
- **APL/Assignment/project:** you may have already completed a project or assignment from a vocationally related qualification, you may also have evidence from other training e.g. risk assessment, health, safety, moving and handling, record keeping and recording, communication and anti-discriminatory practice.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

### (3) Context of Assessment

- Simulation is NOT allowed for any part of this unit.

## U22902

## Obtain and test capillary blood samples

## Unit Descriptor:

This unit describes the competence required to obtain and test capillary blood samples.

**The unit describes the essential abilities of:**

- Having knowledge of the materials and equipments to be used
- Having knowledge of the individuals' care plan
- Having knowledge of health and safety measures
- Communicating effectively

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Obtain capillary blood                                    | 1.1 Apply <b>standard precautions</b> for infection control and any other relevant <b>health and safety measures</b> .                                     |
|  | 1.2 Select and prepare the site for obtaining the capillary blood sample immediately before the blood is obtained, in line with organisational procedures. |
|  | 1.3 Take appropriate action to stimulate the flow of blood if there is a problem obtaining blood from the selected site, or choose an alternative site.    |
|  | 1.4 Apply pressure to the puncture site following completion to encourage closure and blood clotting.  |
|  | 1.5 Promptly identify any indication that the individual may be suffering any <b>adverse reaction/event</b> to the procedure and act accordingly.          |
|  | 1.6 Document all relevant information clearly, accurately and correctly in the appropriate records.  |
| 2. Test, record and report on capillary blood sample results | 2.1 Test the blood sample correctly when appropriate, using the appropriate method, in line with organisational procedures.                                |

- 2.2 Recognise and interpret results accurately or pass them onto an **appropriate staff member** for interpretation.
- 2.3 Record results fully and accurately in the appropriate manner and place and report to the appropriate staff member.
- 2.4 Give clear and accurate information to the individual about the results of **tests**, if available, and within the limits of your responsibility.
- 2.5 Respond to questions from the individual clearly and accurately in an appropriate manner, level and pace or refer them to an appropriate staff member.
- 2.6 Ensure that the individual is informed if any further action is required/the next stage in the process.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Obtain capillary blood****A. Standard precautions for health and safety measures:** *(Applies to Element 2 also)*

- (i) hand washing/cleaning before, during and after the activity
- (ii) the use of personal protective clothing and additional protective equipment
- (iii) handling contaminated items
- (iv) disposing of waste
- (v) safe moving and handling techniques and untoward incident procedure

**B. Adverse reaction/event:**

- (i) anxiety/fear
- (ii) pain
- (iii) re-bleed
- (iv) haematoma
- (v) nerve damage

**Element 2: Test, record and report on capillary blood sample results****C. Appropriate staff member:**

- (i) registered nurse
- (ii) midwife
- (iii) health visitor
- (iv) doctor
- (v) social worker

**D. Tests:**

- (i) electronically
- (ii) non-electronically

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. A working knowledge of the importance of obtaining positive confirmation of individuals' identity and consent before starting the procedure, and effective ways of getting positive identification.
2. A working understanding of confidentiality and the measures taken to ensure it is appropriately maintained.

**Legislation and organisational policy and procedures**

3. A factual awareness of the current national legislation, national guidelines, policies and protocols which affect your work practice in relation to obtaining and testing capillary blood samples.
4. A working knowledge of your responsibilities and accountability in relation to the current national legislation, national guidelines, local policies and protocols.

**Theory and practice**

5. A factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence.
6. A working understanding of the importance of applying standard precautions and the potential consequences of poor practice.
7. A working understanding of how infection is spread and how its spread may be limited, including to use or apply the particular infection control measures needed when working with blood.

**Anatomy and physiology**

8. A factual awareness of the structure and purpose of capillary blood vessels.
9. A factual awareness of blood clotting processes and factors influencing blood clotting.
10. A working understanding of the normal or expected results for particular tests and therefore what constitutes an abnormal result.

**Care and support**

11. A factual awareness of the different reasons for obtaining capillary blood samples taken.
12. A working understanding of the concerns that individuals may have in relation to capillary blood sampling.



13. A working understanding of the sites which can be used for capillary sampling and what are the factors that need to be considered in selecting the best site to use (including the individual's own preference).
14. A working understanding of why it is important to clean the sites from which you will obtain samples, and the appropriate ways of doing this.
15. A working understanding of the limits of your role and the circumstances in which you would need to refer to another person.
16. A working understanding of the contra-indications which indicate that capillary sampling should be stopped and advice sought.
17. A working understanding of what is likely to cause discomfort to individuals during and after the collection of capillary blood samples, and how such discomfort can be minimised.
18. A working understanding of what can cause problems in obtaining capillary blood samples, what can be done to stimulate blood flow and when another site should be used.
19. A factual awareness of the common adverse reactions/events which individuals may have to blood sampling, how to recognise them and action (s) to take if they occur.

**Materials and equipment**

20. A working understanding of the equipment and materials are needed for capillary blood sampling and testing.
21. A working understanding of the sorts of equipment and materials which are sensitive to environmental changes and how this affects their storage and use.
22. A working understanding of which equipment and instruments are re-usable and which must be discarded after one use.
23. A factual awareness of the different types of containers/slides which are used for collecting capillary blood samples.
24. A factual awareness of the types of samples which have particular packaging, storage and transfer requirements and what these requirements are.
25. A working understanding of how and when to label samples.

**Procedures and techniques**

26. A working understanding of the importance of ensuring sites for capillary blood sampling are cleaned effectively, and how and when this should be done.
27. A working understanding of the process and procedure for obtaining capillary blood samples, including the correct sequence of actions.
28. A working understanding of the factors involved in the procedures which could affect the quality of the blood.
29. A working understanding of the importance of collecting capillary blood samples of the right quality, and how to achieve this.
30. A working understanding of the complications and problems which may occur during the collection of capillary blood samples, how to recognise them and what action (s) to take.
31. A working understanding of how to perform relevant tests.

**Records and documentation**

32. A working understanding of how to record test results, and the importance of clear and accurate documentation.
33. A working understanding of the information that needs to be recorded on labels and other documentation when sending capillary blood samples to the laboratory.
34. A working understanding of the importance of completing labels and documentation clearly, legibly and accurately, and the possible consequences of confusing (muddling) samples or incorrect labelling.
35. A working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

### (2) Methods of Assessment

**The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for both elements in this unit. For example, how you take all the necessary health precautions before, during and after carrying out procedures, how you interact with the individuals whose blood you are taking.
- **Personal statement/professional discussion:** you should be able to describe your actions in particular situations and explain why you work the way you do, including adhering to legislation relevant to obtaining blood.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Questioning:** to assess your underpinning knowledge, your assessor will ask questions about your work and about the policies on legislation, and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.
- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **Products:** these could include charts.
- **APL/Assignment/project:** you may have already completed a project or assignment from vocationally related qualification, you may also have evidence from other training e.g. a course on the methodology of obtaining capillary blood, and have completed some assessment at the end of the course, health and safety, Infection Control, Personal Protective Clothing/equipment, reporting and recording.

- Performance evidence should be demonstrated on at least three (3) occasions.

