City & Guilds Level 3 Diploma in Healthcare Support (4346-31)

Version 1.2 (July 2024)

Qualification Handbook

Qualification at a glance

Subject area	Health
City & Guilds number	4346
Age group approved	16+ / 18+
Entry requirements	N/A
Assessment	Portfolio, centre devised assignment for part of unit 300
Grading	Pass / Fail
Approvals	Automatic approval
Support materials	Assessment guidance for centre devised assessment: unit 300
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 3 Diploma in Healthcare Support	4346-31	610/2259/7	491	830

Version and date	Change detail	Section
1.0 April 2023	Initial version	All
1.1 June 2023	Clarification on AC numbers	Units 213, 228, 312
1.2 July 2024	Removal of repeat information in AC3.1	Unit 250

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1 Introduction

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

Area	Description

Who is the qualification for?	This qualification is for those individuals who wish to undertake an occupational qualification in Healthcare Support in England. This includes the following roles:
	• Adult Nursing
	• Maternity Support
	• Theatre Support
	• Children and Young People
	• Mental Health
	• Allied Health Profession Therapy Support
	  ○ Dietetics
	  ○ Physiotherapy
	  ○ Occupational Therapy
	  ○ Speech and Language Therapy
	  ○ Podiatry Support
	  ○ Prosthetics/Orthotic Support
	This qualification is part of the Gateway requirement for individuals wishing to undertake the Level 3 End-point assessment for Senior Healthcare Support Worker.

What does the qualification cover?	This qualification consists of mandatory units covering knowledge and skills competencies with optional specialisms which can be are combined in flexible ways to reflect the real working context of different learners. The mandatory units cover the core knowledge, skills and behaviours (KSB) of the Senior Healthcare Support Worker Apprenticeship Standard. The optional units map to the optional KSBs of the standard. As the qualification is designed to meet the requirements of a range of healthcare services for England the following areas are included: • Clinical Care • Health Navigation • Care of Older People • Learning Disability Support • Community Support • Maternity Support Each unit includes the relevant KSBs from the standard. A summary of mapping of the mandatory

Area	Description
	units against the standard's core KSBs is located on the 4346-31 webpage.
What opportunities for progression are there?	This qualification allows candidates to learn, develop and demonstrate the skills and knowledge required for employment and/or career progression in Healthcare. Opportunities may also be available to progress to an apprenticeships at level 5 such as the Assistant Practitioner in Healthcare or the Nursing Associate, or to higher education programmes, providing all entry requirements are met.
Who did we develop the qualification with?	This qualification is endorsed by Skills for Health the Sector Skills Council for the UK Health Sector and was developed in collaboration with them
Is it part of an apprenticeship framework or initiative?	Yes. This qualification is part of the Gateway requirements for the End-point Assessment for Senior Healthcare Support Worker

Structure

To achieve the City & Guilds Level 3 Diploma in Healthcare Support, learners must achieve: a total of 83 credits. 63 credits from the mandatory units and 20 credits from the optional group

City & Guilds unit number	Unit title	Credit	GLH
	Mandatory units:		
	Learners must achieve **63 credits** from mandatory units		
201	Safeguarding and protection in care settings	3	26
208	Cleaning, decontamination and waste management	2	22
220	Contribute to monitoring the health of individuals affected by health conditions	2	18
239	Maintaining quality standards in the health sector	2	13
300	Study Skills for Senior Healthcare Support Workers	6	20
301	Promote personal development in care settings	3	10
302	Promote health, safety and wellbeing in care settings	6	45
303	Effective communication in care setting	3	26
304	Promote effective handling of information in care settings	2	12
305	Duty of care in care settings	3	16
306	Promote equality and inclusion in care settings	3	22
307	Person-centred practice, choice and independence	6	39
309	Understand mental ill health	4	25
314	Undertake physiological measurements	4	23
357	Communicate with individuals about promoting their health and wellbeing	3	15
722	Service improvement within the health sector	3	23
802	Responsibilities of a Senior Healthcare Support Worker	3	22

849	Provide support to manage pain and discomfort	3	21
882	Maintain Infection prevention and control in a care setting	2	20
	Optional units:		
	Learners must achieve **20 credits** from the optional units.		
212	Undertake personal hygiene activities with individuals	3	24
213	Support independence in the tasks of daily living	5	37
214	Care for the older person	2	10
217	Contribute to the safe use of medical devices in the perioperative environment	4	29
218	Assist in receiving, handling and dispatching clinical specimens	2	17
219	Assist the practitioner to carry out healthcare activities	3	19
221	Principles of health promotion	2	13
223	Provide support for mobility	2	14
224	Support individuals undergoing healthcare activities	3	30
225	Provide agreed support for foot care	3	23
226	Remove wound closure materials	3	24
228	Support individuals to eat and drink	2	15
229	Prepare and apply dressings and drains to individuals in the perioperative environment	2	18
230	Understand planning and the practical application of health promotion	2	12
231	Contribute to the care of a deceased person	3	24
232	Undertake agreed pressure area care	4	30
235	Support individuals to access and use information about services and facilities	3	20

236	Assist in the administration of medication	3	25
237	Support individuals to carry out their own healthcare procedures	2	15
238	Contribute to the discharge of individuals to carers	2	11
241	Support individuals to meet personal care needs	2	16
242	Assist others to plan presentations	2	16
244	Move and position individuals safely in accordance with their care plan	4	27
245	Support individuals to manage continence	3	31
246	Obtain and test specimens from individuals	3	20
247	Prepare individuals for healthcare activities	3	22
248	Inform an individual of discharge arrangements	2	17
250	Select and wear appropriate personal protective equipment for work in healthcare settings	2	15
251	Monitor and maintain the environment and resources during and after healthcare activities	3	20
252	Prepare and dress for scrubbed clinical roles	4	28
254	Support individuals who are distressed	3	21
308	Personal wellbeing when working in mental health services	4	29
310	Obtain venous blood samples	3	24
311	Undertake treatments and dressings of lesions and wounds	4	23
312	Supporting the care of individuals with naso-gastric tubes	3	19
313	Care for individuals with urethral catheters	4	30
315	Carry out blood collection from fixed or central lines	4	30
316	Undertake stoma care	4	30
317	Obtain and test capillary blood samples	4	30

318	Undertake tissue viability risk assessments	3	16
320	Coordinate the progress of individuals through care pathways	3	15
321	Support individuals to access and use services and facilities	4	25
322	Obtain a client history	3	22
323	Support individuals who are bereaved	4	30
324	Understand the process and experience of dementia	4	23
325	Support individuals during a period of change	4	29
326	Support individuals at the end of life	6	50
327	Awareness of mental health legislation	3	28
328	Understand the context of supporting individuals with learning disabilities	4	35
329	Implement therapeutic group activities	4	25
330	Work in partnership with families to support individuals	3	27
332	Advise and inform individuals on managing their condition	5	36
333	Support individuals to live at home	4	29
334	Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies	3	22
335	Care for a newborn baby	4	32
336	Anatomy and physiology for maternity support workers	2	20
337	Support parents/carers and those in a parental role to care for babies during their first year	5	39
338	Support individuals with feeding babies	4	26
339	Prepare anaesthetic environment and provide support for pre and post operative anaesthesia and recovery	5	41
340	Provide support to the surgical team when preparing individuals for operative and invasive procedures	4	32

341	Measure and record individuals' body fluid balance in a perioperative environment	4	23
342	Assist in the delivery of perioperative care and support to individuals	4	24
343	Support individuals to manage their own recovery from mental health conditions	3	15
344	Support positive risk taking for individuals	4	32
345	Understand mental health interventions	4	14
346	Effective communication and building relationships in mental health work	6	27
347	Enable mental health service users and carers to manage change	3	15
348	Work with babies and young children to support their development and learning	5	35
349	Develop positive relationships with children and young people	3	23
350	Support children and young people experiencing transitions	3	17
351	Understand child and young person development	4	28
352	Understand how to safeguard the wellbeing of children and young people	7	45
353	Communicate with children and young people in care settings	4	29
354	Understand Advance Care Planning	3	25
355	Prepare for and carry out extended feeding techniques	4	27
356	Insert and secure nasogastric tubes	4	30
359	Implement positive behaviour support	6	41
360	Support individuals in undertaking their chosen activities	4	24
361	Undertake urethral catheterisation processes	4	34

362	Perform routine electrocardiograph (ECG) procedures	4	28
363	Administer oral nutritional products to individuals	4	23
365	Carry out wound drainage care	4	23
367	Support the spiritual wellbeing of individuals	4	26
368	Managing symptoms in end of life care	4	29
369	Support individuals during emergency situations	3	27
370	Support carers to meet the care needs of individuals	5	40
371	Understanding the effects of dementia on end of life care	3	22
372	Support individuals with specific communication needs	5	35
373	Remove wound drains	5	43
374	Administer medication to individuals and monitor the effects	5	30
375	Understand end of life care for individuals with specific health needs	4	21
376	Understand long term conditions and frailty	3	20
377	Understand the administration of medication	3	28
378	Assist in the administration of oxygen	4	34
382	Collate and communicate health information to individuals	2	15
383	Receive and handle clinical specimens within the sterile field	4	30
384	Make recommendations for the use of physical resources in a health setting	4	15
385	Understand mental health and behaviour management of children and young people	3	25
386	Perform first line calibration on clinical equipment to ensure it is fit for use	3	25
387	Understand the legal, policy and service framework in mental health	5	18

389	Prepare and provide surgical instrumentation and supplementary items for the surgical team	6	43
391	Enable individuals with behaviours that challenge to develop strategies to manage their behaviour	8	41
392	Transport, transfer and position individuals and equipment within the perioperative environment	5	32
393	Recognise indications of substance misuse and refer individuals to specialists	4	24
394	Conduct routine maintenance on clinical equipment	4	30
395	Support parents or carers to interact with and care for their newborn baby	4	30
397	Understand care and support planning and risk management in mental health	4	14
399	Support children and young people with mental health conditions	5	42
401	Support individuals during the last days of life	5	40
403	Support individuals to manage dysphagia	5	36
404	Perform intravenous cannulation	6	45
405	Provide advice on foot care for individuals with diabetes	4	31
407	Understanding suicide Interventions	6	47
408	Support individuals with mental health conditions to change patterns of behaviour using coping strategies	4	16
409	Support children and young people with additional needs	6	43
410	Enable children and young people to understand their health and wellbeing	5	38
411	Develop and agree individualised care plans for babies and families	5	38
702	Care for the physical and nutritional needs of babies and young children	5	35

703	Support individuals with speech and language disorders to develop their communication skills	5	32
704	Carry out vision screening	4	34
706	Implement hydrotherapy programmes for individuals and groups	5	35
707	Deliver exercise sessions to improve individuals' health and wellbeing	5	32
709	Reprocess endoscopy equipment	4	30
711	Provide support for individuals with communication and interaction difficulties	4	39
712	Provide support to individuals to continue recommended therapies	3	20
713	Collaborate in the assessment of environmental and social support in the community	4	23
715	Provide information and advice to individuals on eating to maintain optimum nutritional status	5	38
716	Assist in the implementation of programmes to increase mobility, movement and functional independence	4	28
717	Conduct hearing assessment	4	30
719	Give presentations to groups	3	26
720	Conduct external ear examinations	4	32
721	Manage the use of physical resources in a health setting	3	20
723	Adapt and fit healthcare equipment, medical devices, assistive technology or products to meet individuals' needs	6	37
724	Support individuals to retain, regain and develop skills for everyday life	4	28
725	Support individuals with cognition or learning difficulties	5	34
726	Assist in testing individuals' abilities prior to planning physical activities	5	38

728	Deliver training through demonstration and instruction	3	21
732	Monitor individuals' progress in relation to managing their body weight and nutrition	3	26
733	Assist in implementing treatment programmes for individuals with severely reduced movement mobility	4	29
734	Examine the feet of individuals with diabetes	4	26
735	Human structure and functionality	3	20
740	Dementia awareness	2	7
741	Contribute to the effectiveness of teams	2	5
845	Perform the non-scrubbed circulating role for perioperative procedures	4	28

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike guided learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 3 Diploma in Healthcare Support	491	830

2 Centre requirements

Approval

Automatic approval

If your centre is approved to offer the 4345-31 you will be automatically approved to offer the new 4346-31. Please refer to the document **Quality Assurance Standards: Centre Approval Process** for further information.

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

Resource requirements

Centre staffing

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

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Competence units MUST be assessed by occupationally competent assessors. Each assessor must be capable of carrying out the full requirements of the area they are assessing. Occupational competence means that they are also technically knowledgeable.

Technically knowledgeable assessors can assess units or learning outcomes which are designed to assess specific knowledge and understanding. Each assessor must have the relevant knowledge and understanding of the area they are assessing.

Assessors must also:

- maintain their occupational competence through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.
- hold or be working towards the City & Guilds 6317 such as:
  - the Level 3 Award in Assessing Competence in the Work Environment or
  - the Level 3 Certificate in Assessing Vocational Achievement or
  - another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's External Quality Assurer.

Where assessors are working towards their assessor qualifications, their assessment decisions must be countersigned by a qualified and occupationally competent assessor.

- See also the assessment section for details from the assessment strategy on the role of the expert witness.
- Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Internal quality assurers

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

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold an internal quality assurance or verification qualification.

The qualification requirements for an IQA are as follows, the IQA must:

- hold or be working towards the current Quality Assurance qualifications such as the City & Guilds:
  o 6317-41 Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice **or**
  o 6317-42 Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the internal quality assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to the 6317- 41/42 qualifications.

Continuing professional development (CPD)

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

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. For more detail on this visit the Quality Assurance Standards documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, internal quality assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be technically knowledgeable regarding the content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- carry out centre and qualification approval activities
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

This qualification is approved for learners aged 16 or above.

Access to assessment and special consideration

For information on how to apply for access arrangements please refer to ***How and when to apply for access arrangements and special consideration (cityandguilds.com)***

3 Delivering the qualification

Initial assessment and induction

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

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

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

Support materials

The following resources are available for this qualification:

Description	How to access
Assessor guidance for unit 300 centre devised assessment.	www.cityandguilds.com

4 Assessment

Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence containing evidence relevant to each unit
- successfully complete 1 centre devised assignment (for learning outcomes 6,7 and 8) of the mandatory unit 300: Study Skills for Senior Healthcare Support Worker

Assessment strategy

The assessment strategy for this qualification aligns with the Skills for Health Assessment Principles. The most up to date version of this document can be found on the Skills for Health website. Qualifications in England, Wales and Northern Ireland - Skills for Health

Assessment is carried out using range of assessment methods and evidence generated from these must be kept or referenced in a Portfolio of Evidence. All evidence in the portfolio for the skills learning outcomes must be generated in the workplace.

City & Guilds has written guidance for centres to write their own assignment for unit 300 which is a piece of extended writing/project, which can also provide evidence towards additional units. This can be downloaded from the 4346 qualification page on the City & Guilds website.