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U23002****Obtain and test specimens from individuals**

## Unit Descriptor:

This unit describes the competence required to obtain and test specimens from individuals.

**The unit describes the essential abilities of:**

- Knowing the care plans of individuals
- Identifying adverse reaction of individuals to testing procedures
- Communicating effectively
- Effectively handling health and safety measures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |                                   |     |  |
|----|-----------------------------------|-----|--|
| 1. | Obtain specimens from individuals | 1.1 | Apply <b>standard precautions</b> for infection control and take other appropriate <b>health and safety measures</b> .   |
|    |                                   | 1.2 | Explain the procedure to the individual at the appropriate level and pace, and support them to provide the <b>specimen</b> themselves.   |
|    |                                   | 1.3 | Provide the individual with the necessary and appropriate containers.  |
|    |                                   | 1.4 | Answer any questions from the individual accurately and promptly according to your role and responsibilities, passing on questions to other staff when the request is out of your remit. |
|    |                                   | 1.5 | Stop the procedure if the necessary preparations have not been followed by the individual or staff.  |
|    |                                   | 1.6 | Obtain specimens from clients when they cannot do this themselves, and place them in the appropriate container.  |
|    |                                   | 1.7 | Recognise and report without delay any condition or behaviour which may signify <b>adverse reactions</b> to the procedure and take the appropriate action.                               |

- 1.8 Ensure privacy and dignity at all times, taking into account the individuals ethnic and religious background which might influence certain aspects of collecting specimens and ensure specimens are collected in the corrected order, where necessary.
  - 1.9 Label specimens correctly, attach the relevant documentation, place in the relevant bio-hazard bags, and put them in the correct place for storage, collection or transportation.
  - 1.10 Record if you are unable to obtain the specimen and tell the appropriate member of the care team without delay.
2. Test, record and report on specimens
- 2.1 Test **specimens** when required, using the correct process for the investigation to be performed, and record the specimen being tested.
  - 2.2 Report immediately any findings which are outside of normal ranges and which demand urgent attention and your findings according to your role and the individuals' care plan.
  - 2.3 Reassure and inform the individual of the results of the tests according to their needs and the care plan or pass this on to other staff members if this is beyond your role and responsibility.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Obtain specimens from individuals****A. Standard precautions and health and safety measure:** *(Applies to Element 2 also)*

- (i) hand washing/cleaning before, during and after the activity
- (ii) the use of **personal protective clothing** and **additional protective equipment**
- (iii) handling **contaminated** items
- (iv) disposing of waste
- (v) safe moving and handling techniques and untoward incident procedure

**B. Specimens:** *(Applies to Element 2 also)*

- (i) urine, including via catheter and mid-stream specimens
- (ii) faeces
- (iii) sputum
- (iv) exudates
- (v) wound exudates
- (vi) saliva

**C. Adverse reactions:**

- (i) fainting
- (ii) unwell
- (iii) pain
- (iv) discomfort

**UNDERPINNING KNOWLEDGE AND SKILLS****Legislation and organisational policy and procedures**

1. A factual awareness of the current national legislation, national guidelines, local policies and protocols which affect your work practice in relation to obtaining and testing specimens.
2. A working knowledge of your responsibilities and accountability in relation to the current national legislation, national guidelines, local policies and protocols.

**Theory and practice**

3. A factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence.
4. A working understanding of the importance of applying standard precautions and the potential consequences of poor practice.

**Anatomy and physiology**

5. A working understanding of the basic anatomy and physiology relevant to type of specimen collections, including the:
  - gastro-intestinal tract
  - genito-urinary tract
  - skin
  - respiratory system

**Care and support**

6. A working understanding of the importance of giving clear explanations to individuals to enable them to collect their own specimens when appropriate.
7. An in-depth knowledge of why it is essential to maintain the individuals' confidentiality.
8. A working understanding of the possible adverse effects that may occur when collecting specimens.
9. A working understanding of how to respond in the event of an adverse effect.



**Materials and equipment**

10. A working understanding of materials and equipment required for collecting the specimen.
11. A working understanding of materials and equipment required for testing specimens in the work area.
12. A working understanding of the different types of container, transport media and request forms for specimens for: histology, haematology, microbiology, cytology and biochemistry.

**Procedures and techniques**

13. A working understanding of the types of specimens that you may obtain.
14. A working understanding of specific preparation for individuals prior to specimen collection.
15. A working understanding of the tests and investigations that may be carried out on the specimens you obtain, either by yourself or others.
16. An in-depth knowledge of the normal findings when testing urine, and what abnormalities you might find.
17. A working understanding of the implications the results of the tests will have on the individual.
18. A working understanding of the possible adverse effects that may occur when collecting specimens.
19. A working understanding of how to respond in the event of an adverse effect.

**Records and documentation**

20. A working understanding of the importance of accurate record keeping.
21. A working understanding of the importance of immediately reporting any findings which are outside of normal ranges and which demand urgent attention
22. A working understanding of the information that is required to ensure accurate labelling of specimens that are to go to the laboratory for testing.
23. A working understanding of the potential hazards and other consequences related to incorrect labelling or dispatch of specimens.
24. A working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

**(2) Methods of Assessment****The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for both elements in this unit.
- **Personal statement/professional discussion:** you should be able to describe your actions in particular situations and explain why you work the way you do, including how you obtain consent, how you interact with individuals when taking specimens including sensitivity to privacy and confidentiality, how you take all the necessary health precautions before, during and after carry out.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Questioning:** to assess your underpinning knowledge, your assessor will ask questions about your work and about the policies on legislation and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.
- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **Products:** results charts, consent forms, clinical laboratory forms.

- **APL/Assignment/project:** you may have already completed a project or assignment from vocationally related qualification, you may also have evidence from other training e.g. a course about how to take specimens of various kinds, Moving and Handling, Health and Safety, Infection Control, Personal Protective Clothing/equipment, pressure area care course, administration and control of medicines, reporting and recording.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U23102****Contribute to the care of a deceased person**

## Unit Descriptor:

This unit describes the competence required to contribute to the care of the deceased person.

**The unit describes the essential abilities of:**

- Accurately recording and reporting information
- Communicating effectively
- Effectively maintaining safety and hygiene requirements
- Operating within legal and organizational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |   |     |  |
|----|---|-----|--|
| 1. | Contribute to preparing the deceased person to be moved | 1.1 | Clean and prepare the deceased person in a place and manner that respects their dignity, their beliefs and culture.  |
|    |   | 1.2 | Record accurately any property and valuables that are to remain with the deceased person, in ways that are consistent with legal and organisational requirements.  |
|    |   | 1.3 | Follow organisational procedures and practices to <b>enable the deceased person to be correctly identified.</b>  |
|    |   | 1.4 | Clean and prepare the deceased person according to the expressed wishes and preferences of individuals and <b>key people</b> where this is consistent with legal and organisational requirements related to infectious diseases. |
|    |   | 1.5 | Wear correct protective clothing during cleaning and preparation to minimise risks for infection and for your own protection.  |
|    |   | 1.6 | Contribute to explaining sensitively to key people the implications of policies relating to the control of infectious diseases for viewing, mourning and the movement of deceased people.  |

- 1.7 Confirm with key people the expressed wishes and preferences of the deceased person about viewing and moving them.
  - 1.8 Before preparing the deceased person, you immediately report any tensions between the deceased person's expressed wishes and preferences and decisions made by key people, with confidentiality agreements and according to legal and organizational requirements.
2. Contribute to moving the deceased person
- 2.1 Contact the appropriate organisation and persons.
  - 2.2 Contact **key people** according to the deceased person's personal beliefs, expressed wishes and preferences.
  - 2.3 Assist, handle and transfer the deceased person in ways which:
    - Respects and recognises their rights, wishes, culture, beliefs and preferences.
    - Minimises disturbance and distress to others.
    - Observes and follows relevant infection control measures.
  - 2.4 Send relevant information about the deceased person to the appropriate people and organisations within agreed timescales, within confidentiality agreements and according to legal and organisational requirements.
  - 2.5 Record and report details of moving the deceased person and transfer according to organizational procedures and practices.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Contribute to preparing the deceased person to be moved****A. Enabling the deceased person to be correctly identified:**

- (i) identifying labels
- (ii) identifying bags

**B. Key people: (*Applies to Element 2 also*)**

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual had a supportive relationship

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## UNDERPINNING KNOWLEDGE AND SKILLS

### Values

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when contributing to the care of a deceased person.
2. How to prepare a deceased person as far as possible according to their expressed preferences, beliefs, religion and culture.

### Legislation and organisational policy and procedures

3. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when contributing to caring for a deceased person.
4. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection on the care and transfer of the deceased person
  - health, safety, assessing and managing risks associated with caring for deceased people
  - preparing and transferring deceased people who had infectious, contagious and rare diseases and where specific precautions are needed
  - infection control when preparing and transferring deceased people
  - dealing with personal property and possessions of deceased people and the records that are required for this
  - the removal of medical equipment from deceased persons

### Theory and practice

5. The physical changes that occur to people after death (such as rigor mortis) and how this may affect “laying out” and moving the deceased person.
6. How to work with key people who are distressed.
7. How to check that key people understand what is happening and why it is happening.
8. How to work with the impact of death on those who have lived and worked closely with the deceased person.
9. How to transfer the deceased person in ways that demonstrate respect for them and reduces distress caused to others.
10. The types of diseases and conditions that necessitate specialist treatment and precautions when caring for and transferring deceased people.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

### (2) Methods of Assessment

#### Preferred methods to demonstrate competence for this unit are:

- **Direct observation:** your assessor or an expert witness may observe you in real work activities which provide a significant amount of the performance criteria for all elements in this unit.
- **Work products:** these can be any record that you would normally use within your normal role e.g. individual care plans. Product evidence will be important for this unit.
- **Personal statement/professional discussion:** describes your actions in a particular situation and reflect on the reason (s) why you practice that way. This will relate to the individual you work with on a day to day basis.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions to clarify your knowledge or areas of practice. These can be oral or written but evidence of this must be recorded.
- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **APL/Assignment/project:** you may have already completed a project or assignment from vocationally related qualification, you may also have evidence from other training e.g. risk assessment, health and safety, infection control, record keeping and recording, communication, anti-discriminatory practice. Personal protective clothing. Bereavement and loss. Course specific to funeral arrangements.



**Preferred methods to demonstrate competence for this unit are:**

- **Performance evidence should be demonstrated on at least three (3) occasions**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

## U23202

## Contribute to the identification of the risk of danger to individuals and others

## Unit Descriptor:

This unit describes the competence required to contribute to the identification of the risk of danger to individuals and others.

**The unit describes the essential abilities of:**

- Accurately identifying risk of harm and abuse
- Knowing what action to take to deal with risks of harm and abuse
- Knowing what support to provide to persons at risk of harm and abuse
- Knowing what legal and organizational procedures should be followed

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Contribute to recognizing risks of harm and abuse | <p>1.1 Identify and access information and advice about potential risks of <b>harm</b> and abuse to individuals, <b>key people</b> and others.</p> <p>1.2 Contribute to the identification of factors that might lead to the risk of harm and abuse to individuals, key people and others.</p> <p>1.3 Identify signs and symptoms that individuals are:</p> <ul style="list-style-type: none"> <li>• In danger of being harmed and/or abused.</li> <li>• Are being harmed and/or abused.</li> <li>• Have been harmed and/or abused in the past.</li> </ul> <p>1.4 Support individuals to identify signs and symptoms that might lead to harm and abuse of themselves and others.</p> |
|--|--|

- 
- 1.5 Report any suspicious of harm and abuse to the appropriate people and organisations:
- **Ensuring that your actions do not contaminate any evidence or prejudice future investigations.**
  - Within confidentiality agreements.
  - According to legal and organisational requirements.
2. Take action to deal with risks of harm and abuse
- 2.1 Develop a positive, honest, trusting and sensitive relationship with individuals that will enable them to discuss their fears and knowledge of potential and actual danger.
- 2.2 Encourage individuals to talk about their experiences in **ways that will not contaminate evidence or prejudice future investigations.**
- 2.3 Clarify the actions you have to take about disclosures of **harm** and abuse.
- 2.4 Treat individuals with respect and dignity assuring them that you have taken the information they have provided seriously.
- 2.5 Inform relevant people, as required by the legal and organisational requirements, about any disclosures or concerns about harm and abuse.
- 2.6 Seek support for your own personal emotional reactions to the disclosure
- 2.7 Record and report in detail any disclosures:
- Ensuring that your actions do not contaminate any evidence or prejudice future investigations.
  - Within confidentiality agreements.
  - According to legal and organizational requirements.

3. Contribute to reviewing the effectiveness of actions taken to deal with risks of harm and abuse
- 3.1 Work sensitively to support and encourage individuals to participate in the review of actions, processes, procedures and practices for dealing with the risk of danger, **harm** and abuse.
- 3.2 Agree your role and responsibilities and the roles and responsibilities of others in reviewing the effectiveness of actions do deal with the risk of danger, harm and abuse.
- 3.3 Carry out your role and responsibilities in reviewing the effectiveness of actions to deal with the risk of danger.
- 3.4 Work with all involved to collect information and feedback to allow a systematic review of the actions to deal with the risk of danger, harm and abuse.
- 3.5 Record and report on the process and outcomes of the review:
- **Ensuring that your actions do not contaminate any evidence or prejudice future investigations.**
  - Within confidentiality agreements.
  - According to legal and organisational requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Contribute to recognizing risks of harm and abuse****A. Harm:** *(Applies to Elements 2 and 3 also)*

- (i) short term
- (ii) medium term
- (iii) long term
- (iv) can be intentional/unintentional

**B. Key people:**

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual  
has a supportive relationship

**C. Ways that may prejudice future investigations:** *(Applies to Elements 2 and 3 also)*

- (i) asking inappropriate and/or leading questions
- (ii) not following organizational and legal procedures
- (iii) putting undue pressure on individuals

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when contributing to the identification of the risk of danger to individuals and others.
2. How to provide **active support** and promote the individuals rights, choices and well-being when contributing to the identification of the risk of danger to themselves and others.
3. The rights of individuals to refuse to participate in investigations related to risk of danger, harm and abuse to individuals, key people and others.