Assessment of competence-based units MUST contain evidence of direct observation of practice in the workplace as the primary source of evidence.

In some instances, direct observation may take place with the assessor being remote from the learner. This must be defined in the unit assessment strategy and must be discussed with the External Quality Assurer prior to the assessment taking place as this must be agreed with Skills for Health. A risk assessment must be conducted and documented prior to the assessment commencing to ensure that the privacy, dignity or confidentiality of any individual will not be compromised by the use of remote technologies.

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

An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff.

Other forms of evidence such as professional discussion, learner reflection and questioning may be used to assess learners' understanding. Evidence generated from these methods must also be included in the portfolio of evidence. Where digital methods of recording the evidence generated must be a reasonable duration, time stamped, as well as being referenced clearly to the units, learning outcomes and assessment criteria. This supports effective Internal and External Quality Assurance sampling.

Work products, such as care plans and records produced as a result of work activity MUST NOT be stored in the Portfolio of Evidence. These records must remain in situ in the workplace and the assessor must make reference to the learner's contribution to the record in their assessment records. Confidentiality must be maintained. Use of Expert Witness Testimony may also be helpful.

Simulation may **only** be utilised as an assessment method for learning outcomes that start with 'be able to' where this is specified in the assessment requirements of the unit. The use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. This must be discussed with the External Quality Assurer prior to the assessment taking place as this must also be agreed with Skills for Health.

Portfolio of evidence

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

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at **www.cityandguilds.com/eportfolios**.

City & Guilds has developed a set of *recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

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

Evidence sources

A portfolio of evidence will typically include several pieces of evidence - it must contain sufficient evidence to demonstrate the knowledge and skills required for all mandatory units each optional unit taken by the learner.

Evidence sources must include records of practice observed by the assessor and where required the expert witness.

Other sources of evidence could include records of:
Professional Discussions
Learner reflection
Learner continuing professional development
Questioning

This is not a definitive list; other evidence sources are permitted.

The evidence provided must be valid and attributable to the learner; the portfolio of evidence must contain a statement from the centre confirming this.

Time constraints

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

Qualification registration is valid for five years.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is also sector specific.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- guided learning hours (GLH)
- credit value
- unit aim
- assessment type
- learning outcomes, which are comprised of a number of assessment criteria
- additional information
- relationship to the Senior Healthcare Support Worker Apprenticeship Standard

Guidance for delivery of the units

This qualification is comprised of a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance, and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Additional information provides amplification and definitions of emboldened words in the assessment criteria in order to define the breadth or scope of a learning outcome and its assessment criteria.

Supporting information provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

Mandatory units

Unit 201 **Safeguarding and protection in care settings**

Level:	2
Credit:	3
GLH:	26
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand principles of safeguarding adults	1.1 Explain the term safeguarding 1.2 Explain own role and responsibilities in safeguarding individuals 1.3 Define the following terms: a. physical abuse **b. domestic abuse** c. sexual abuse d. emotional/ psychological abuse e. financial/material abuse f. modern slavery g. discriminatory abuse h. institutional/organisational abuse i. self-neglect j. neglect by others 1.4 Describe 'harm' 1.5 Describe restrictive practices
2. Know how to recognise signs and symptoms of abuse	2.1 Identify the signs and symptoms associated with each of the following types of abuse: a. physical abuse b. domestic abuse c. sexual abuse d. emotional/ psychological abuse

	e. financial/material abuse f. modern slavery g. discriminatory abuse h. institutional/ organisational abuse i. self-neglect j. neglect by others 2.2 Describe factors that may contribute to an **individual** being more vulnerable to abuse
3. Understand how to respond to suspected or alleged abuse	3.1 Explain **the actions to take** if there are suspicions that an individual is being abused 3.2 Explain the actions to take if an individual alleges that they are being abused 3.3 Identify when to seek support in situations beyond your experience and expertise 3.4 Identify ways to ensure that evidence of abuse is preserved
4. Understand the national and local context of safeguarding and protection from abuse	4.1 Identify relevant legislation, national policies and **local systems** that relate to safeguarding and protection from abuse 4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse 4.3 Identify factors which have featured in reports into serious cases of abuse and neglect 4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including **whistle-blowing**
5. Understand ways to reduce the likelihood of abuse	5.1 Explain how the likelihood of abuse may be reduced by: a. working with **person-centred values** b. encouraging **active participation** c. promoting choice and rights d. supporting individuals with awareness of personal safety 5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse 5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention
6. Understand how to recognise and report unsafe practices	6.1 Describe **unsafe practices** that may affect the **wellbeing** of individuals 6.2 Explain the actions to take if unsafe practices have been identified

	6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response
7. Understand principles for online safety	7.1 Describe the potential risks presented by: a. the use of electronic communication devices b. the use of the internet c. the use of social networking sites d. carrying out financial transactions online 7.2 Explain ways of reducing the risks presented by each of the following: a. the use of electronic communication devices b. the use of the internet c. the use of social networking sites d. carrying out financial transactions online 7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K4 S4
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles
Additional information	**Domestic abuse** should include acts of control and coercion. Factors may include: • a setting or situation • the individual. An **individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **The actions to take** constitute the learner's responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates: • a colleague • someone in the individual's personal network • the learner • the learner's line manager • others. **Local systems** may include: • employer/organisational policies and procedures

	• multi-agency adult protection arrangements for a locality. **Whistleblowing**: A whistle-blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct **Person-centred values** might include, but not limited to: • individuality • rights • choice • privacy • independence • dignity • respect • partnership. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. **Unsafe practices** may include: • poor working practices • resource difficulties • operational difficulties. **Wellbeing** may include aspects that are: • social • emotional • cultural • spiritual • intellectual • economic • physical • mental • geographical.

Unit 208 **Cleaning, decontamination and waste management**

Level:	2
Credit:	2
GLH:	22
Assessment type:	Portfolio
Aim:	This unit provides the knowledge, understanding and skills for maintaining a clean environment in accordance with national policies. Learners will gain knowledge and skills of the decontamination process and good practice when dealing with waste materials. This unit does not cover the decontamination of surgical instruments.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how to maintain a clean environment	1.1 State the general principles for environmental cleaning 1.2 Explain the purpose of cleaning schedules 1.3 Describe how the correct management of the environment minimises the spread of infection 1.4 Explain the reason for the national policy for colour coding of cleaning equipment
2. Understand the principles and steps of the decontamination process	2.1 Describe the three steps of the decontamination process 2.2 Describe how and when cleaning agents are used 2.3 Describe how and when disinfecting agents are used 2.4 Explain the role of personal protective equipment (PPE) during the decontamination process 2.5 Explain the concept of risk in dealing with specific types of contamination

	2.6 Explain how the level of risk determines the type of agent that may be used to decontaminate 2.7 Describe how equipment should be cleaned and stored
3. Understand the importance of good waste management practice	3.1 Identify the different categories of waste and the associated risks 3.2 Explain how to dispose of the different types of waste safely and without risk to others 3.3 Explain how waste should be stored prior to collection 3.4 Identify the legal responsibilities in relation to waste management 3.5 State how to reduce the risk of sharps injury
4. Be able to undertake the decontamination process	4.1 Select the appropriate cleaning and disinfecting agents 4.2 Select the appropriate personal protective equipment (PPE 4.3 Clean and decontaminate equipment 4.4 Store equipment safely 4.5 Dispose of waste safely 4.6 Store waste prior to collection

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K13 S13
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	Not applicable

Unit 220 **Contribute to monitoring the health of individuals affected by health conditions**

Level:	2
Credit:	2
GLH:	18
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to observe, monitor, record and report on the health of individuals affected by health conditions.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand monitoring of the health of individuals affected by health conditions	1.1 Explain the importance of monitoring the **health** of **individuals** affected by a health condition 1.2 Describe ways in which the health of individuals can be monitored
2 Be able to carry out observations of the health of individuals affected by health conditions	2.1 Identify what **observations** have been agreed to monitor the health condition of an individual 2.2 Confirm that **valid consent** has been obtained 2.3 Explain how consent would be gained from individuals who do not have the capacity to consent 2.4 Carry out required observations in ways that: a. respect the individual's dignity and privacy b. reassure the individual and minimise any fears or concerns

3 Be able to record and report on observations	3.1 Identify requirements for recording and reporting on changes in the individual's condition and wellbeing 3.2 Record required indicators of an individual's condition in line with local policy and procedure 3.3 Explain why changes to recording and reporting requirements in relation to an individual's health condition may be required
4 Be able to respond to changes in an individual's condition	4.1 Take immediate action when changes in an individual's health cause concern 4.2 Work with **others** to review information about changes in an individual's health 4.3 Clarify own understanding about changes to requirements for monitoring 4.4 Implement required changes to monitoring processes

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K7 S7
Assessment requirements	Assessment Principles for Qualifications that Assess Occupational Competence document. LO 2, 3, 4, 5, and 6 must be assessed in a real work environment. Please also refer to the Skills for Health
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Health** may include aspects that affect: • Mental health • Physical health. **Observations** may include: • informal observations • physical measurements • other agreed ways of monitoring. **Others** may include: • the individual • family members • line manager

	• other professionals • others who are important to the individual's wellbeing. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

Unit 239 **Maintaining quality standards in the health sector**

Level:	2
Credit:	2
GLH:	13
Assessment type:	Portfolio
Aim:	To develop an understanding of the importance of maintaining the quality of own work and that of others through monitoring competences to meet quality standards. Learners will learn the importance of prioritising workload, using and maintaining resources and the benefits of working with others. The unit will help the learner understand how legislation, policies and procedures determine quality standards.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how to provide a quality service within legislation, policies and procedures	1.1 Explain the importance of meeting quality standards as determined by legislation, **policies and procedures** 1.2 Explain how **others** could be encouraged to meet quality standards 1.3 Explain the benefits of maintaining quality standards
2. Understand the importance of working with others to provide a quality service	2.1 Explain professional responsibilities for working with others 2.2 Explain accountability when working with others 2.3 Explain the importance of working effectively with others to provide a quality service
3. Know how to monitor quality standards	3.1 Describe methods of monitoring quality standards 3.2 Explain how to inform other staff of quality issues 3.3 Describe how resources can be monitored

	and maintained 3.4 Outline the benefits of monitoring quality to maintain and improve standards
4. Understand the importance of prioritising own workload to reduce risks to quality	4.1 Review factors that can affect own workload 4.2 Explain how prioritising work will ensure the maintenance and improvement of a quality service

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K23 S23
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Policies and procedures** may include other agreed ways of working as well as formal policies and procedures. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing.

Unit 300 **Study skills for Senior Healthcare Support Workers**

Level:	3
Credit:	6
GLH:	20
Assessment type:	Centre devised assignment
Aim:	This unit intends to provide the learner with the skills and knowledge required to produce an extended piece of work using investigatory techniques

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand what is meant by study skills within the context of the role of Senior Healthcare Support Worker	1.1 Give examples of types of study skills that may be utilised when undertaking an extended piece of work 1.2 Explain the benefits of applying study skills within context of own role
2. Understand the qualities and abilities required of an independent learner	2.1 Discuss the qualities required of an independent learner 2.2 Explain approaches for problem solving 2.3 Explain the importance of critical reflection to support personal development 2.4 Explain the need and requirements for Continuing Professional Development (CPD)
3. Understand how to use investigatory techniques	3.1 Explain the difference between: a. primary research b. secondary research 3.2 Explain the use of the following within the health sector: a. primary research b. secondary research 3.3 Explain the impact of different **factors** on research

	3.4 Describe the **strategies** for gathering information critically and effectively to inform research
4. Understand plagiarism and the consequences of plagiarism	4.1 Explain the term plagiarism and the different forms plagiarism can take 4.2 Explain the consequences of plagiarism in the context of academic work, work-based assessment, and Good Scientific Practice 4.3 Discuss the use and abuse of plagiarism software
5. Understand how to reference information sources	5.1 Explain the different methods for referencing information sources
6. Be able to **plan** and carry out an extended piece of work	6.1 Create a **plan** that will inform the extended piece of work 6.2 Carry out primary and/or secondary research to inform the extended piece of work 6.3 Monitor own progress against the plan
7. Be able to present an extended piece of work	7.1 Create an extended piece of work that includes: a. Use of standard English b. information and communication technology (ICT) c. consideration of audience d. an evaluation of information from a variety of sources e. interpretation of information f. appropriate citation and referencing g. appropriate presentation format for chosen medium 7.2 Explain the importance of including: a. methodology b. analysis c. findings d. conclusions e. recommendations.
8. Be able to review an extended piece of own work	8.1 Explain the importance of seeking feedback on an extended piece of work 8.2 Seek feedback on an extended piece of work 8.3 Evaluate the methodology and the outcomes of feedback to: a. identify improvements b. inform future approach

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K24 K25 S24 S25
Assessment requirements	Please refer to the Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence document.
Additional information	**Factors** may include: • access to information • relevance of the research • time availability • trust in the research • authority of the presenters • competency of the methods used. **strategies** may include: • gathering information • critical analysis and validating • application of research. **Plans** may include: • topic • aims/terms of reference • audience • justification/methodology • timescales • sources • ethical considerations.

Unit 301 **Promote personal development in care settings**

Level:	3
Credit:	3
GLH:	10
Assessment type:	Portfolio
Aim:	This unit is about promoting personal development in care settings. This includes being able to reflect on own practice and use learning opportunities in relation to developing own practice.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role 1.2 Explain expectations about own work role as expressed in relevant **standards** 1.3 Describe how to work effectively with **others**
2. Be able to reflect on practice	2.1 Explain the principles of reflective practice 2.2 Explain the importance of reflective practice in continuously improving the quality of service provided 2.3 Reflect on practice to improve the quality of the service provided
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards 3.2 Use feedback to evaluate own performance and inform development
4. Be able to agree a personal development plan	4.1 Identify **sources of support** for planning and reviewing own development 4.2 Participate in **appraisal** to support professional development 4.3 Work with others to review and prioritise own learning needs, professional interests and development opportunities

	4.4 Work with others to agree own personal development plan
5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning activities have affected practice 5.2 Explain how reflective practice has led to improved ways of working 5.3 Explain why **continuing professional development** is important 5.4 Record progress in relation to personal development

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K18 K19 K20 S18 S19 S20
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. LO2 must be assessed in a real work environment. LO3 must be assessed in a real work environment. LO4 must be assessed in a real work environment. LO4 A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc. LO5 must be assessed in a real work environment.
Additional information	**Standards** may include: • codes of practice • regulations • minimum standards • national occupational standards • legislation. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates

	• outside services and organisations. • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing. **Sources of support** may include: • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation. **Appraisal**: This could be evidenced in a supervision which would happen more regularly than an annual appraisal. **Continuing professional development** refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It is a record of what you experience, learn and then apply.