**Legislation and organisational policy and procedures**

4. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others about identifying and dealing with the risk of danger, harm and abuse.
5. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with identifying and dealing with the risk of danger, harm and abuse to individuals and others
  - the identification of the risk of danger to individuals and others.

**Theory and practice**

6. Factors that can make it difficult for you, key people and others to recognise danger, harm and abuse to individuals.
7. Types of relationships:
  - where individuals feel they can confide what is happening/has happened to them
  - That support individuals to cope with what has happened to them.
8. Ways of working with individuals who are distressed, fearful and/or uncertain about what will happen to them.
9. The effects that being at risk of harm and/or abuse and/or having been harmed and/or abused can have on the individuals' social and emotional behaviour, their health and their physical well-being.
10. Any special provisions relating to the individuals' conditions.
11. How people carrying out abuse conceal what is happening.
12. The types of evidence that are valid in court and how to ensure that evidence required in investigations is not contaminated by your actions.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

**(2) Methods of Assessment****Preferred methods to demonstrate competence for this unit are:**

- **Direct observation:** your assessor or an expert witness may observe you in real work activities which provide a significant amount of the performance criteria for both elements in this unit.
- **Work products:** these can be any record that you would normally use within your normal role e.g. individual care plans, risk assessment, untoward incident reports, accident records, monitoring report and debrief report. Product evidence will be important for this unit.
- **Personal statement/professional discussion:** describes your actions in a particular situation and reflect on the reason (s) why you practice that way. This will relate to the individual you work with on a day to day basis.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask questions to clarify your knowledge or areas of practice. These can be oral or written but evidence of this must be recorded.
- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **APL/Assignment/project:** you may have already completed a project or assignment from vocationally related qualification; you may also have evidence from other training e.g. risk assessment, communication, anti-discriminatory practice, personal safety, vulnerable persons, abuse course, record keeping and recording.

- Performance evidence should be demonstrated on at least three (3) occasions.

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.



**U23302****Contribute to the effectiveness of teams**

## Unit Descriptor:

This unit describes the competence required to contribute to the effectiveness of the team.

**The unit describes the essential abilities of:**

- Effectively evaluate and use feedback from others constructively
- Knowing how to carry out your agreed role and responsibilities

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |   |
|---|---|
| 1. Agree and carry out your role and responsibilities within the team | <p>1.1 Review information and seek advice about the <b>team</b>, its objectives and its purpose.</p> <p>1.2 Work with others within the team to identify, agree and clarify:</p> <ul style="list-style-type: none"> <li>• Your role and responsibilities.</li> <li>• The roles and responsibilities of others.</li> <li>• How your role and responsibilities contribute to the overall objectives and purpose of the team.</li> <li>• How you can and should contribute to and team activities, objectives and purposes.</li> </ul> <p>1.3 Carry out your agreed role and responsibilities within the team.</p> <p>1.4 Evaluate and use feedback from others constructively, to enable you to carry out your role and responsibilities within the team more effectively.</p> <p>1.5 Agree, seek support and take responsibility for any development and learning that will enable you to carry out your role and responsibilities within the team more effectively.</p> |
|---|---|

2. Participate effectively as a team member
- 2.1 Inform other members of the **team** of your activities.
  - 2.2 Your behaviour to others in the team supports the effective functioning of the team.
  - 2.3 Accept and use suggestions and information offered by others constructively to improve your practice within the team.
  - 2.4 Offer supportive and constructive assistance to team members.
  - 2.5 Complete your commitments to other team members effectively and according to overall work priorities.
  - 2.6 When you cannot complete any commitments with timescales specified you immediately inform appropriate team members.
  - 2.7 Present suggestions and offer ideas and information to benefit team members and improve team working.
  - 2.8 Deal with differences of opinion and conflicts constructively and in ways which respects other team members' point of view.
  - 2.9 Where you experience problems in working effectively with other team members, you seek appropriate advice and guidance.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Agree and carry out your role and responsibilities within the team****A. Team:** *(Applies to Element 2 also)*

- (i) work team, a multi disciplinary team, broader multi agency team

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## UNDERPINNING KNOWLEDGE AND SKILLS

### Values

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when working in teams.

### Legislation and organisational policy and procedures

2. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when working in teams to support individuals.
3. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - team working
4. How to access up-to-date copies of the organisation's workplace policies, procedures and systems, and practice and service standards related to team working.

### Theory and practice

5. Principles that underpin effective team working.
6. Individuals' styles of interaction how these can affect team working.
7. Barriers to developing relationships within the team and how these can be overcome.
8. Problems which may be encountered when relating to and interacting with other team members and how these can best be handled.
9. Your own strengths and weaknesses as an individual worker and as a team member.
10. Development and learning opportunities available to support you in team working and activities.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

### (2) Methods of assessment

**Preferred methods to demonstrate competence for this unit are:**

- **Direct observation:** your assessor or an expert witness may observe you in real work activities which provide a significant amount of the performance criteria for both elements in this unit.
- **Work products:** these can be any record that you would normally use within your normal role e.g. staff meetings, team meetings, multi-agency teams. Product evidence will be important for this unit.
- **Personal statement/professional discussion:** describes your actions in a particular situation and reflect on the reason (s) why you practice that way. This will relate to the individual you work with on a day to day basis.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask questions to clarify knowledge or areas of your practice. These can be oral or written but evidence of this must be recorded.
- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **APL/assignment/projects:** you may have already completed a project or assignment from vocationally related qualification; you may also have evidence from other training e.g. team/relationship building course, communications.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

### (3) Context of Assessment

Simulation is NOT allowed for any part of this unit.

## U23402

## Receive and pass on messages and information

## Unit Descriptor:

This unit describes the competence required to receive and pass on messages and information.

**The unit describes the essential abilities of:**

- Communicating effectively
- Accurately recording messages
- Writing reports clearly and correctly
- Operating within organizational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Receive, process and record messages | <p>1.1 Receive written and verbal information, and messages that use other <b>forms of communication</b> from individuals, <b>key people</b> and others.</p> <p>1.2 Identify the urgency of the messages, ensuring that urgent messages are dealt with immediately.</p> <p>1.3 Follow legal and organisational procedures and practices to process messages.</p> <p>1.4 Seek extra help where you are unable to process the message because of its complexity, its clarity or because it is communicated in a form or language that you are unable to process.</p> <p>1.5 Record messages accurately, within confidentiality agreements and according to legal and organisational requirements, procedures and practices.</p> <p>1.6 If you have had to access records and reports, you return and file them correctly, ensuring that people who do not have a right to access the information cannot do so.</p> |
|---|--|

2. Pass on messages
- 1.7 Use appropriate procedures to file, store and share messages and information within confidentiality agreements and according to legal and organisational requirements.
  - 1.8 Take appropriate action to resolve difficulties you have had in receiving and recording information.
  - 2.1 Identify who needs to be informed of the messages received and processed.
  - 2.2 Clarify to whom you need to pass on messages, when you are unsure who should receive the messages.
  - 2.3 Pass on messages:
    - According to instructions.
    - Taking account of the urgency of the message.
    - Within confidentiality agreements.
    - According to legal and organisational requirements.
  - 2.4 Use appropriate procedures and **communication methods** for passing on information for individuals, **key people** and others within and outside your organisation.
  - 2.5 Share messages and information with others within and outside your organisation, according to confidentiality agreements, legal and organisational requirements.
  - 2.6 Record, report, store and share information about:
    - What you have done with the messages.
    - Who you have passes them to within confidentiality agreement and according to legal and organisational procedures and requirements.

3. Respond to requests for information
- 2.7 Report any difficulties you have in passing on messages promptly to the appropriate people and organisations.
- 3.1 Respond to requests for information:
- At the appropriate time.
  - According to instructions.
  - Using an appropriate means of **communication and language** within confidentiality agreements and according to legal and organisational procedures and requirements.
- 3.2 Take appropriate action if you cannot deal with the request for information because of:
- The nature and complexity of the request.
  - Confidentiality issues about the request.
- 3.3 If you need to access records and reports, you return and file them correctly, ensuring that people who do not have a right to access the information cannot do so.
- 3.4 Identify and use appropriate procedures to file, store and share requests within confidentiality agreements and according to legal and organisational requirements.
- 3.5 Record and report on the actions taken:
- To deal with the request.
  - When you are unable to deal with the request.
  - Within confidentiality agreements and according to legal and organizational requirements and procedures.



**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Receive, process and record messages****A. Methods of communication:** *(Applies to Element 2 also)*

- (i) email, telephone, written information and verbal information

**B. Key people:** *(Applies to Element 2 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual has a supportive relationship

**Element 3: Respond to requests for information****C. Communication and language needs and preferences:**

- (i) be in the preferred spoken language and mode of communication appropriate to the receiver
- (ii) signs
- (iii) symbols
- (iv) pictures
- (v) writing
- (vi) objects of reference
- (vii) communication passports
- (viii) other non verbals forms of communication
- (ix) human and technological aids to communication

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination, **rights** confidentiality and sharing of information when receiving and passing on messages and information.

**Legislation and organisational policy and procedures**

2. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when receiving and passing on messages and information.
3. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - receiving and passing on messages.

**Theory and practice**

4. Actions to take when messages and information are received on any changes in the conditions and circumstances of individuals.
5. Principles involved in the sharing, storing, retrieving and security of information, records and reports.
6. Why records which are confidential should be marked to indicate this.
7. Why it is important to:
  - accurately record information received
  - file records again correctly after use
  - take messages accurately and the potential effects of not so doing
  - take account of the importance and urgency of the message.
8. The different purposes for which information may be required and the degree of detail necessary for these different purposes.
9. How to manage sensitive information.

10. The sort of problems which may arise during the maintenance, storage and retrieval of records and the reasons for reporting these without delay.
11. Methods of modifying communications appropriate to the individual concerned.
12. The different methods of obtaining information and those which are appropriate to different circumstances and/or different information.
13. Ways of refusing to provide information whilst remaining polite and helpful.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

### (2) Methods of Assessment

**The following forms of evidence are mandatory:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide evidence for some of the performance criteria for all three elements in this unit. For example, you could be observed making a telephone call and/or passing on information at team meetings (verbally or through a written report).
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain how you receive and process information, and how this relates to organisational policy.

**Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:**

- **Questioning:** to assess your underpinning knowledge, your assessor will ask questions to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice.
- **Expert witness:** a designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts.
- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **Products:** because of the nature of this unit, it is unlikely you could complete the unit without using product evidence. These could be examples of minutes of meetings, entries in the care plans of individuals with whom you work, or other written instructions for staff or notice boards.

- **Assignment/projects:** you may have been on a course, for example, on report writing, communication training, group work skills and have completed some assessment at the end of the course; you may be able to use this as evidence of knowledge.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

**U23502****Monitor, handle and maintain materials and equipment**

## Unit Descriptor:

This unit describes the competence required to monitor, handle and maintain, materials and equipment.

**The unit describes the essential abilities of:**

- Having knowledge of the materials and equipment in use
- Knowing how to handle materials and equipment in accordance with manufacturers' legal and organizational policies and procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Monitor the receipt and use of materials and equipment | <p>1.1 Check that any materials and equipment received are correct and not faulty.</p> <p>1.2 Store materials and equipment according to the manufacturer's users and organisational recommendations and requirements.</p> <p>1.3 When distributing materials and equipment you handle them safely and according to legal requirements and organisational policies and procedures.</p> <p>1.4 Monitor and control the use of materials and equipment to minimise loss and damage.</p> <p>1.5 Record, report and take action to:</p> <ul style="list-style-type: none"> <li>• Remedy any faults and incorrect deliveries.</li> <li>• Replace and repair materials and equipment that have been lost and damaged.</li> <li>• Replenish materials and equipment that have run out.</li> </ul> |
|---|--|

- 2. Help maintain materials and equipment
  - 2.1 Use and encourage others to use, maintain and clean materials and equipment according to **requirements**.
  - 2.2 Use appropriate protective clothing and equipment when cleaning equipment.
  - 2.3 Maintain and store materials and equipment so they are easily accessible and ready for future use.
  - 2.4 Label, remove and report to appropriate people any materials and equipment that are unsuitable for use.
  - 2.5 Dispose of any waste safely and according to legal and organisational requirements.
  - 2.6 Keep accurate and up-to-date records of the materials and equipment for which you are responsible.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 2: Help maintain materials and equipment****A. Requirements:**

- (i) manufacturer's instructions
- (ii) any legal requirements
- (iii) organizational policies and procedures



**UNDERPINNING KNOWLEDGE AND SKILLS****Legislation and organisational policy and procedures**

1. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when monitoring, handling and maintaining materials and equipment.
2. Current local legislation and organisational requirements, procedures and practices for:
  - accessing risk assessments and following risk assessment procedures
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with monitoring, handling and maintaining materials and equipment
  - the use of transportation equipment
  - the movement of particular types of materials and equipment
  - moving and handling
  - supplying and storing different kinds of materials
  - the maintenance of equipment and machinery

**Theory and practice**

3. Principles for moving, handling, loading and storing materials and equipment.
4. How to deal with hazardous substances.
5. How to protect materials and equipment from contamination and adverse atmospheric conditions.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

### (2) Methods of Assessment

The following forms of evidence are required:

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for all elements in this unit.
- **Work products:** these can be any record that you would normally use within your normal role e.g. Maintenance records, requisition for materials and receipts of materials. Product evidence will be important for this unit.
- **Personal statement/professional discussion:** describes your actions in a particular situation and reflect on the reason (s) why you practice that way. This will relate to the individual you work with on a day to day basis.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask questions to clarify knowledge or areas of your practice. These can be oral or written but evidence of this must be recorded.
- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **APL/assignment/projects:** you may have already completed a project or assignment from a vocationally related qualification; you may also have evidence from other training e.g. communications, record keeping and reporting, Health and Safety, Moving and Handling.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

### (3) Context of Assessment

- Simulation is NOT allowed for any part of this unit.