Unit 302 **Promote health, safety and wellbeing in care settings**

Level:	3
Credit:	6
GLH:	45
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to promote and implement health, safety and wellbeing in their work setting.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety	1.1 Identify legislation relating to health and safety in a **care setting** 1.2 Explain the main points of health and safety **policies and procedures** agreed with the employer 1.3 Analyse the main health and safety responsibilities of: a. self b. the employer or manager c. **others** in the **work setting** 1.4 Identify specific **tasks** in the work setting that should not be carried out without special training
2. Be able to carry out own responsibilities for health and safety	2.1 Use policies and procedures or other agreed ways of working that relate to health and safety 2.2 Monitor potential health and safety risks 2.3 Use risk assessment in relation to health and safety 2.4 Minimise potential risks and hazards 2.5 Access additional support or information relating to health and safety 2.6 Support others' understanding of health and safety and follow agreed safe practices

3. Understand procedures for responding to accidents and sudden illness	3.1 Describe different types of accidents and sudden illness that may occur in own work setting 3.2 Explain procedures to be followed if an accident or sudden illness should occur
4. Know how to reduce the spread of infection	4.1 Describe the causes and spread of infection 4.2 Demonstrate the **use of Personal Protective Equipment (PPE)** 4.3 Wash hands using the recommended method 4.4 Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work 4.5 Explain own role in supporting others to follow practices that reduce the spread of infection
5. Know how to move and handle equipment and other objects safely	5.1 Explain main points of legislation that relate to moving and handling 5.2 Explain principles for safe moving and handling 5.3 Move and handle equipment and other objects safely
6. Know how to handle hazardous substances and materials	6.1 Describe types of hazardous substances that may be found in the work setting 6.2 Use safe practices when: a. storing hazardous substances b. using hazardous substances c. disposing of hazardous substances and materials
7. Be able to promote fire safety in the work setting	7.1 Describe practices that prevent fires from: a. starting b. spreading 7.2 Demonstrate measures that prevent fires from starting
8. Be able to implement security measures in the work setting	8.1 Follow agreed procedures for checking the identity of anyone requesting access to: a. premises b. information 8.2 Use measures to protect own security and the security of others in the work setting 8.3 Explain the importance of ensuring that others are aware of own whereabouts

9. Know how to manage stress	9.1 Describe common signs and indicators of **stress** in self and others 9.2 Analyse factors that can trigger stress 9.3 Compare strategies for managing stress in self and others 9.4 Explain how to access **sources of support**

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K12 K13 K14 K15 S12 S13 S14 S15
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.
Additional information	**Care setting** includes adult, children and young people's health settings and adult care settings. **Policies and procedures** may include other agreed ways of working as well as formal policies and procedures. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing. **Work setting** may include one specific location or a range of locations, depending on the context of a particular work role. **Tasks** that the learner should not carry out without special training may include those relating to: • use of equipment • first aid • medication • health care procedures • food handling and preparation. **Use of Personal Protective Equipment (PPE)**

	The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required. **Stress** can have positive as well as negative effects, but in this unit the word is used to refer to negative stress. **Sources of support** may include: • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation.

Unit 303 **Effective communication in care settings**

Level:	3
Credit:	3
GLH:	26
Assessment type:	Portfolio
Aim:	The aim of the unit is to ensure that the learner understands different strategies and techniques used to communicate effectively and will be able to apply them in practice. Learners will understand barriers to effective communication and how they can be overcome. They should be aware of the role of an advocate in supporting individuals' communication needs.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand why effective communication is important in the **work setting**	1.1 Identify different reasons people communicate. 1.2 Analyse how communication affects relationships in the work setting 1.3 Analyse how communication skills can be used to manage complex, sensitive, abusive and difficult situations 1.4 Explain the importance of maintaining open and honest communication 1.5 Identify how to access extra support or services to enable effective communication with and between individuals
2. Understand the variety in people's communication needs and preferences	2.1 Describe the range of **communication styles, methods and skills** available 2.2 Explain how people may use and/or interpret communication methods and styles in different ways 2.3 Identify factors to consider when promoting effective communication

	2.4 Explain how digital and other technologies can be used to promote and enhance communication between self and others 2.5 Identify **barriers** that may be present when communicating with others 2.6 Analyse the impact of **poor or inappropriate** communication practices
3. Be able to communicate effectively with **others**	3.1 Demonstrate a range of effective communication methods and skills 3.2 Apply communication skills appropriately in relation to message and audience for maximum impact 3.3 Use communication skills to build relationships 3.4 Identify and overcome barriers to communication with a range of people
4. Be able to meet the communication and language needs, wishes and preferences of individuals	4.1 Establish the communication and language needs, wishes and **preferences** of **individuals** to maximise the quality of interaction 4.2 Demonstrate a range of communication styles, methods and skills to meet individuals' needs 4.3 Respond to an individual's reactions when communicating 4.4 Demonstrate professionalism when using a variety of communication methods
5. Understand the role of independent advocacy services in supporting individuals to communicate their wishes, needs and preferences	5.1 Explain the purpose and principles of independent advocacy 5.2 Explain when to offer support to individuals to access an advocate 5.3 Explain how to support individuals to access advocacy
6. Understand confidentiality in care settings	6.1 Explain the meaning of the term 'confidentiality' 6.2 Explain the importance of maintaining confidentiality when communicating with others 6.3 Give examples to illustrate when and why confidentiality may need to be breached 6.4 Analyse the potential tension between maintaining an individual's confidentiality and disclosing concerns

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K10 K17 K22 S10 S17 S22
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Work setting** this may include one specific location or a range of locations depending on the context of the learners' role. **Communication styles, methods and skills**: learners should consider: • verbal: words, voice, tone, pitch, spoken and written • non-verbal: body language, proximity, eye contact, touch, gestures, behaviour • additional methods to support communication: signs, symbols and pictures, objects of reference • face to face communication (physically together or online), phone calls, email, letters, reports, text messages, the use of digital technology and technological aids, social networks, presentations • active listening skills including paraphrasing, reflection, summarising, reframing, providing encouragement • interpretation of non-verbal communication • ability to use silence to provide space and support. **Barriers** may include, but are not limited to: • environment • time • own physical, emotional or psychological state • physical, emotional or psychological state of others • own skills, abilities or confidence • own or others' prejudices • conflict. **Others** in this context, this refers to everyone a worker is likely to come in to contact with, including: • individuals accessing care and support services

	• carers, loved ones, family, friends of those accessing care and support services colleagues and peers • managers and supervisors • professionals from other services • visitors to the work setting • members of the community • volunteers. **Services** may include: • translation services • interpretation services • speech and language services • advocacy services **Poor or inappropriate behaviours** may include but is not limited to: • patronising individuals • not listening to individuals • not making time to communicate effectively • not respecting individuals' communication preferences, needs or strengths • using communication skills to control or take ownership of an interaction • interrupting or talking over someone • offering inappropriate or unsolicited advice • placating an individual. **Preferences** may be based on: • beliefs • values, • culture • aspirations • wishes. **Individual**: in this context this is a person accessing care and support. The individual, or individuals, will normally refer to the person or people that the learner is providing care and support for.

Unit 304 **Promote effective handling of information in care settings**

Level:	3
Credit:	2
GLH:	12
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It covers the knowledge and skills needed to implement and promote good practice in recording, sharing, storing and accessing information.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand requirements for handling information in care settings	1.1 Identify legislation and codes of practice that relate to handling information in **care settings** 1.2 Summarise the main points of legal requirements and codes of practice for handling information in care settings 1.3 Describe how to ensure data and cyber security is maintained in care services when using: a. electronic information systems b. manual systems 1.4 Describe how to support others to keep information secure 1.5 Explain what is considered a 'data breach' in the handling of information electronically and manually 1.6. Describe the role of the Caldicott guardian in relation to 'data breach' within care settings
2. Be able to implement good practice in handling information	2.1 Ensure data security is maintained when storing and accessing i**nformation** 2.2 Maintain and promote confidentiality in day-to-day communication

	2.3 Maintain records that are up to date, complete, accurate and legible
3. Be able to support others to handle information	3.1 Support others to understand the need for secure handling of information 3.2 Support others to understand and contribute to records
4. Be able to support audit processes within own role and responsibilities	4.1 Support audit processes in line with own role and responsibilities

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K21 K22 S21 K22
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Care settings** includes adult, children and young people's health settings and adult care settings. **Information** to include electronic and manual systems.

Unit 305 **Duty of care in care settings**

Level:	3
Credit:	3
GLH:	16
Assessment type:	Portfolio
Aim:	This unit is aimed at those who work in a wide range of settings. It introduces ways to address the dilemmas, conflicts or complaints that may arise where there is a duty of care.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how duty of care contributes to safe practice	1.1 Explain what it means to have a duty of care in own work role 1.2 Explain how duty of care relates to duty of candor 1.3 Explain how duty of care contributes to the safeguarding or protection of **individuals**
2 Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1 Identify conflicts or dilemmas that may arise between the duty of care and an individual's rights 2.2 Explain how to work effectively with individuals and others to address conflicts and dilemmas related to duty of care and achieve positive outcomes 2.3 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care 2.4 Outline where to access additional support and advice about addressing dilemmas in a care/healthcare setting
3. Know how to respond to concerns, comments and complaints	3.1 Explain own role in identifying and responding to concerns, comments, and complaints

	3.2 Outline the agreed **policies and procedures** for handling concerns, comments, and complaint 3.3 Explain the benefits of empowering individuals and others to express their concerns, comments, suggestions, and complaints
4. Know how to recognise and respond to adverse events, incidents, errors and near misses	4.1 Describe what is meant by: a. an adverse event b. an incident c. an error d. a near miss 4.2 Explain own role in recognising, reporting and responding to: a. an adverse event b. an incident c. an error d. a near miss 4.3 Outline actions to take in response to an identified incident or risk 4.4 Describe how effective practice may prevent further occurrences and improve quality of care

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K4: S4
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual:** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. **Policies and procedures:** may include other agreed ways of working as well as formal policies and procedures.

Unit 306 **Promote equality and inclusion in care settings**

Level:	3
Credit:	3
GLH:	22
Assessment type:	Portfolio
Aim:	This unit is aimed at those who work in in a wide range of care settings. The unit covers the concepts of equality, diversity and inclusion which are fundamental to such roles

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the importance of diversity, equality and inclusion	1.1 Explain the principles of: a. diversity b. equality c. Inclusion d. discrimination 1.2 Describe the **effects** of discrimination 1.3 Explain how legislation, policy and codes of practice relating to equality, diversity and discrimination apply to own work role 1.4 Explain how inclusive practice promotes equality and supports diversity 1.5 Explain the meaning of consent and the importance of gaining consent in your practice
2. Be able to work in an inclusive way	2.1 Plan **interactions** which are inclusive to different needs 2.2 Communicate with individuals regarding their needs and wishes 2.3 Work in partnership with others to ensure that individuals are able to access opportunities in line with their needs and wishes

3. Be able to promote diversity, equality and inclusion	3.1 Work with **individuals** in a way that respects their beliefs, culture, values and **preferences** 3.2 Support **others** to promote equality and rights 3.3 Describe how to challenge discrimination in a way that promotes change

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K3 S3
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Assessment criteria 2.1, 2.2, 2.3, 3.1 and 3.2 must be assessment in a real working environment. Simulation is not permitted for this unit.
Additional information	**Care settings** includes adult, children and young people's health settings and adult care settings. **Effects** may include effects on: • the individual • families or friends of the individual • those who inflict discrimination • wider society. **Interactions** may include: • activities • outings • treatment • meetings. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Preferences** may be based on: • beliefs • values, • culture • aspirations • wishes. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families

	• carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing.

Unit 307 **Person-centred practice, choice and independence**

Level:	3
Credit:	6
GLH:	39
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of adult care settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the application of person-centred practices in care settings	1.1 Explain how **person-centred values** can be applied in a range of situations 1.2 Describe ways to build **relationships** with **individuals** effectively 1.3 Explain how and why person-centred values and **strength-based approaches** must influence all aspects of care work 1.4 Describe how **care plans** and **other resources** can be used to apply: a. person-centred values b. strength-based approaches 1.5 Evaluate how active participation of individuals and others in care planning promotes person-centred values and strength-based approaches when: a. meeting an individual's holistic needs b. **planning for their future** 1.6 Explain how to collate feedback to support delivery of person-centred care in line with roles and responsibilities 1.7 Describe how to support individuals to question or challenge decisions made about them by others

2. Understand the importance of individuals' relationships	2.1 Identify different relationships and people who may be important to individuals, including intimate or sexual relationships 2.2 Analyse the impact maintaining and building relationships can have on individuals 2.3 Describe own role in supporting individuals to maintain and build relationships
3. Be able to apply person-centred approaches	3.1 Work with an individual and **others** to establish and understand the individual's **history, preferences, wishes, strengths and needs** 3.2 Work with individuals to identify how they want to actively participate in their care and support, taking into account their history, preferences, wishes, strengths and needs 3.3 Respond to individuals' changing needs or preferences and adapt actions and approaches accordingly 3.4 Demonstrate respect for individuals' lifestyle, choices and relationships 3.5 Demonstrate ways to promote understanding and application of **active participation** to others
4. Be able to promote individuals' rights to make choices	4.1 Support individuals to make informed choices and decisions 4.2 Establish **informed consent** when providing care and support 4.3 Use support mechanisms and guidance to support the individual's right to make choices 4.4 Work with individuals to manage risk in a way that maintains and promotes the individual's right to make choices
5. Be able to promote individuals' independence	5.1 Involve individuals in their care and support 5.2 Support individuals to recognise their strengths and their abilities to gain confidence to self-care 5.3 Identify a range of **technologies** that can support or maintain individuals' independence

6. Understand the role of risk assessments in promoting person-centred approaches, choice and independence	6.1 Explain how risk assessments can be used to promote and enable individuals' choice, independence and right to take risks 6.2 Compare the different **risk assessment methods** that are used in different situations and own role within these 6.3 Explain the importance of reviewing and updating individuals' risk assessments 6.4 Describe when risk assessments should be reviewed and updated and who should be involved in the process

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K3 S3
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Additional information	**Person-centred values** might include, but are not limited to: • individuality • rights • choice • privacy • independence • dignity • respect • partnership. **Relationships l**earners should consider the range of relationships important to individuals they are supporting. Consideration should go beyond immediate family and next of kin, and may include partners/spouses, extended family, friends, pets, neighbours, people in the community and other professionals. Learners should also take into consideration intimacy, sexuality and sexual relationships. **Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Strength-based approaches** *s*ometimes referred to as 'asset-based approaches'. This approach focuses on

	individuals' strengths/resources, building on their abilities to maintain their wellbeing and independence. **A care plan** may be known by other names in different settings (for example, support plan, individual plan). It is a document in which day-to-day requirements and preferences for care and support are detailed and accessible to those involved in their care and support. Learners should consider their own role in using care plans when providing person-centred care, as well as how care plans are used to create and enable person-centred care. They should demonstrate understanding of how individual needs, wishes and preferences are reflected within the care plan. In addition, they should demonstrate awareness of people involved in creating a care plan, such as the individual and those important to them, as well as professionals, and how the care plan is reviewed to ensure it continues to reflect the individual's aspirations. **Other resources:** These might include, but are not limited to: • one-page profiles • advance care plans • assessment from other organisations • information from other people important to the individual. **Planning for their futures** might include, but is not limited to: • living arrangements • health and wellbeing • relationships • education or employment • end of life care. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing. **History, preferences, wishes, strengths and needs** may be based on experiences, desires, values, beliefs or culture, and may change over time.

	Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. **Informed consent** where an individual with capacity to consent voluntarily agrees to an action or decision based on awareness and understanding of risks, benefits and alternatives. **Technologies** may include assistive technology and/or digital technology. **Risk assessment methods** in line with organisational policies, procedures and practices.

Unit 309 **Understand mental ill health**

Level:	3
Credit:	4
GLH:	25
Assessment type:	Portfolio
Aim:	This unit aims to provide the learner with knowledge and skills of the main forms of mental ill health. The focus of the unit is on understanding the different ways in which mental ill health may affect the individual and others in their social network.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the types of mental ill health	1.1 Describe the types of mental ill health according to the psychiatric (DSM/ICD) classification system: a. mood disorders b. personality disorders c. anxiety disorders d. psychotic disorders e. substance-related disorders f. eating disorders g. cognitive disorders 1.2 Explain the key strengths and limitations of the psychiatric classification system 1.3 Explain alternative frameworks for understanding mental ill health 1.4 Explain indicators of mental ill health
2. Understand the impact of mental ill health on individuals and others in their social network	2.1 Explain how individuals experience discrimination 2.2 Explain how an online presence may impact on mental ill health 2.3 Explain the **effects** mental ill health may have on an individual

	2.4 Explain the effects mental ill health may have on those in the individual's familial, social, or work network 2.5 Explain the impact of an individual's mental ill-health on active participation in society 2.6 Explain how to intervene to promote an individual's mental health and wellbeing
3. Understand the difficulties individuals with mental ill health may face	3.1 Outline barriers individuals with mental health problems may face 3.2 Describe difficulties individuals with mental health problems may face in the community 3.3 Explain ways to promote community access for those with mental health problems
4. Know signs and symptoms that indicate an individual's overall wellbeing is deteriorating and respond to the deterioration	4.1 Identify indicators of an individual's physical, wellbeing and mental health is deteriorating 4.2 Describe the process to notify observations of an individual's physical, wellbeing and mental health is deteriorating 4.3 Respond to deteriorations in and individuals' physical health, mental health and wellbeing
5. Know how to recognise and respond to limitations in an individual's mental capacity	5.1 Explain the meaning of capacity relating to mental health 5.2 Describe how to recognise limitations in an individual's mental capacity 5.3 Identify limitations in an individual's mental capacity 5.4 Explain how to respond to limitations in an individual's mental capacity 5.5 Respond to limitations in an individual's mental capacity
6. Be able to identify situations of risk to individuals with mental ill-health to self and others	6.1 Identify situations of risk to: a. individuals with mental ill-health b. self c. others 6.2 Seek support where a situation of risk is identified

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K11 S11

Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Effects may include:** • psychological and emotional impacts • behaviour • physical health • practical and financial impacts • the impact of using services • social exclusion • positive impacts.

Unit 314 **Undertake physiological measurements**

Level:	3
Credit:	4
GLH:	23
Assessment type:	Portfolio
Aim:	This unit is aimed at social care staff involved in the taking and recording of physiological measurements as part of the individual's care plan.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand relevant legislation, policy and good practice for undertaking physiological measurements.	1.1 Describe current legislation, national guidelines, organisational policies and protocols affecting work practice.
2 Understand the physiological states that can be measured.	2.1 Explain the principles of blood pressure to include: a. blood pressure maintenance b. differentiation between systolic and diastolic blood pressure c. normal limits of blood pressure d. conditions of high or low blood pressure 2.2 Explain the principles of body temperature to include: a. body temperature maintenance b. normal body temperature c. pyrexia, hyper-pyrexia and hypothermia 2.3 Explain the principles of respiratory rates to include: a. normal respiratory rates b. factors affecting respiratory rates in ill and well individuals 2.4 Explain the principles of pulse rates to include:

	a. normal pulse rates limits b. factors affecting pulse rates – raising or lowering c. pulse sites on the body d. the requirement for pulse oximetry measurements e. analysis and implication of pulse oximetry findings 2.5 Explain principles of Body Mass Index (BMI) in relation to weight/dietary control 2.6 Explain major factors that influence changes in physiological measurements 2.7 Explain the importance of undertaking physiological measurements 2.8 Explain how **physiological measurements may need to be adapted** for the individual
3 Be able to prepare to take physiological measurements.	3.1 Explain to the individual what measurements will be undertaken and why these are done 3.2 Reassure the individual during the physiological measurements process 3.3 Answer questions and deal with concerns during the physiological measurements process 3.4 Explain the help individuals may need before taking their physiological measurements 3.5 Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements 3.6 Ensure all materials and equipment to be used are appropriately prepared 3.7 Confirm the individual's identity and obtain valid consent before undertaking physiological measurements
4 Be able to undertake physiological measurements.	4.1 Apply standard precautions for infection prevention and control 4.2 Apply health and safety measures relevant to the procedure and environment 4.3 Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement 4.4 Monitor the condition of the individual throughout the measurement 4.5 Respond to any significant changes in the individual's condition. 4.6 Follow the agreed process when unable to obtain or read a physiological measurement.

	4.7 Identify any issues outside own responsibility and refer these to other colleagues.
5 Be able to record and report results of physiological measurements.	5.1 Explain the necessity of recording physiological measurements. 5.2 Explain common conditions which require recording of physiological measurements. 5.3 Demonstrate the correct process for reporting measurements that fall outside the normal levels. 5.4 Record physiological measurements taken accurately using the correct documentation.

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K28 S28
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Additional information	**Physiological measurements may need to be adapted:** Physiological measurements may need to be adapted for the individual depending on their: • size • age • stage of development.

Unit 357 **Communicate with individuals about promoting their health and wellbeing**

Level:	3
Credit:	3
GLH:	15
Assessment type:	Portfolio
Aim:	The unit introduces the concepts of health and wellbeing and the ways of communicating key messages to individuals, in order to support them with choices they could make to improve their health and wellbeing.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the relationship between health, wellbeing and lifestyle	1.1 Explain the terms 'health' and 'wellbeing' 1.2 Define the term 'lifestyle' 1.3 Explain the relationship between health and wellbeing and lifestyle 1.4 Explain the impact on society of health and wellbeing
2. Understand factors influencing health and wellbeing	2.1 Analyse factors influencing **individuals'** health and wellbeing 2.2 Explain wider determinants of health and wellbeing
3. Be able to communicate with individuals and others when promoting health and wellbeing	3.1 Summarise key health promotion messages and the benefits of making lifestyle changes 3.2 Select and use ways to communicate with individuals and others in relation to their health and wellbeing 3.3 Encourage an open and frank exchange of views 3.4 Identify barriers to communication 3.5 Use appropriate methods to reduce barriers to communications

	3.6 Acknowledge individuals' right to make their own decisions 3.7 Support individuals and others to make their own informed decisions
4. Be able to encourage individuals to address issues relating to their health and wellbeing	4.1 Describe a range of approaches for promoting health and wellbeing 4.2 Raise individuals' awareness of the key issues relating to their health and wellbeing 4.3 Support individuals and others to identify factors affecting their health and wellbeing 4.4 Explore individuals' knowledge and beliefs about health and wellbeing 4.5 Encourage individuals and others to take responsibility for changing their behaviour 4.6 Identify agencies and **others** who may be able to help individuals to improve their health and wellbeing 4.7 Signpost individuals and others to reliable and up-to-date information and advice 4.8 Enable individuals and others to access appropriate support

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K5 K6 S5 S6
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcome 1, 3 and 4 must be assessed in a real work environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals

	• others who are important to the individual's wellbeing.

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Unit 722 **Service improvement within the health sector**

Level:	3
Credit:	3
GLH:	23
Assessment type:	Portfolio
Aim:	This unit aims to develop the ability to contribute to service improvement in the health sector. The unit looks at how to identify, discuss and implement service improvements. Learners will consider how to implement change and how to support others in making changes.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Be able to evaluate own work and that of others to identify improvements	1.1 Show how to **benchmark** own work and that of others in line with requirements and standards 1.2 Obtain **feedback** and use to identify potential service improvements 1.3 Review the policies and strategies for service improvements
2. Understand how to make constructive suggestions about how services can beimproved	2.1 Explain **key issues** related to potential improvements 2.2 Explain why service improvements are required 2.3 Explain how service improvements could be implemented
3. Understand how to discuss and agree improvements with others	3.1 Identify those who may be involved in agreeing service improvements 3.2 Explain the importance of agreeing changes with others 3.3 Explain how working with others can support service improvements

4. Understand how to make agreed improvements to own work and how to support others to make changes	4.1 Evaluate strategies for making changes effective within own work role 4.2 Explain how to support others in implementing changes

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K23 S23
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcome 1 must be assessed in a real working environment.
Additional information	**Benchmark** means to evaluate against a standard or point. In this case it would be an evaluation of the service offered by self and the team in line with requirements **Feedback** may be sought from: • individuals • families • visitors • team members • other health professionals • others. **Key issues** may include: • financial • staffing levels • structural • resistance to change • unable to reach a consensus.

Unit 802 **Responsibilities of a Senior Healthcare Support Worker**

Level:	3
Credit:	3
GLH:	22
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand agreed ways of working	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role 1.2 Explain what is meant by the term: **a. 'Delegated healthcare task'** b. who might delegate a healthcare task and why 1.3 Explain own role in **quality assurance processes** and promoting positive experiences for **individuals** accessing healthcare 1.4 Describe escalation and reporting processes when delegated healthcare tasks are outside limits of own knowledge and skills
2. Understand working relationships in healthcare settings	2.1 Explain how a working relationship is different from a personal relationship 2.2 Describe different **working relationships** in **healthcare settings** 2.3 Explain the different skills and approaches used when: a. partnership working

	b. resolving conflicts in relationships and partnerships 2.4 Explain how and when to access support and advice about: a. partnership working b. resolving conflicts in relationships and partnerships
3 Be able to follow agreed ways of working	3.1 Explain why it is important to adhere to the agreed scope of the job role, responsibility and training 3.2 Access full and up-to-date details of **agreed ways of working** 3.3 Implement agreed ways of working within limits of own knowledge and skills and escalating and reporting to **others** when needed
4 Be able to work in partnership with others	4.1 Explain why it is important to work in partnership with others 4.2 Demonstrate ways of working that can help improve partnership working

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K2 K3 S1 S2 S3
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.
Additional information	**Delegated healthcare tasks,** a delegated healthcare task is a health intervention or activity usually of a clinical nature, that a registered healthcare professional delegates to a paid healthcare worker. It is recognised that not all care and support workers will have healthcare tasks delegated to them. However, it is important learners develop an understanding of what these are and the requirements around them. This is to help prepare learners for potential delegated responsibility in the future. Delegated healthcare tasks may include, but are not limited to: • supporting skin integrity and wound healing by changing dressing

	• supporting a person's nutrition using a PEG (Percutaneous endoscopic gastronomy) • supporting a person to manage their diabetes through insulin administration and monitoring. **Quality assurance processes** may include**:** • own role • understanding and accountability with internal governance and processes used such as assurance and auditing procedures. • participating in inspection visits, e.g., Care Quality Commission (CQC) • attending relevant training. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Working relationships,** learners must consider the following groups of people they have working relationship with (unless their role means they do not have a relationship with a particular group of people): • individuals accessing care support service • the friends, family and loved ones of those accessing care and support services • peers and team members • managers and senior management • other colleagues (paid and volunteers) within the organisation • paid workers and volunteers from both a organisations and teams. **Healthcare settings** e.g. adult, children and young people's healthcare settings and adult healthcare settings. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing. **Agreed ways of working** may include**:**

	• Including policies and procedures • job descriptions • less formal agreements and expected practices.

Unit 849 **Provide support to manage pain and discomfort**

Level:	3
Credit:	3
GLH:	21
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand approaches to managing pain and discomfort	1.1 Describe the signs and symptoms that an individual is in pain, distress or discomfort 1.2 Explain the importance of a holistic approach to managing pain and discomfort 1.3 Describe different approaches to alleviate pain and minimise discomfort 1.4 Outline **agreed ways of working** that relate to managing pain and discomfort
2. Be able to assist in minimising individuals' pain or discomfort	2.1 Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and wellbeing 2.2 Describe how pain and discomfort may affect an **individual's** holistic wellbeing 2.3 Describe how pain and discomfort may affect an **individual's** communication 2.4 Encourage an individual to express their pain or discomfort 2.5 Explain how to recognise that an individual is in pain when they are not able to verbally communicate

	2.6 Support carers to recognise when individuals are in pain or discomfort 2.7 Explain how to evaluate pain levels using **assessment tools** in own area of work 2.8 Encourage an individual and their carers to use self-help methods of pain control 2.9 Assist an individual to be positioned safely and comfortably 2.10 Carry out agreed measures to alleviate pain and discomfort within limitations of own competence and knowledge 2.11 Explain when and where to seek further support if needed
3. Be able to monitor, record and report on the management of individuals' pain or discomfort	3.1 Carry out required monitoring activities relating to management of an individual's pain or discomfort 3.2 Complete records in line with agreed ways of working 3.3 Report findings and concerns as required

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K8 S8
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Assessment criteria 2.3, 2.5, 2.7,2.8, 2.9, 3.1, 3.2 and 3.3 must be assessed in a real work situation.
Additional information	**Agreed ways of working** will include standards, codes of practice, policies and procedures where these exist; they also may include less formal tools documented with micro-employers. **Individua**l refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.. **Assessment tools** may include the use of pain scores.