## U23602

**Manage and organize time and activities to support individuals in the community**

## Unit Descriptor:

This unit describes the competence required to manage and organise time and activities to support individuals in the community.

**The unit describes the essential abilities of:**

- Effective time management
- Good report writing and record keeping
- Communicating effectively
- Operating within organizational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Identify and organize time to enable you to complete work for individuals | <p>1.1 Agree with appropriate people:</p> <ul style="list-style-type: none"> <li>• The activities to be undertaken.</li> <li>• How often and when you are required to carry out your work activities.</li> <li>• The time that has been allowed for the work activities.</li> </ul> <p>1.2 Work with individuals, <b>key people</b> and others to identify any special requirements you need to take account of when working with individuals.</p> <p>1.3 Ensure that you have access to, and understand information about any potential <b>risks</b> and health and safety issues associated with:</p> <ul style="list-style-type: none"> <li>• Working with individuals in the community.</li> <li>• The work activities you are carrying out.</li> </ul> |
|--|---|

- 
- 1.4 Ensure that:
- You have contact information for individuals and your organisation.
  - The organisation has contact information for you and knows where you are at all times.
- 1.5 Organize your time to enable you to complete work activities according to legal and organizational requirements and to meet individuals' needs and preferences.
- 1.6 Report on any difficulties you have had in completing your work activities within the allotted timescales and according to individual's needs and preferences.
- 1.7 Complete records and reports within confidentiality agreements and according to legal and organizational requirements.
2. Balance your own duties and responsibilities with the individuals' needs and preferences
- 2.1 Work with individuals to identify the preferences they have for the way you Carry out your work activities, ensuring that you respect their experiences, expertise and their cultural and religious requirements.
- 2.2 Carry out your work activities in ways that respect, value and are responsive to the contribution of **key people** within individuals lives.
- 2.3 Ensure that:
- You work within legal and organisational health and safety policies and procedures.
  - You do not put yourself, individuals, key people and other people at any necessary **risk**.
  - You behave in ways that gives individuals confidence in the organisation for whom you work.

- 2.4 Taking account of the individual's preferences, you agree with them:
- What you are going to do.
  - How you are going to do it.
  - The time you have been allocated to complete your work.
  - Any health, safety or other issues that you have to take into account when carrying out your work activities.
- 2.5 Follow organisational procedures when:
- You cannot complete the work activities to time.
  - You are requested to carry out additional work activities.
  - Individuals want you to carry out your work activities in ways that differ to those set out by your organization.
3. Identify and report risks and changes in individuals' needs and preferences
- 3.1 Follow organisational policies and procedures in an emergency that requires immediate action.
- 3.2 Observe and report changes to the individual's:
- Environment.
  - Their needs and preferences.
  - The support they have been receiving.
- 3.3 Observe individuals' behaviour and their physical and emotional state to identify any signs and symptoms of change.
- 3.4 Work with individuals, **key people** and others to examine possible reasons for the changes and any actions that may be necessary.

- 3.5 Take action to address immediate concerns.
- 3.6 Identify and inform the appropriate people when the individual, key people, you or others are likely to be put at unnecessary **risk**.
- 3.7 Report to appropriate organizations any changes in individuals that might require further action, within confidentiality agreements and according to legal and organizational requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Identify and organize time to enable you to complete work for individuals****A. Key people:** *(Applies to Elements 2 and 3 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual  
has a supportive relationship

**B. Risks to:** *(Applies to Elements 2 and 3 also)*

- (i) the individual
- (ii) key people
- (iii) yourself
- (iv) others

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when managing and organising time and activities to support individuals in the community.
2. The individual's right to refuse access to their homes and actions to take when this happens.
3. How to balance your work activities with the needs and preferences of individuals and key people.
4. How to provide active support and promote the individual's rights, choices and well-being when managing and organising time and activities to support individuals in the community.

**Legislation and organisational policy and procedures**

5. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when managing and organising time and activities to support individuals in the community.
6. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information about individuals and key people
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with managing and organising time and activities to support individuals in the community
  - the protection of individuals from danger and harm
  - keeping yourself and others safe
  - gaining access to the individuals' property
  - managing and organising time and activities to support individuals in the community.
7. Frameworks and guidance on standards of services and practice, relevant to gaining access to and working within individuals' homes and in the community.



**Theory and practice**

8. Where to go to access information that will inform you of practice activities.
9. Actions to take when you observe key changes in the condition and circumstances of individuals.
10. The best ways to work with individuals and key people so that they have confidence in you.
11. How to manage and organise your time to enable you to carry out your work activities.
12. Where and how to access information about individuals, key people and others.
13. Why you need to keep the appropriate people informed of your whereabouts at all times.
14. The type of requests you get from individuals that you are unable to fulfil and how to deal with such requests.
15. The type of activities that individuals might do that could be injurious to their health and well-being; why these differ for different individuals and the actions to take when you observe such activities.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

**(2) Methods of Assessment****Preferred methods to demonstrate competence for this unit are:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for all elements in this unit.
- **Work products:** these can be any record that you would normally use within your normal role e.g. diary entries, rotas and, work plans. Product evidence will be important for this unit.
- **Personal statement/professional discussion:** describes your actions in a particular situation and reflect on the reason (s) why you practice that way. This will relate to the individual you work with on a day to day basis.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask questions to clarify knowledge or areas of your practice. These can be oral or written but evidence of this must be recorded.
- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **APL/assignment/projects:** you may have already completed a project or assignment from vocationally related qualification; you may also have evidence from other training e.g. risk assessment, communications, record keeping and reporting.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.

## U23702

## Receive and monitor visitors

Unit Descriptor:

This unit describes the competence required to receive and monitor visitors.

**The unit describes the essential abilities of:**

- Communicate effectively
- Good record keeping and report writing
- Operating within organizational procedures

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

1.	Receive visitors according to organizational requirements and procedures	1.1	Ensure the area is safe and ready to receive <b>visitors</b> .
		1.2	Greet visitors warmly, ascertain the purpose of their visit and <b>communicate</b> with them appropriately.
		1.3	Make any necessary security checks to ensure that the visitor has a right to enter.
		1.4	Where a visitor does not have the right to enter, you explain why. You refer them, when appropriate, to other people.
		1.5	Identify any help that the visitors may need to enable them to visit and communicate with individuals.
		1.6	Encourage visitors who are in the wrong place to leave and, where necessary, help them to do so or summon others to help you to do so.
		1.7	Correctly record the arrival and departure of visitors.
2.	Support visitors and individuals during the visit	2.1	Support and prepare individuals to receive <b>visitors</b> .