Unit 882 **Maintain infection prevention and control in a care setting**

Level:	3
Credit:	2
GLH:	20
Assessment type:	Portfolio
Aim:	This unit is aimed at those who work in a wide range of care settings. The unit explores the prevention and control of infection.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand own role in the prevention and control of the spread of infection	1.1 Describe the different **types of infection** 1.2 Describe how the chain of infection can lead to the **spread of infection** 1.3 Explain how to identify **individuals** who have, or are at risk of developing an infection 1.4 Identify actions to reduce the risks of infection to individuals and **others** 1.5 Describe own role and responsibilities in relation to: a. identifying an outbreak or spread of infection b. actions to take once an infection outbreak or spread has been identified 1.6 Describe own responsibilities for ensuring that cleaning and **decontamination** of environments and equipment is carried out according to the level of risk 1.7 Describe own role in supporting others to follow practices that reduce the spread of infection

2. Be able to work in ways to prevent and control the spread of infection	2.1 Risk assess a range of situations and select and use **personal protective equipment (PPE)** appropriate to the risk and situation 2.2 Identify when it is necessary to perform **hand hygiene** 2.3 Perform hand hygiene prior to and following appropriate **points of contact** using approved techniques and products 2.4 Demonstrate ways of working to ensure that own health and hygiene does not pose a risk to individuals and others

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K12 K13 S12 S13
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcome 2 must be assessed in a real work environment (RWE).
Additional information	**Types of infection: C**ould include: • bacterial • viral • fungal • parasitic • protozoan. **Spread of infection,** learners should describe each of the 6 links of the chain of infection to illustrate how infection can spread. They should also demonstrate awareness of the different modes of transmission infection (for example, airborne, droplet, contact, through body fluids, contaminated food or objects). **Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Others i**n this context, this refers to everyone a worker is likely to come in to contact with, including themselves: • individuals accessing care and support services • carers, loved ones, family, friends of those accessing care and support services • colleagues and peers • managers and supervisors • professionals from other services • visitors to the work setting

	• members of the community • volunteers. **Decontamination** is the process of removing or neutralising harmful microorganisms from an item or surface, by cleaning, disinfection and/or sterilisation, to reduce the spread of infection. **Personal protective equipment (PPE),** The learner must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after risk assessment PPE is not required. **Hand hygiene** using recommended hand-washing techniques, approved products and the use of sanitiser where indicated. **Points of contact** are key moments when hand hygiene should take place to prevent cross infection, for example: • before and after physical contact with each individual • prior to cleaning procedures • after risk of exposure to body fluids • following removal of gloves.

Optional units

Unit 212 **Undertake personal hygiene activities with individuals**

Level:	2
Credit:	3
GLH:	24
Assessment type:	Portfolio
Aim:	The learner will develop skills in supporting individuals to maintain personal hygiene. This includes care of the skin, mouth, nose, eyes and ears and requires knowledge of the organs' anatomy and physiology. Application of infection control is required. The ability to follow a care plan is central to carrying out the activities.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to undertaking personal hygiene activities with individuals	1.1 Identify current legislation, national guidelines, **policies**, **procedures** and protocols in relation to undertaking personal hygiene activities with **individuals** 1.2 Explain the importance of complying with health and safety 1.3 Explain the importance of infection control during personal hygiene activities
2. Know the anatomy and physiology of the skin, nose, mouth, eyes and ears in relation to cleansing	2.1 Describe the anatomy and physiology of the a. skin b. nose c. mouth d. eyes e. ears in relation to cleansing
3. Be able to prepare for undertaking personal hygiene activities with individuals	3.1 Explain the importance of following the individual's care plan 3.2 Prepare the environment and equipment prior to commencing the activity 3.3 Confirm all equipment and materials are fit for purpose as outlined in the individual's

	care plan 3.4 Confirm the individual's identity and gain **valid consent** 3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual
4. Be able to undertake personal hygiene activities with individuals	4.1 Apply health and safety measures relevant to the procedure and environment 4.2 Apply **standard precautions for infection control** 4.3 Carry out personal hygiene activities in accordance with the individual's care plan 4.4 Ensure that the individual's privacy and dignity is maintained 4.5 Observe the individual while providing support and reassurance and address any concerns 4.6 Describe action to take in response to adverse reactions
5. Be able to record and report the outcome of the personal hygiene activity	5.1 Record the outcome of the personal hygiene activity 5.2 Report the outcomes of the activity to a member of the care team in line with local policy

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K12 K29 S12 S29
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment (RWE).
Additional information	**Policies and procedures** May include other agreed ways of working as well as formal policies and procedures. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include:

	• the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 213 **Support independence in the tasks of daily living**

Level:	2
Credit:	5
GLH:	37
Assessment type:	Portfolio
Aim:	This unit covers the knowledge and skills required to support individuals in the tasks of daily living whilst promoting individuals independence.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand principles for supporting independence in the tasks of daily living.	1.1 Explain how **individuals** can benefit from being as independent as possible in the tasks of daily living 1.2 Explain how **active participation** promotes independence in the tasks of daily living 1.3 Describe how daily living tasks may be affected by an individual's culture or background 1.4 Explain the importance of providing support that respects the individual's culture and preferences 1.5 Describe how to identify suitable opportunities for an individual to learn or practise skills for daily living 1.6 Explain why it is important to establish roles and responsibilities for providing support
2. Be able to establish what support is required for daily living tasks.	2.1 Access information about support for daily living tasks, using an individual's **care plan** and agreed ways of working 2.2 Clarify with the individual and **others**, the requirements for supporting an individual's independence in daily living tasks

	2.3 Describe how and when to access additional guidance to resolve any difficulties or concerns about support for daily living tasks
3. Be able to provide support for planning and preparing meals.	3.1 Support the individual to plan meals that contribute to a healthy diet and reflect their culture and preferences 3.2 Support the individual to store food safely 3.3 Support the individual to prepare food in a way that promotes active participation and safety
4. Be able to provide support for buying and using household and personal items.	4.1 Identify different ways of buying household and personal items 4.2 Work with the individual to identify household and personal items that are needed 4.3 Support the individual to buy items in their preferred way 4.4 Support the individual to store items safely 4.5 Support the individual to use items safely
5. Be able to provide support for keeping the home clean and secure.	5.1 Support the individual to keep their home clean, in a way that promotes active participation and safety 5.2 Describe different risks to home security that may need to be addressed 5.3 Support the individual to use agreed security measures
6. Be able to identify and respond to changes needed in support for daily living tasks.	6.1 Enable the individual to express views about the support provided to increase independence in daily living tasks 6.2 Record changes in the individual's circumstances that may affect the type or level of support required 6.3 Adapt support in agreed ways to address concerns, changes or increased independence

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K57 S29 S60
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be

	neonates, infants, children, young people or adults. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. A **care plan** may be known by other names in different settings (for example, support plan, individual plan). It is a document in which day-to-day requirements and preferences for care and support are detailed and accessible to those involved in their care and support. Learners should consider their own role in using care plans when providing person-centred care, as well as how care plans are used to create and enable person-centred care. They should demonstrate understanding of how individual needs, wishes and preferences are reflected within the care plan. In addition, they should demonstrate awareness of people involved in creating a care plan, such as the individual and those important to them, as well as professionals, and how the care plan is reviewed to ensure it continues to reflect the individual's aspirations. **Others**. may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing.

Unit 214 **Care for the older person**

Level:	2
Credit:	2
GLH:	10
Assessment type:	Portfolio
Aim:	The aim of this unit is to develop knowledge and understanding of the needs of the older person and how to care for them.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the ageing process	1.1 Describe changes occurring with age, to include: a. physical b. psychological c. emotional d. social 1.2 Outline the needs of the older person in relation to the ageing process
2. Understand how to adapt communication when caring for the older person	2.1 Identify barriers to communication with the older person 2.2 Describe effective communication methods and adapted approaches for the for the older person 2.3 Outline ways to minimise environmental barriers to communication
3. Understand how to care for the older person	3.1 Describe a range **conditions** affecting the older person, : 3.2 Describe how to adapt care plans for the older person

Additional information about the unit

Senior HCSW Apprenticeship Standard Reference	K29 K30 K35
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Conditions** can include any of the following: dementia • Parkinson's disease • stroke/transient Ischaemic Attack (TIA) • arthritis • osteoporosis • diabetes • sensory loss • incontinence • high blood pressure • influenza • depression and anxiety • cancer.

Unit 217 **Contribute to the safe use of medical devices in the perioperative environment**

Level:	2
Credit:	4
GLH:	29
Assessment type:	Portfolio
Aim:	This unit is aimed at those whose responsibility it is to ensure medical devices in the perioperative environment are safe for use. Learners will have the opportunity to consolidate safe working practices which are underpinned by an understanding of sterile practices and fields within the perioperative environment.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the importance of following health and safety requirements when using medical devices in the perioperative environment	1.1 Explain how **sterile fields** are maintained in the perioperative environment 1.2 Describe the sterilisation processes used for **medical devices** 1.3 Explain the role of **traceability systems** and recording mechanisms in health and safety 1.4 Explain the importance of compliance with specific organisational health and safety policies and procedures for **medical devices** 1.5 Explain the implications of non-compliance with organisational health and safety policies and procedures 1.6 Describe how to sort and dispose of medical devices and waste materials in line with local policies and protocols 1.7 Identify different types of waste and spillage and how to dispose of them
2. Be able to check and handle medical devices in the	2.1 Apply **standard precautions for infection control**

perioperative environment, according to health and safety procedures	2.2 Implement health and safety measures relevant to handling medical devices 2.3 Follow procedures for ensuring medical devices are fit for purpose 2.4 Follow procedures for the use, rotation and storage of medical devices 2.5 Document and report any shortage of supplies according to local policy and protocol
3. Be able to check the integrity of instrument trays	3.1 Check and confirm the integrity and expiry dates of instrument packs, prior to use 3.2 Confirm instrument trays contain the specified items before and after use and record in line with local policies and procedures 3.3 Follow tracking and traceability procedures for the safe use of instrument trays 3.4 Implement the correct procedures for locating and replacing missing items from instrument trays 3.5 Record and report missing items to the appropriate person in line with local policies and procedures 3.6 Identify, record and report any faulty equipment, instruments or soft pack items to the appropriate team member
4. Be able to dispose of used items and equipment safely	4.1 Dispose of single use equipment in line with local policies and protocols 4.2 Ensure items for decontamination and sterilisation are processed in accordance with local policies and protocols 4.3 Ensure empty pack containers, trays and used medical devices are placed in the appropriate location for collection

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K47 S47 S52
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.

	Medical devices include medical products, equipment and packs. **Traceability systems i**nclude those designed to provide: • evidence of the sterility of sterile surgical instruments • a tracing system through the cleaning, packing and sterilisation processes • information regarding which individual the equipment was used for traceability of waste **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 218 **Assist in receiving, handling and dispatching clinical specimens**

Level:	2
Credit:	2
GLH:	17
Assessment type:	Portfolio
Aim:	This unit is aimed at those who assist others to receive, handle and dispatch clinical specimens. Learners will have the opportunity to develop knowledge, understanding and skills related to the use of appropriate containers and transport methods, whilst ensuring precautions related to infection control are upheld.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how health and safety measures are implemented when receiving, handling and dispatching clinical specimens	1.1 Explain how the **standard precautions for infection control** apply when receiving, handling and dispatching specimens 1.2 Describe how to avoid compromising the **sterile field** 1.3 Outline the actions to take when there is a breakdown in the **sterile field**
2. Understand reasons for using different containers and transport media for different clinical specimens	2.1 Identify different types and uses of containers and transport media used in the perioperative environment 2.2 Explain differences between the types of specimens and how these are received, handled and dispatched 2.3 Explain potential consequences of failing to follow procedure when handling, labelling and dispatching clinical specimens
3. Be able to assist others to receive, handle, label and dispatch clinical specimens	3.1 Apply standard precautions for infection control 3.2 Implement health and safety measures relevant to handling clinical specimens

	3.3 Use the correct container and transport medium for the type of specimen as directed by the **appropriate person** 3.4 Receive, handle, label, dispatch and record information on specimens in line with local policies and protocols as directed by the appropriate person 3.5 Notify the appropriate person of any queries relating to clinical specimens which are beyond own competence 3.6 Update records in line with local policies and protocols

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K47 K54 S54
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	The **sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area. An **appropriate person** in the context of this unit this may include registered practitioners or other colleagues **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 219 **Assist the practitioner to carry out healthcare activities**

Level:	2
Credit:	3
GLH:	19
Assessment type:	Portfolio
Aim:	This unit develops the assistant's role and skills in supporting the health care practitioner and can be evidenced in a range of environments. It requires an understanding of relevant legislation, policies, protocols, guidance and procedures. The learner assists the practitioner, but may not be directly involved with an individual. This unit should be applied in the context of the learner's own role and work setting.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and good practice when assisting the practitioner to carry out healthcare activities	1.1 Summarise own roles, responsibilities and accountability with regard to: a. current legislation b. national guidelines c. policies, protocols and good practice guidelines d. local ways of working
2. Be able to assist the practitioner incarrying out healthcare activities	2.1 Identify the information needed by the practitioner: **a.** prior to carrying out h**ealth care activities** b. during healthcare activities 2.2 Confirm the identity of the **individual** 2.3 Confirm **valid consent** has been obtained 2.4 Carry out tasks as required by the practitioner, the care plan and within the scope of own competence 2.5 Communicate information to other team

	members while maintaining confidentiality 2.6 Explain how to seek guidance and refer on to the appropriate person if any adverse events occur in line with organisational requirements 2.7 Recognise and respond to changes in an individual's health and wellbeing, 2.8 Collaborate during activities that require teamwork 2.9 Record information as directed by the practitioner in line with national and local policy

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K2 K3 K10 S1 S2 S3 S7 S8 S10
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8 and 2.9 must be assessed in a real working environment.
Additional information	**Individu**al refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Healthcare activities** could include clinical or therapeutic activities. **Valid consent (**must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

Unit 221 **Principles of health promotion**

Level:	2
Credit:	2
GLH:	13
Assessment type:	Portfolio
Aim:	The aim of this unit is to allow learners to be able to describe the factors that influence people's health and behaviour change and to state the role of effective communication in promoting healthy living.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand factors that influence health	1.1 Define concepts of health and health promotion 1.2 Outline the effect of social class, housing, employment, culture, attitudes, values and beliefs on health 1.3 Summarise national health policies and local initiatives related to health promotion
2. Understand behaviour change in health promotion	2.1 Outline **theories** of behaviour change 2.2 Discuss **factors** that influence behaviour change 2.3 Investigate barriers to change
3. Understand the role of effective communication in health promotion	3.1 Identify appropriate and inappropriate methods of communication 3.2 Outline the range of health promotion **communication methods** 3.3 Discuss the effectiveness of health promotion materials

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K5 K10. K72 K73.

Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles
Additional information	**Theories** could include: • social cognitive theory • theory of planned behaviour • transtheoretical model. **Factors** could include: • threat • fear • response efficacy • self-efficacy • barriers • benefits • subjective norms • attitudes • intentions • cues to action • reactance. **Communication methods** could include: • informative • educative • persuasive • prompting.