- 2.2 Support and **communicate** with visitors according to their needs and organisational policies and procedures.
- 2.3 Encourage visitors to respect the wishes of individuals.
- 2.4 Support visitors to understand and comply with legal and organisational requirements.
- 2.5 Take appropriate action to ensure that visitors, individuals and others are protected from danger, harm and abuse during the visit.
- 2.6 Make visitors feel comfortable, give them accurate information, within confidentiality agreements and according to legal and organisational requirement.
- 2.7 Refer visitors to other people and sources when you are not able to answer their questions.
- 2.8 Share confidential information, within confidentiality agreements and according to legal and organizational requirements.
3. Monitor the activities of visitors and take action to control where necessary
  - 3.1 Explain to **visitors** the standards of behaviour that are acceptable.
  - 3.2 Monitor the behaviour of visitors, identifying those that may cause a threat.
  - 3.3 Where there is a cause for concern, you take preventative action to minimise any damage and the risk of danger, harm and abuse.
  - 3.4 Take appropriate action to manage the situation to protect the setting, yourself and others who are potentially at risk.
  - 3.5 Seek help to who pose a threat.
  - 3.6 Remove visitors from the premises safely and in accordance with legal and organisational requirements.

- 3.7 Immediately and accurately record details of incidents with visitors to relevant people and organisations taking account of confidentiality agreements and according to legal and organisational requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Receive visitors according to organizational requirements and procedures****A. Visitors:** *(Applies to Elements 2 and 3 also )*

- (i) family, friends, carers, others with whom the individual has a supportive relationship, people outside your organization who provide specialist health and care services to support the needs of individuals

**B. Communicate using:** *(Applies to Element 2 also)*

- (i) the individual's preferred spoken language
- (ii) the use of signs, symbols, pictures, writing, objects of reference, communication passports
- (iii) other non verbal forms of communication
- (iv) human and technological aids to communication

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when receiving and monitoring visitors.
2. How to provide active support and promote the individual's rights, choices and well-being when preparing them to receive visitors and supporting them during and following visits.

**Legislation and organisational policy and procedures**

3. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when receiving and monitoring visitors.
4. Current local legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with receiving and monitoring visitors
  - security of health and social care settings
  - your responsibility in relation to the control of potentially disruptive visitors
  - receiving and monitoring visitors.

**Theory and practice**

5. Principles of working with, welcoming and dealing with visitors.
6. Preparations required for the arrival of visitors: such as safety, security, sign posting, car parking, preparation equipment and aids to enable individuals to communicate.
7. Sources and types of written information which might be appropriate for different visitors.
8. How to offer help to visitors in a way which is not over-bearing or condescending.
9. The effect which visitors may have on the health and care setting and the threats they may cause.
10. Factors that may cause individuals distress, prior to, during and after visits and how to deal with this.
11. How to recognise those visitors who should not be present and how to deal with them in a constructive and firm way.
12. Signs of potentially disruptive behaviour and why this may occur.
13. Preventive actions that can be taken, when it may be best to intervene, the risks inherent in different forms of intervention.

**EVIDENCE GUIDE****(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

**(2) Methods of Assessment****Preferred methods to demonstrate competence for this unit are:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for all elements in this unit.
- **Work products:** these can be any record that you would normally use within your normal role e.g. visitors book, individual care plans. Product evidence will be important for this unit.
- **Personal statement/professional discussion:** describes your actions in a particular situation and reflect on the reason (s) why you practice that way. This will relate to the individual you work with on a day to day basis.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask questions to clarify knowledge or areas of your practice. These can be oral or written but evidence of this must be recorded.
- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **APL/assignment/projects:** you may have already completed a project or assignment from vocationally related qualification; you may also have evidence from other training e.g. risk assessment, communications, record keeping and reporting and health and safety.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

**(3) Context of Assessment**

- Simulation is NOT allowed for any part of this unit.



## U23802

## Maintain a safe and clean environment

## Unit Descriptor:

This unit describes the competence required to maintain a safe and clean environment.

**The unit describes the essential abilities of:**

- Effectively maintaining safety and hygiene requirements
- Operating within manufacturers' legal and organizational procedures

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Clean rooms, work areas, equipment and surfaces	<p>1.1 Reach agreement with the appropriate people, prior to cleansing.</p> <p>1.2 Wear appropriate protective clothing and equipment.</p> <p>1.3 Ensure you clean at times when it causes as little disruption as possible.</p> <p>1.4 Carry out cleaning activities consistent with any agreed specifications.</p> <p>1.5 Use appropriate <b>cleaning equipment and materials</b>, following manufacturers' instructions and in a manner that minimises risk.</p> <p>1.6 Ensure <b>rooms or work areas</b> are visibly free of dust, dirt and debris and are not likely to endanger the health and safety of individuals and others.</p> <p>1.7 Display hazard warning signs when the cleaned surfaces are likely to cause risk to people.</p> <p>1.8 Return cleaning equipment and cleaning materials in good working order and condition to the appropriate storage area.</p>

- 1.9 Ensure that cleansing equipment is safely stored and does not block any entry or exits.
  - 1.10 Dispose of hazardous waste safely.
  - 1.11 Take appropriate action when **problems** arise during cleaning.
2. Monitor and maintain the cleanliness of environments
- 2.1 Observe and monitor the cleanliness of the environment.
  - 2.2 Take action when there is concern over the level of cleanliness.
  - 2.3 Follow cleaning schedules to ensure that the environment remains clean.
  - 2.4 Take appropriate action and report any:
    - Wear and tear on furnishing or fittings that could cause accidents, falls or injure someone
    - Factors which affect the level of cleanliness
  - 2.5 Record and report on the cleanliness of environments according to legal and organizational requirements.

**RANGE STATEMENT**

*You must cover the items below:*

**Element 1: Clean rooms, work areas, equipment and surfaces****A. Cleaning equipment and materials:**

- (i) manual
- (ii) automated

**B. Rooms or work areas:**

- (i) rooms
- (ii) work areas that are used by individuals e.g. living rooms, bedrooms, day rooms, treatment rooms

**C. Problems:**

- (i) faulty equipment
- (ii) damage to fixtures and fittings
- (iii) inability to access places that need cleaning

**UNDERPINNING KNOWLEDGE AND SKILLS****Values**

1. Conflicts that may arise between an individual's wishes regarding cleanliness and the need to provide an environment as safe as possible for others.

**Legislation and organisational policy and procedures**

2. Codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when maintaining a safe and clean environment.
3. Current local legislation and organisational requirements, procedures and practices for:
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks when cleaning and using cleaning equipment and materials
  - cleaning and acceptable levels of cleanliness
  - wearing of protective clothing
  - storage and use of cleaning agents, materials and equipment
  - infection control
  - maintaining a safe and clean environment.

**Theory and practice**

4. Methods of ensuring cleanliness and limiting infection.
5. The potential effects of not reporting hazards or taking the appropriate action to limit them.
6. The potential risks when using and storing cleaning materials and equipment and the ways in which these risks can be minimised.
7. The effects which the different forms of cleanliness and the needs different individuals will have on how and when the environment will be cleaned.
8. Why cleaning agents and materials should be correctly diluted and used and the possible effect of not doing this.
9. The appropriate cleaning materials for particular surfaces, equipment, furnishing and fittings
10. Why some areas require specialist cleaning equipment, materials and techniques.

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## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence:

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.