Unit 223 **Provide support for mobility**

Level:	2
Credit:	2
GLH:	14
Assessment type:	Portfolio
Aim:	This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support mobility activities. It covers preparation, support and observations of mobility activities.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand the importance of mobility	1.1 Define mobility 1.2 Explain how different health conditions may affect and be affected by mobility 1.3 Outline effects that reduced mobility may have on an individual's wellbeing 1.4 Describe benefits of maintaining and improving mobility
2 Be able to prepare for mobility activities	2.1 Agree mobility activities with the individual and **others**, according to the individual's needs and abilities 2.2 Remove or minimise hazards in the environment before a mobility activity 2.3 Check the suitability of an individual's clothing and footwear for safety and mobility 2.4 Check the suitability of mobility equipment and appliances for the individual 2.5 Check the safety and cleanliness of mobility equipment and appliances
3 Be able to **support** individuals to keep mobile	3.1 Promote the active participation of the individual during a mobility activity 3.2 Assist an individual to use mobility appliances correctly and safely

	3.3 Monitor the individual during the mobility activity and report any adverse events to an appropriate person 3.4 Give feedback and encouragement to the individual during mobility activities
4 Be able to observe, record and report on activities to support mobility	4.1 Record observations of mobility activity 4.2 Report on progress and/or problems relating to the mobility activity including: a. choice of activities b. equipment c. appliances d. the support provided

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K21 K29 K36 S29 S36
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing. **Support-**sources of support may include: • self-care strategies • support groups • formal support.

Unit 224 **Support individuals undergoing healthcare activities**

Level:	2
Credit:	3
GLH:	30
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a health care activity.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand healthcare activities in order to support individuals	1.1 Summarise current legislation, national guidelines, policies, protocols, and good practice guidelines which inform own practice in relation to supporting **individuals** undergoing health care activities 1.2 Describe anatomy and physiology in relation to the health care activity 1.3 Explain the purposes and use of medical equipment and devices required for the procedure 1.4 Explain the roles and responsibilities of team members 1.5 State protection/precautionary measures: a. for the procedure being carried out b. how they should be applied c. the implications and consequences of not applying these measures. 1.6 Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states 1.7 Explain how to complete records of the actions taken and the individual's condition during the health care activity

2 Be able to prepare individuals to undergo healthcare activities	2.1 Introduce self and confirm the individual's identity 2.2 Explain the procedure to the individual and relevant others 2.3 Confirm that **valid consent** has been obtained 2.4 Explain how consent would be gained from individuals who does not have the capacity to consent 2.5 Identify any concerns and worries that an individual and **relevant others** may have in relation to health care activities 2.6 Describe ways of responding to any concerns and worries that an individual and relevant others may have in relation to health care activities 2.7 Agree the support needed with the individual and relevant others in a way that is sensitive to their personal beliefs and **preferences** 2.8 Explain who to refer any concerns or questions raised by the individual to if unable to answer 2.9 Support an individual to prepare and position for the procedure ensuring that privacy and dignity are maintained at all times
3 Be able to support individuals undergoing healthcare activities	3.1 Keep individuals informed and reassured throughout the healthcare activity 3.2 Apply standard precautions for infection prevention and control 3.3 Apply health and safety measures relevant to the health care activity and environment 3.4 Explain actions to take in response to any ill effects or adverse reactions during the healthcare activity 3.5 Ensure that an individual's privacy and dignity are maintained at all times

4 Be able to support individuals following health care activities	4.1 Provide an individual with the facilities and support for the period of recovery 4.2 Monitor an individual and recognise signs of ill effects or adverse reactions 4.3 Explain actions to take in response to any ill effects or adverse reactions following the healthcare activity 4.4 Give individuals and relevant others instructions and advice, with in scope of own role 4.5 Explain how any requirements for transport and escorts are confirmed and arranged with the individual 4.6 Update the individual's health care activity records within limits to own role 4.7 Maintain confidentiality of information in accordance with guidelines and procedures

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K2 K3 K7 K8 K12 K13 K15 K21 K22 K28 K34 K35 S1 S2 S3 S7 S8 S12 S13 S15 S21 S22 S28 S34 S35.
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. LO2, LO3 and LO4 must be assessed in a real working environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Relevant others** may include: • parent/s • carer • those with parental responsibility • practitioner • supervisor • advocates • peers • therapists. **Valid consent** (must be in line with agreed UK country definition) may include:

	• the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes.

Unit 225 **Provide agreed support for foot care**

Level:	2
Credit:	3
GLH:	23
Assessment type:	Portfolio
Aim:	This unit is aimed at those who working in a wide range of settings. It is for learners who provide foot care for individuals as specified by a podiatrist. It covers the practical treatment of feet as well as giving learners the knowledge about common conditions of the feet.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand the signs and causes of foot and toenail abnormalities	1.1 Describe the effects of **common medical conditions** on the feet and toenails 1.2 Describe the possible effects of unsanitary living conditions and unsuitable footwear on the feet and toenails
2 Be able to provide support for assessed foot care needs	2.1 Establish information about an **individual's** assessed foot care needs 2.2 Ensure the setting for foot care meets the individual's **preferences** and maintains privacy 2.3 Gain consent to provide treatment to the individual 2.4 Explain how consent would be gained from individuals who does not have the capacity to consent 2.5 Prepare the equipment required for treatment 2.6 Prepare the individual's feet for treatment, in a way that promotes **active participation**

	2.7 Describe how and when to access additional guidance about assessed foot care needs
3 Be able to promote the individual's engagement in their own foot care	3.1 Support the individual's understanding of any treatments, equipment or dressings to be used 3.2 Invite feedback from the individual on how their foot care is carried out 3.3 Explain why advice should not be given unless agreed with the podiatrist
4 Be able to provide foot care safely	4.1 Carry out agreed foot care treatments in accordance with instructions 4.2 Operate equipment safely and in accordance with instructions 4.3 Use protective equipment, protective clothing and hygiene techniques to minimise risks 4.4 Dispose of waste products safely 4.5 Provide follow-up instructions to individuals on completion of treatment
5 Be able to record and report on foot care	5.1 Record the condition of the individual's feet before treatment 5.2 Record treatments carried out 5.3 Explain how to record any adverse reactions or responses to treatments or dressings 5.4 Report on foot care treatments, conditions and reactions in agreed ways

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	S2, S6, S7, S8, S12, S13, S21, S68, S74, S75, S77
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4 and 5 must relate to real work activities and be observed in the work setting.
Additional information	**Common medical conditions** could include: • athlete's foot • bunions • diabetic neuropathy • ingrown toenails • plantar fasciitis

	• blisters • corns • heel spur • toenail fungus • toenail trauma • clubbed nails. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 226 **Remove wound closure materials**

Level:	2
Credit:	3
GLH:	24
Assessment type:	Portfolio
Aim:	This unit will provide learners with knowledge and skills of wound drainage ensuring the learners feel comfortable to perform this procedure.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Know the anatomy and physiology of the skin and underlying tissues.	1.1 Describe the aspects of the anatomy and physiology of the skin and underlying tissues which inform wound closures and their removal
2. Understand wound healing and contamination.	2.1 Define: a. asepsis b. antisepsis c. cross infection 2.2 Explain the process of wound healing 2.3 Identify factors which promote and delay the healing process 2.4 Describe sources of wound contamination and the measures to avoid and deal with them 2.5 Describe the consequences of wound contamination
3. Understand the rationale for following approved procedures and techniques to remove wound closures.	3.1 Summarise the legislation, policies and protocols which inform own role when removing wound closures 3.2 Explain the importance of following procedures specified in the care plan and the consequences of poor practice

	3.3 Explain adverse reactions to the removal of wound closures and the procedure for dealing with any problems encountered while removing wound closures 3.4 Explain the procedure and rationale for the disposal of waste from the removal of wound closures in line with local policy
4. Be able to prepare to remove wound closure materials.	4.1 Confirm the activity in line with the **individual's** care plan 4.2 Implement health and safety measures relevant to the procedure and environment 4.3 Confirm the individual's identity and obtain **valid consent** 4.4 Communicate information, support and reassurance to address the individual's needs, **preferences** and concerns 4.5 Select all required equipment and materials and confirm that they are fit for purpose for the activity 4.6 Check for any contraindications to removing wound closures and deal with these within own scope of practice
5. Be able to remove wound closure materials.	5.1 Apply standard precautions for infection control 5.2 Maintain an individual's privacy and dignity at all times 5.3 Observe and support the individual while removing wound closures according to the care plan 5.4 Dispose of waste before leaving the care area in accordance with local policy and protocol
6. Be able to record and report outcomes of procedures.	6.1 Record and report the outcomes and findings of the activity according to national/local policy

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K30 K31 S31
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individua**l refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be

	neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes.

Unit 228 **Support individuals to eat and drink**

Level:	2
Credit:	2
GLH:	15
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It is for those who provide support for one or more individuals to eat and drink, where substantial support is needed.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Be able to support individuals to make choices about food and drink	1.1 Establish the individual's dietary requirements 1.2 Establish with the individual and **others** the food and drink the individual wishes to consume 1.3 Encourage the individual to select suitable options for food and drink 1.4 Describe ways to resolve any concerns about the choice of food and drink 1.5 Describe how and when to seek guidance about an individual's choice of food and drink
2. Be able to prepare to provide support for eating and drinking	2.1 Identify support an individual requires when eating and drinking 2.2 Apply **standard precautions for infection control** when providing support for eating and drinking 2.3 Support the individual to prepare to eat and drink 2.4 Provide suitable utensils and equipment to assist the individual to eat and drink

3. Be able to provide support for eating and drinking	3.1 Describe factors that promote an individual's dignity, comfort and enjoyment while eating and drink 3.2 Support the individual to consume manageable amounts of food and drink at their own pace 3.3 Encourage the individual to eat and drink 3.4 Support the individual to clean themselves if food or drink is split 3.5 Respond to an individual's feedback or observed reactions while eating and drinking
4. Be able to clear away after eating and drinking	4.1 Explain why it is important to be sure that an individual has finished eating and drinking before clearing away 4.2 Confirm that the individual has finished eating and drinking 4.3 Clear away used crockery and utensils in a way that promotes **active participation** 4.4 Support the individual to wash their hands and make themselves clean and tidy after eating and drinking 4.5 Store or dispose any left-over food and drink
5. Be able to monitor eating and drinking and the support provided	5.1 Explain the importance of monitoring the food and drink an individual consumes and any difficulties they encounter 5.2 Monitor, record, and report: a. the food and drink the individual consumes b. any issues or concerns in relation to the individual and their eating and drinking 5.3 Report support provided for eating and drinking

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K35 S29 S35
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Others** may include: • team members

	• other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 229 **Prepare and apply dressings and drains to individuals in the perioperative environment**

Level:	2
Credit:	2
GLH:	18
Assessment type:	Portfolio
Aim:	This unit is aimed at those in a scrubbed role who assist with the preparation and application of dressings, wound supports and drains.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the health and safety measures related to preventing wound contamination and cross infection when preparing and applying dressings and drains	1.1 Explain the principles of asepsis, antisepsis and cross infection 1.2 Identify potential sources of contamination when preparing surgical fields and how to prevent this 1.3 Identify the types of pathogens commonly causing wound infection and the consequences of wound contamination 1.4 Explain the principles of wound healing and wound care 1.5 Identify the correct dressings and drains to suit the type and size of wound
2. Understand how medical devices are used in the application of dressings, wound supports and drains in the learner environment	2.1 Explain the purpose and function of medical devices used in the application of dressings and drains 2.2 Describe potential hazards associated with the use of medical devices to apply dressings and drains 2.3 Explain the factors which inform the choice of medical devices for the application of dressings and drains to individuals 2.4 Explain the factors which inform the choice of sites for attaching medical devices

3. Be able to select and prepare dressings and drains according to individual requirements	3.1 Confirm the individual's identity and gain **valid consent** 3.2 Give the individual information and reassure them when preparing to administer a dressing or drain 3.3 Apply **standard precautions for infection control** 3.4 Implement health and safety measures relevant to preparing dressings and drains 3.5 Identify, through discussion with the individual, any allergies they may have which will affect the types of dressing used 3.6 Select and prepare dressings to suit the size and type of wound and promote healing 3.7 Prepare drains according to local policies and protocols
4. Be able to apply dressings and attach drains according to individual requirements	4.1 Apply the dressing or attach drain to the individual in accordance with local policies and protocols 4.2 Check that the dressing has been applied correctly, in particular that: a. the pressure is consistent with the type of wound b. drains are secure c. vacuum seals on the drains are intact d. the position of the drain prevents syphonage and/or harm to the individual 4.3 Report any issues outside your own sphere of competence in line with local policy and protocol 4.4 Update records in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K31
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles
Additional information	**Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

	Standard precautions for infection control may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 230 **Understand planning and the practical application of health promotion**

Level:	2
Credit:	2
GLH:	12
Assessment type:	Portfolio
Aim:	This unit is concerned with health promotion related to general health and wellbeing. It covers the scientific basis of health promotion, the practical application of health promotion and methods of health promotion planning.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand methods of health promotion planning	1.1 Outline the stages of a health promotion project 1.2 Distinguish between aims and objectives 1.3 Explain the importance of needs assessments
2. Understand practical application opportunities for health promotion	2.1 Recognise appropriate applications of own health promotion knowledge 2.2 Identify opportunities for health promotion within own workplace 2.3 Outline strategies for health promotion opportunities
3. Understand the scientific basis of health promotion	3.1 Describe the evidence available for the cause(s) of one body system-related disease 3.2 Identify the effect of this disease on general health and wellbeing 3.3 Review current methods of disease prevention 3.4 State appropriate health promotion messages

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	Not applicable

Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles
Additional information	Not applicable

Unit 231 **Contribute to the care of a deceased person**

Level:	2
Credit:	3
GLH:	24
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to contribute to the care, preparation and transfer of the deceased individual and provide immediate support to those affected by the death.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Know the factors that affect how individuals are cared for after death	1.1 Outline legal requirements and **agreed ways of working** that underpin the care of deceased **individuals** 1.2 Describe how beliefs, religious and cultural factors affect how deceased individuals are cared for 1.3 Identify the physical changes that take place after death and how this may affect laying out and moving individuals 1.4 Identify diseases and conditions that necessitate specialist treatment or precautions when caring for and transferring deceased individuals 1.5 Describe the precautions needed when undertaking the care and transfer of deceased individuals with specific high-risk diseases and conditions
2 Be able to contribute to supporting those who are close to deceased individuals	2.1 Describe the likely immediate impact of an individual's death on **others** who are close to the deceased individual 2.2 Support others immediately following the death of the individual in ways that a. reduce their distress

	b. respect the deceased individual
3 Be able to contribute to preparing deceased individuals prior to transfer	3.1 Contact **key people** according to the deceased individual's personal beliefs, expressed wishes and preferences 3.2 Confirm with key people the expressed wishes and **preferences** of the deceased individual about how they will be viewed and moved after death 3.3 Follow agreed ways of working to ensure that the deceased person is correctly identified 3.4 Prepare the deceased individual in a manner that respects their dignity, beliefs and culture 3.5 Apply standard precautions for infection control during preparation of the deceased individual 3.6 Contribute to recording any property and valuables that are to remain with the deceased individual in ways that are consistent with legal and work setting requirements
4 Be able to contribute to transferring deceased individuals	4.1 Contact appropriate organisations 4.2 Carry out agreed role in transferring the deceased individual 4.3 Record details of the care and transfer of the deceased individual
5 Be able to manage own feelings in relation to the death of individuals	5.1 Identify ways to manage own feelings in relation to an individual's death 5.2 Access support systems to deal with own feelings in relation to an individual's death

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	S34
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Agreed ways of working** will include policies and procedures where these exist; they may be less formally documented with micro employers **Others** may include:

	• team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing. **Key People** are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes. **Support Systems** refers to a network of people who provide an individual with practical or emotional support.