### (2) Methods of Assessment

#### Preferred methods to demonstrate competence for this unit are:

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for all elements in this unit.
- **Work products:** these can be any record that you would normally use within your normal role e.g. cleaning schedules, environmental checks, water temperature checks and maintenance records. Product evidence will be important for this unit.
- **Personal statement/professional discussion:** describes your actions in a particular situation and reflect on the reason (s) why you practice that way. This will relate to the individual you work with on a day to day basis.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask questions to clarify knowledge or areas of your practice. These can be oral or written but evidence of this must be recorded.
- **Witness testimony:** this is a confirmation of the way that you communicate with an individual, it could be written by your line manager, another assessor, a member of the care team you work with or an individual you are caring for.
- **APL/assignment/projects:** you may have already completed a project or assignment from vocationally related qualification; you may also have evidence from other training e.g. risk assessment, communications, record keeping and reporting, health and safety.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

**NB: Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**

### (3) Context of Assessment

- Simulation is NOT allowed for any part of this unit.

### **Care of the Older Adult**

This section provides explanations and definitions of the key words and concepts with specific use for this qualification. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.

### **Abuse**

Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm.

### **Active support**

Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.

### **Additional protective equipment**

Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment.

### **Advocate**

Carer, appropriate staff member, representative from an external agency.

### **Application of dressings and medicaments**

This refers to cases where the Podiatrist has prescribed these as part of the treatment plan, or they are used as a first aid measure.

### **Appropriate member of staff**

This is dependant upon the setting in which the preparation for the clinical activity takes place, but may include: registered nurse, social worker, GP, home manager, health visitor, midwife, qualified therapist.

### **Appropriate people**

Those people to whom you report any problems/causes for concern according to legal and organisational requirements.

**Assessment tool**

Individuals can be assessed in relation to their risk of developing problems related to pressure, common examples are the Norton Scale and the Waterlow scale.

**Behaviour**

Actions and communications by a person.

**Carers**

Look after family, partners or friends in need.

**Communication and language needs and preferences**

Are the individual's needs and preferences in terms of communication with you, and you communicating with and responding to them.

**Contaminated**

Includes: items 'contaminated' with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated.

**Dietary requirements**

Food and drink that will provide a balanced diet that meets the nutritional needs of individuals and supports their health and well-being.

**Dressings**

Different types of coverings to protect wounds and other types of condition.

**Emergency**

Immediate and threatening danger to individuals and others.

**Food and drink**

Food and drink which is to be consumed by the individual.

### **Forms/Methods of communication**

These include the type of communication individuals, key people and others within and outside your organisation use, for sending and receiving messages and information.

### **Harm**

The effects of an individual being physically, emotionally or sexually injured or abused.

### **Hazards**

Are items with the potential to cause harm.

### **Individuals**

The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.

### **Individuals who have been assessed as requiring help with general foot care**

Those who have been assessed by a podiatrist as being unable to maintain their own feet. The podiatrist will have prescribed a care plan for you to follow, covering those foot-care activities which an individual would otherwise do for her/him self. The care plan will have a review date, but if there are problems with the individual, the Podiatrist may be called upon before that date.

### **Informed consent**

Informed consent given by individual to being touched and having their programme/treatment carried out by the candidate. Consent may be given in writing or verbally.

### **Information and documentation**

Any records and information relevant to the individual's preparation for clinical activity including written notes, charts and graphs.

### **Key people**

Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.



### **Medication administration record and/or drug protocols**

Denotes the term used for the documentation on which medication has been ordered/prescribed – this will vary across care settings and environments, such as hospital and community settings, including medications prescribed by GPs and dispensed by community pharmacists where the instructions will be found on the medication packaging.

### **Messages**

Any form of communication from and about individuals, key people and other people and organisations. Messages might be information about legislation or working practices should be passed on and which your organisation may have procedures set in place to process immediately.

### **Moving and handling**

This refers to techniques which enable the worker to assist individuals to move from one position to another. Moving and handling must be consistent with current legislation.

### **Monitor**

Monitoring refers to the routine maintenance of effective functioning, but does not include carrying out repairs to equipment.

### **Needs of the individuals**

Relating to individual characteristics that influence choice and set up of equipment and other resources (e.g. mobility, protection from radiation etc.).

### **Others**

Are other people within and outside your organisation that are necessary for you to fulfil your job role.

### **Personal clothing and fashion items**

Outer clothes worn from home to work, jewellery, acrylic nails, nail varnish and false eyelashes.

### **Personal clothing and grooming**

The individual's own clothing and toiletries.

### **Personal protective clothing**

Clothing that offers protection for the worker and the individual. It includes items such as plastic aprons, gloves – both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing.

**Problems**

May include: an unexpected change in the individual's condition, conditions or behaviour indicating an adverse reaction or contra-indication in relation to the clinical activity to be undertaken, identification of a hazard within the immediate or general environment, where a hazard within the immediate or general environment, where the individual is unwilling or unable to comply with post procedural requirements relating to their health and well-being.

**Plan of care**

The plan of care will include all aspects of the individual's care needs which need to be adhered to within any setting in which the individual is placed. It addresses the holistic needs of the individual.

**Pressure sore Risk Standard precautions and health and safety measures**

A tool devised through research and evidence based practice by which a series of interventions which will minimise or prevent infection and cross infection including hand washing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate.

**Physical measurements**

These are measurements taken of the physical attributes of the individual.

**Rights**

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in the way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language.

### **Relevant persons**

A person named in the organisation's procedures as having responsibility for dealing with reports and incidents of violence.

### **Risk**

The likelihood that the worker will be subjected to violence at work.

### **Risks**

Risks are the likelihood of the hazards to occur. They can be to individuals in the form of infection, danger, harm and abuse and/or to the environment in the form of danger of damage and destruction.

### **Specialist equipment**

Personal equipment and equipment used in addition or as a replacement for ordinary cutlery, crockery and equipment.

### **Standard precautions and health and safety measures**

A series of interventions which will minimise or prevent infection and cross infection; including hand washing/cleansing before, during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate.

### **Service Users**

Examples are: patients, clients, passengers, customers, detainees, the public, parents, carers.

### **Specimens**

These are samples of bodily fluids that need to and can be monitored by individuals.

### **Standard precautions and health and safety measures**

A series of interventions which will minimise or prevent infection and cross infection; including hand washing/cleansing before, during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate.

### **Treatments**

Actions and activities that have to, and can be undertaken by individuals to promote their health.

### Triggers of violent behaviour

Triggers of violence are factors that might prompt violence occurring. They can be categorised in four different types:

- temporary personal factors- for example, the service-user (see below) being uncomfortable from a lack of food, warmth, light or presenting challenging behaviour whilst under the influence of drink or drugs, or
- persistent personal factors such as having a difficulty or disability which prevents normal communication, movement or behaviour, or
- temporary environmental factors such as a hot, noisy, crowded room, poor work dynamics in terms of furniture layout, etc. or
- persistent environmental factors such as too much being expected of the service-user or that the quality of the service consistently does not meet the required standards of the user.

### Violence

Violence is manifested as incidents where persons are abused, threatened or assaulted in circumstances relating to their work, involving an explicit or implicit challenge to their safety, well-being or health. This definition is taken to include verbal abuse or threat, threatening behaviour, any assault (and any apprehension of unlawful violence), and serious or persistent harassment, for any reason, and extends from what may seem to be minor incidents to serious assault and murder, and threats against the worker and/or their family.