Unit 232 **Undertake agreed pressure area care**

Level:	2
Credit:	4
GLH:	30
Assessment type:	Portfolio
Aim:	This unit covers providing care to maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the anatomy and physiology of the skin in relation to pressure area care	1.1 Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure ulcers 1.2 Identify pressure sites of the body 1.3 Identify factors which might put an **individual** at risk of skin breakdown and pressure ulcers 1.4 Explain why it is important to use risk assessment tools 1.5 Describe how incorrect moving and handling techniques can damage the skin 1.6 Identify a range of interventions that can reduce the risk of skin breakdown and pressure ulcers 1.7 Describe changes to an individual's skin condition that should be reported
2. Understand good practice in relation to own role when undertaking pressure area care	2.1 Identify legislation and national guidelines affecting pressure area care 2.2 Describe agreed ways of working relating to pressure area care 2.3 Describe why team working is important in relation to providing pressure area care 2.4 Describe why it is important to follow the agreed care plan 2.5 Describe actions to take where any concerns

	with the agreed care plan are noted
3. Be able to follow the agreed care plan when undertaking pressure area care	3.1 Check the agreed care plan prior to undertaking the pressure area care 3.2 Identify any concerns with the agreed care plan prior to undertaking the pressure area care 3.3 Demonstrate the use of pressure area risk assessment tools in own work area
4. Understand the use of materials, equipment and resources available when undertaking pressure area care	4.1 Identify a range of aids or equipment used to relieve pressure 4.2 Describe safe use of aids and equipment 4.3 Identify where up-to-date information and support can be obtained about: a. materials b. equipment c. resources
5. Be able to prepare to undertake pressure area care	5.1 Prepare equipment and the environment in accordance with health and safety guidelines 5.2 Obtain **valid consent** for the pressure area care
6. Be able to undertake pressure area care	6.1 Carry out pressure area care in a way that: a. respects the individual's dignity and privacy b. maintains safety c. ensures the individual's comfort d. promotes **active participation** e. promotes partnership working 6.2 Apply standard precautions for infection prevention and control 6.3 Carry out pressure area care without obstruction from bedding and clothing 6.4 Move an individual using approved techniques and in accordance with the agreed care plan 6.5 Use pressure relieving aids in accordance with the care plan and any safety instructions 6.6 Communicate effectively with the individual throughout the intervention 6.7 Complete all records and documentation accurately and legibly

Additional information about the unit

Senior HCSW Apprenticeship Standard Reference	K30 S30
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 5 and 6 must be assessed in a real work environment (RWE).
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 235 **Support individuals to access and use information about services and facilities**

Level:	2
Credit:	3
GLH:	20
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and evaluate services and facilities.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand ways to support individuals to access information on services and facilities	1.1 Identify the types of **services and facilities** related to own job role about which **individual**s may require information 1.2 Identify potential barriers to accessing and understanding information 1.3 Describe ways to overcome barriers to accessing information 1.4 Identify a range of formats, translations and technology that could make information more accessible for individuals 1.5 Describe types of support individuals may need to enable them to identify and understand information
2. Be able to work with individuals to select and obtain information about services and facilities	2.1 Support an individual to communicate their needs, wishes, preferences and choices about the information they require to access services and facilities 2.2 Work with an individual to identify relevant and up to date information on services and facilities that meet assessed needs and wishes

	2.3 Support an individual to obtain selected information in their preferred format and language
3. Be able to work with individuals to access and use information about services and facilities	3.1 Support an individual to access the content of information about services and facilities 3.2 Demonstrate ways to check an individual's understanding of the information 3.3 Work with an individual to access a service or facility using the information, in ways that promote **active participation** 3.4 Describe ways to support individuals to deal with any issues or concerns that may arise from the content of information
4. Be able to support individuals to evaluate the information accessed on services and facilities	4.1 Support an individual to give feedback on whether information on services and facilities has met their needs and preferences 4.2 Work with an individual to identify any actions or changes needed to improve the accessibility and usefulness of information 4.3 Explain how to support an individual to challenge any information that is misleading, inaccurate, or discriminatory

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K34 S34
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Services and facilities** may include: • services provided within an individual's home • services to enable an individual to meet their social care needs • community facilities **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 236 **Assist in the administration of medication**

Level:	2
Credit:	3
GLH:	25
Assessment type:	Portfolio
Aim:	This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role. This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a 'drug round' may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Know the current legislation, guidelines and policies relevant to the administration of medication	1.1 Identify the current national legislation and guidelines relevant to the administration of medication 1.2 Outline the organisational policies for the management and administration of medication
2. Understand own role in assisting in the administration of medication	2.1 Describe own responsibilities and accountability in relation to assisting with the administration of medication 2.2 Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence

3. Understand the requirements and procedures for assisting in the administration of medication	3.1 Explain the purpose and significance of the information which should be provided on the label of a medication 3.2 Describe the different routes for the administration of medication 3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility 3.4 Describe the various aids which can be used to help **individuals** take their medication 3.5 Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice 3.6 Explain why medication should only be administered against the individual's medication administration record and in a way which is consistent with the prescriber's advice 3.7 Explain the importance of maintaining security and the correct storage for the medication
4. Understand the requirements and procedures for ensuring an individual's safety	4.1 Explain the importance of identifying the individual for whom the medications are prescribed 4.2 Explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it
5. Be able to assist with the preparation of the administration of medication	5.1 Obtain or confirm **valid consent** for the administration of medication 5.2 Apply **standard precautions for infection control** 5.3 Assist in the selection, checking and preparation of medication according to the medication administration record or medication information leaflet 5.4 Explain the importance of referring confusing or incomplete instructions back to person leading the administration of medication or the pharmacist 5.5 Assist with the checking and confirming of the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered

6. Be able to assist in the administration of medication	6.1 Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan 6.2 Assist the individual to be as self-managing as possible 6.3 Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication 6.4 Monitor the individual's condition throughout the administration process 6.5 Explain the types of adverse effects that may occur and the action to take if they do 6.6 Check and confirm that the individual has taken the medication and does not pass medication to others
7. Be able to contribute to the management of medications and administration records	7.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication 7.2 Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely 7.3 Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage 7.4 Maintain the confidentiality of information relating to the individual at all times 7.5 Check the stock level of medications and take action to obtain new stocks when required

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K2 K8 S2 S8
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include:

	• the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 237 **Support individuals to carry out their own healthcare procedures**

Level:	2
Credit:	2
GLH:	15
Assessment type:	Portfolio
Aim:	This unit covers the knowledge and skills required to support individuals to carry out their own health care procedures.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand healthcare procedures likely to be undertaken by individuals	1.1 Identify treatments and physical measurements likely to be undertaken by **individuals** 1.2 Explain reasons why physical measurements and specimens might need to be taken 1.3 Describe possible adverse reactions individuals may experience when undertaking their own health care procedures
2. Be able to support individuals to prepare to carry out their own healthcare procedures	2.1 Establish with **others** own role in supporting individuals to carry out their own healthcare procedures 2.2 Promote safe storage of **supplies** 2.3 Support the individual to prepare equipment and the environment to carry out procedures 2.4 Provide the individual and key people with accurate and accessible information about the procedures they will use and how materials and equipment should be stored and disposed of 2.5 Support the individual's understanding of techniques for procedures

	2.6 Check the individual's understanding of when to seek advice or take immediate action when carrying out health care procedures
3. Be able to support individuals to carry out healthcare procedures	3.1 Assist the individual's understanding of when to seek advice or take immediate action when carrying out health care procedures 3.2 Promote safe disposal of supplies used for procedures 3.3 Support the individual to record measurements and store records safely
4. Be able to monitor healthcare procedures undertaken by individuals	4.1 Monitor the accuracy, timing and outcomes of healthcare procedures carried out by the individual 4.2 Record and report any adverse reactions or other concerns, in line with agreed ways of working 4.3 Describe action to take if monitoring suggest that the procedure needs to be changed or is no longer needed

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K36 S29 S36
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing. **Supplies** may include: • medical dressings • medication

	• PPE • bohazard equipment • mobility aides.

Unit 238 **Contribute to the discharge of individuals to carers**

Level:	2
Credit:	2
GLH:	11
Assessment type:	Portfolio
Aim:	This unit develops the learner to assist in the discharge process when the decision has been taken by the practitioner. Knowledge of procedures and policies for discharging an individual is vital, as is maintaining confidentiality, sharing information, and effective communication.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the procedures for discharging individuals to a carer	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform the discharge of an individual to a carer 1.2 Explain the national/local policies with regard to sharing clinical records and information 1.3 Explain the procedures for contacting carers to which the individual is being discharged 1.4 Explain the procedures to follow when the receiving carer cannot accommodate the individual
2. Be able to prepare individuals for discharge	2.1 Inform the individual of the decisions made in relation to their discharge 2.2 Explain discharge arrangements to the individual 2.3 Communicate information in a way that is sensitive to the needs, personal beliefs and **preferences** of the individual and carer 2.4 Check that the individual understands the arrangements that have been made

3. Be able to contribute to the discharge of individuals to carers	3.1 Explain the reasons for arranging transport or escorts for an individual 3.2 Explain the procedures for arranging transport or escorts in line with local policy 3.3 Make arrangements for transport or escort in line with local procedures 3.4 Advise the receiving carer of the individual's discharge and communicate information in line with local procedures 3.5 Ensure that discharge records are updated in line with local procedures and within own role and responsibilities 3.6 Refer any problems or issues regarding discharge to an appropriate person 3.7 Maintain confidentiality in accordance with national/local **policies** and procedures

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K34 S34
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Carer** may include a family member, a residential or nursing care establishment, sheltered housing officer. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes. **Policies and procedures** may include other agreed ways of working as well as formal policies and procedures.

Unit 241 **Support individuals to meet personal care needs**

Level:	2
Credit:	2
GLH:	16
Assessment type:	Portfolio
Aim:	This unit covers the skills required to support individuals with their personal care needs. It includes monitoring and reporting on the personal care of individuals

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Be able to work with individuals to identify their needs and preferences in relation to personal care	1.1 Enable an **individual** to communicate their needs**, preferences** and personal beliefs affecting their personal care 1.2 Establish the level and type of support an individual needs for personal care 1.3 Agree with the individual how privacy will be maintained during personal care
2. Be able to provide support for personal care	2.1 Obtain **valid consent** for activities 2.2 Support the individual to understand the reasons for a. hygiene b. safety precautions 2.3 Use the following to minimize the risk of infection a. protective equipment b. protective clothing c. hygiene techniques 2.4 report concerns about the safety and hygiene of equipment or facilities used for personal care 2.5 Ensure the individuals understand how to summon help when alone during personal care

	2.6 Dispose l of waste materials safely
3. Be able to support individuals to use the toilet	3.1 Provide support for an individual to use toilet facilities in ways that respect dignity 3.2 Support an individual to make themselves clean and tidy after using toilet facilities 3.3 Support an individual to cleanse their hands after using the toilet
4. Be able to support individuals to maintain personal hygiene	4.1 Ensure room and water temperatures meet individual needs and preferences for washing, and bathing and mouth care 4.2 Ensure toiletries, materials and equipment are within reach of an individual 4.3 Support an individual to carry out personal hygiene activities in ways that maintain comfort, respecting dignity and promote **active participation**
5. Be able to support individuals to manage their personal appearance	5.1 Enable an individual to manage their personal appearance in ways that respect dignity and promote active participation 5.2 Encourage an individual to keep their clothing and personal care items clean and safe
6. Be able to monitor and report on support for personal care	6.1 Seek feedback from the individual and **others** on how well the support for personal care meets the individual's needs and preferences 6.2 Record and report on an individual's personal care in agreed ways 6.3 Report concerns about an individual's personal care activities

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K35 S29 S35
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Preferences** may be based on: • beliefs • values

	• culture • aspirations • wishes. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services, • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 242 **Assist others to plan presentations**

Level:	2
Credit:	2
GLH:	16
Assessment type:	Portfolio
Aim:	This unit develops the learner's abilities to assist in the planning of presentations. An understanding of the planning process is required as well as the ability to assess information, materials and resources.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand techniques and resources involved in planning presentations	1.1 Summarise policies, protocols and good practice guidelines which inform own practice in assisting **others** to plan presentations 1.2 Explain the importance of developing aims and objectives for the presentation and how these impact on delivery 1.3 Identify the range of materials and equipment which can be used in presentations 1.4 Assess the appropriateness of using visual aids and technology within a presentation
2 Be able to assist others to plan presentations	2.1 Describe the process of planning a presentation 2.2 Describe what is required to deliver a presentation 2.3 Explain how to modify the plan to take account of changes to requirements 2.4 Help others to identify the aims and objectives of the presentation 2.5 Identify sources of information which could inform presentations in the presenter's area of expertise 2.6 Work with others to identify **background information** needed in the presentation

	2.7 Work with others to gather resources for the presentations 2.8 Assist others to prepare and organise equipment, materials and the venue 2.9 Explain the importance of seeking advice and assistance on issues beyond own competence

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	S10
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Others** may include: • team members • other colleagues • those who use or commission their own health or social care services, • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing. **Background information** may include: • number of delegates and their roles • date and length of presentation • venue.

Unit 244 **Move and position individuals safely in accordance with their care plan**

Level:	2
Credit:	4
GLH:	27
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, policies, standards, local ways of working and codes of conduct in relation to moving and positioning individuals	1.1 Identify current legislation, policies, standards, local ways of working and codes of conduct in relation to moving and positioning **individuals** 1.2 Summarise own responsibilities and accountability in relation to moving and positioning individuals 1.3 Describe **health and safety factors** to take into account when moving and positioning individuals
2. Understand anatomy and physiology in relation to moving and positioning individuals	2.1 Outline the **anatomy and physiology** of the human body in relation to moving and positioning individuals 2.2 Describe the impact of specific conditions on the movement and positioning of an individual
3. Be able to minimise risk before moving and positioning individuals	3.1 Carry out preparatory checks using: a. the individual's care plan b. the moving and handling risk assessment 3.2 Identify any **immediate risks** to the individual 3.3 Describe the action to take in relation to identified risks 3.4 Describe the action to take if the individual's

	wishes conflict with their care plan 3.5 Prepare the environment ensuring: a. adequate space for the move b. potential hazards are removed 3.6 Apply **standard precautions for infection control**
4. Be able to move and position an individual	4.1 Confirm the individual's identity and obtain **valid consent** 4.2 Communicate with the individual in a manner which: a. provides relevant information b. addresses needs and concerns c. provides support and reassurance d. is respectful of personal beliefs and preferences 4.3 Position the individual in accordance with their care plan 4.4 Communicate effectively with **others** involved in the manoeuvre 4.5 Describe the aids and equipment that may be used for moving and positioning 4.6 Use equipment to maintain the individual in the appropriate position 4.7 Encourage the individual's **active participation** in the manoeuvre 4.8 Monitor the individual throughout the activity 4.9 Record and report the activity noting when the next positioning manoeuvre is due
5. Know when to seek advice and/or assistance from others when movingand positioning an individual	5.1 Describe when advice and/or assistance should be sought in relation to moving or positioning an individual 5.2 Describe sources of information available in relation to moving and positioning individuals

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K2 K3 K10 K14 K17 K39 S1 S5 S12 S13 S14 S51
Assessment requirements	This unit must be assessed in accordance with Skills for Health Assessment Principles. Assessment criteria 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8 and 4.9 must be assessed in a real working environment
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by

	the learner. Individuals may be neonates, infants, children, young people or adults. **Health and safety factors** may include • risk assessments • training • maintenance of aids • the environment • the individuals condition • the individual's ability to cooperate. **Anatomy and physiology** may include • muscles • bones • joints • ligaments • the musculoskeletal system. **Immediate risks** may include: • a fall • change in individuals condition • damaged/faulty equipment • environmental • staffing levels. **Standard Precautions for infection control** may include: • use of Personal Protective Equipment (PPE) • hand washing • cleaning equipment. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney.

	• line manager, other professionals • others who are important to the individuals wellbeing. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. **individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

Unit 245 **Support individuals to manage continence**

Level:	2
Credit:	3
GLH:	31
Assessment type:	Portfolio
Aim:	This unit is aimed at those who work in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to manage continence. It covers the factors affecting continence, the management of continence and the use of continence equipment. In the case of children and young people, the learner will be working with parents and/or carers of the child or young person.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand factors that affect the management of continence	1.1 Explain how continence can affect an **individual's** self-esteem, health and day to day activities 1.2 List **conditions** that can affect continence 1.3 Explain how continence issues can be transient in individuals 1.4 Explain how the personal beliefs and values of an individual and/or their carers may affect the management of continence 1.5 Describe ways to respect an individual's privacy whilst managing continence
2. Be able to support individuals and their carers to manage continence issues	2.1 Encourage an individual and their carers to express **preferences** and concerns about continence needs 2.2 Support the individual and their carers to understand the effects of lifestyle on continence 2.3 Explain how to support adults to take responsibility for their own health and wellbeing

	2.4 Work as part of a multi-disciplinary team to provide safe and non-discriminatory person-centred care and support with individuals' **valid consent** 2.5 Explain how and when to access additional support in relation to the management of continence
3. Be able to support the use of equipment to manage continence	3.1 Access information about continence equipment recommended for the individual 3.2 Agree with the individual and their carers preferred times and places for using continence equipment 3.3 Agree the level and type of support required for use of continence equipment 3.4 Support the individual and their carers to use continence equipment in ways that respect dignity and privacy and promote **active participation**
4. Be able to maintain infection control when supporting individuals to manage continence	4.1 Identify infection risks that may arise while supporting individuals and their carers to manage continence 4.2 Maintain a safe and healthy working environment, using infection prevention and control techniques including hand washing, sanitisation, disinfection and personal protective equipment (PPE) 4.3 Encourage the individual and their carers to maintain personal hygiene whilst managing continence 4.4 Maintain the safe supply, storage, use and disposal of supplies and equipment 4.5 Ensure the environment is clean, tidy and accessible before and after use
5. Be able to monitor, record and report on support for managing continence	5.1 Monitor the individual's needs in relation to the support needed to manage continence. 5.2 Recognise and respond to the signs and symptoms that an individual is in pain, or discomfort to maximise comfort and wellbeing 5.3 Record and report on support for managing continence using agreed ways of working. 5.4 Explain the activities of daily living and ways to support individuals to develop and maintain their independence in carrying out these activities.

Additional information about the unit

Senior HCSW Apprenticeship Standard Reference	K29, K36: S29
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Assessment criteria 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2 and 5.3 must be assessed in a real working environment
Additional information	**Individua**l refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Conditions** may include: • congenital structural problems • disorders which affect nerve function of the bladder • overactive bladder disorder • enuresis/soiling • caffeine/fizzy drinks • polyuria. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 246 **Obtain and test specimens from individuals**

Level:	2
Credit:	3
GLH:	20
Assessment type:	Portfolio
Aim:	The aim of this unit is to provide the learner with the knowledge and skills required to obtain and test specimens from individuals in a health care setting.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand relevant legislation, policy and good practice in relation to obtaining, carrying, testing and storing specimens	1.1 Outline current legislation, national guidelines, organisational policies and protocols which affect working practice 1.2 Identify the hazards and **other consequences** related to incorrect labelling of specimens
2. Understand the processes involved in obtaining and testing specimens from individuals	2.1 Identify the different types of **specimens** that may be obtained 2.2 Describe the tests and investigations that may be carried out upon the specimens 2.3 Identify the correct equipment and materials used in the collection and transport of specimens
3. Be able to prepare to obtain specimens from individuals	3.1 Introduce yourself to the **individual,** and confirm the individual's identity 3.2 Maintain a safe and healthy working environment, using infection prevention and control techniques 3.3 Explain the procedure to the individual and obtain **valid consent** 3.4 Ensure the individual's privacy and dignity is maintained at all times 3.5 Identify any aspects of the individual'sethnic and religious background which might affect

	the procedure 3.6 Communicate with the individual in a way appropriate to their needs and preferences 3.7 Demonstrate that the required preparations have been completed, including materials and equipment
4. Be able to obtain specimens from individuals	4.1 Provide the correct container for the individual to be able to provide the specimen for themselves or collect the specimen where the individual cannot provide the specimen for themselves 4.2 Describe possible problems in collecting specimens and how and when these should be reported 4.3 Describe the signs and symptoms that an individual is in pain, distress or discomfort and explain how you would respond to these 4.4 Demonstrate the correct collection, labelling and storage of specimens 4.5 Complete and attach relevant documentation
5. Be able to test specimens	5.1 Explain tests for a range of specimens obtained 5.2 Demonstrate appropriate health and safety measures relevant to the procedure and **environment** 5.3 Demonstrate effective hand washing techniques and correct use of PPE 5.4 Demonstrate safe disposal of clinical waste
6. Be able to report on the outcomes on the test of specimens	6.1 Demonstrate the correct process for reporting and recording test results 6.2 Describe the actions to be taken when the results are outside the normal range 6.3 Communicate test results in accordance with agreed ways of working 6.4 Describe why it is important to understand the implications the test results may have on the individual

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K32 S3 S32:
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.

	Assessment criteria 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 4.1, 4.4, 4.5, 5.2, 5.3, 5.4, 6.1 and 6.3 must be assessed in a real work environment.
Additional information	**Other consequences** may include: • treatment being delayed • wrong treatment given • condition could worsen or even result in death • stress and upset for the individual • further discomfort or pain experienced in retaking the samples. **Specimens** may include: • urine • saliva • faeces • blood • sputum • tissue **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Environment** may include: • ensuring privacy • making sure that there are no hazards • that all equipment is ready and prepared • that all equipment is in good working order • ensuring that there is enough room to carry out the procedure.

Unit 247 **Prepare individuals for healthcare activities**

Level:	2
Credit	3
GLH:	22
Assessment type:	Portfolio
Aim:	The aim of this unit is for the learner to be able to prepare individuals for healthcare activities in a safe and professional manner.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines relevant to the preparation of an **individual** for healthcare activities 1.2 Describe own role and accountabilities in relation to preparing individuals for healthcare activities
2. Be able to prepare individuals for healthcare activities	2.1 Greet the individual, complete introductions and explain own role 2.2 Confirm the individual's identity, explain the activity to be undertaken and obtain **valid consent** 2.3 Maintain the individual's privacy and dignity at all times 2.4 Confirm that the individual has complied with any pre-procedural instruction 2.5 Provide support and reassurance to the individual being sensitive to their personal beliefs and **preferences** 2.6 Respond to any questions the individual may have, referring to **others** when required 2.7 **Prepare the individual** for the healthcare activity in accordance with the

	requirements 2.8 Maintain a safe and healthy working environment, using infection prevention and control techniques including hand washing, sanitisation, disinfection and personal protective equipment (PPE) 2.9 Recognise and respond to changes in an individual's health and wellbeing 2.10 Explain how to respond to any issue or emergency situation that arises outside of the limits of own competence
3. Be able to record and report healthcare activities	3.1 Record information in line with national and local policy and protocol 3.2 Describe how to report any issues that arise to the relevant person

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 S29
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 and 3.1 must be assessed in a real working environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent (**must be in line with agreed UK country definition) may include • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes. **Others** may include:

	• team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing. **Prepare the individual** ensuring: • optimal position of the individual • optimal position of medical equipment • secure storage of personal article

Unit 248 **Inform an individual of discharge arrangements**

Level:	2
Credit:	2
GLH:	17
Assessment type:	Portfolio
Aim:	This unit develops the learner's ability to assist in the discharge of an individual by providing information on discharge arrangements.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand discharge and post discharge information needs of individuals	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in relation to informing an **individual** of dischargearrangements 1.2 Describe the information an individual might need about discharge and their recovery 1.3 Explain the local systems for discharge and transfer and the availability of services and agencies offered by the wider health and social care system
2. Be able to inform individuals of discharge arrangements	2.1 Clarify with the practitioner the potential side effects of treatment to which the individual should be aware of on discharge 2.2 Clarify with the practitioner any advice and information to be given to the individual 2.3 Gain any necessary authorisation priorto passing on discharge information to the individual 2.4 Communicate information in a way that is sensitive to the needs, personal beliefs, **preferences** and abilities of the individual 2.5 Contribute to signposting to relevant agencies and , discharge or transfer of individuals between services, in line with

	their care plan 2.6 Confirm the individual's and/or relevant **other's** understanding of general and after care information 2.7 Maintain confidentiality throughout the procedure 2.8 Record details of the procedure in line with organisational requirements

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K34 K36 S34 S59
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcome 2 must be assessed in a real working environment
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes.

Unit 250 **Select and wear appropriate personal protective equipment for work in healthcare settings**

Level:	2
Credit:	2
GLH:	15
Assessment type:	Portfolio
Aim:	This unit aims to develop the learner in achieving a professional standard when dressing for work. Aspects of the control of cross-infection impact on correctly preparing and dressing for work in healthcare areas. Emphasis is placed on following requirements for wearing personal protective equipment and hand cleansing

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand legislation, local policy and protocols in relation to dressing for work in a healthcare setting	1.1 Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings 1.2 Explain standard precautions for infection prevention and control which affect own practice in a. preparing for work b. dressing for work 1.3 Explain how and when to cleanse own hands in line with local policy and protocol 1.4 Explain the importance of maintaining professional appearance and presentation 1.5 Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting 1.6 Describe the importance of promptly reporting reduction in stocks of PPE
2. Understand how to select and use personal protective equipment (PPE) in a healthcare setting	2.1 Describe how to select and use appropriate PPE for own job role and setting 2.2 Describe how PPE may become unsuitable for use including the actions to take if this happens

	2.3 Describe what additional protection equipment should be worn when there is a risk of a. aerosols b. blood, c. body fluids d. radiation 2.4 Explain when synthetic non-powdered un-sterile gloves and apron should be used
3. Be able to select and use personal protective equipment (PPE) in a healthcare setting	3.1 Check for the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken 3.2 Wear PPE in the designated work area only according to own role and procedures to be undertaken 3.3 Remove and dispose of PPE in line with local policy and protocol 3.4 Demonstrate how the reporting and restocking of PPE is carried out

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K12 S12
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	Not applicable.

Unit 251 **Monitor and maintain the environment and resources during and after healthcare activities**

Level:	3
Credit:	3
GLH:	20
Assessment type:	Portfolio
Aim:	This unit develops the learner's ability to maintain and monitor the environment and resources while under supervision during health care activities. Knowledge of monitoring and maintenance parameters informs practice

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Know the procedures for monitoring and maintaining the environment and resources	1.1 Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability 1.2 Identify procedures relating to monitoring the environment during specific **healthcare activities** in own work practice 1.3 Identify **resources** needed during specific health care activities in own work practice 1.4 Explain procedures for reporting problems with the environment and resources, beyond own scope of practice 1.5 Outline hazards and risks associated with procedures carried out in own work practice including how these are controlled
2. Be able to operate equipment	2.1 Explain the importance of ensuring equipment is safe to use 2.2 Apply **standard precautions for infection control** when handling equipment 2.3 Implement health and safety measures when handling equipment 2.4 Operate equipment in line with manufacturer's instructions, national and local

	policies and procedures and own scope of practice
3. Be able to monitor and maintain the environment and resources	3.1 Maintain environmental conditions at the levels required by the activity 3.2 Replenish and replace resources as required for the activity 3.3 Explain the importance of checking resources are of the correct quality and quantity for the activity 3.4 Return unused and/or surplus resources to the correct storage location 3.5 Store resources in line with local policy or protocol at the end of the activity 3.6 Maintain monitoring records in line with national and local policies and protocol
4. Be able to clean resources in own work area	4.1 Maintain the level of cleanliness required in own work area 4.2 Clean fixed resources after use in line with national and local policies and protocols 4.3 Clean reusable resources and make safe prior to storage 4.4 Dispose of waste in line with national and local policy

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K77 S64
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Healthcare activities** could include clinical or therapeutic activities. **Resources** are all equipment, items or materials used to undertake activities. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 252 **Prepare and dress for scrubbed clinical roles**

Level:	2
Credit:	4
GLH:	28
Assessment type:	Portfolio
Aim:	This unit is aimed at those who work under direction from the perioperative team. Learners will have the opportunity to develop underpinning knowledge of the requirements involved in preparing and dressing for the scrubbed clinical role and be able to apply these to practice.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how to follow safe procedures when preparing and dressing for scrubbed clinical roles	1.1 Explain how national guidelines and local policies and protocols inform the selection and preparation of personal protective equipment 1.2 Explain what is meant by an aseptic environment and the **sterile field** 1.3 Explain the importance of reporting any potential contamination in line with local policies and procedures
2 2. Understand how to dress for scrubbed clinical roles	2.1 Explain how to follow infection control procedures in preparation for the scrubbed clinical role 2.2 Describe the factors which affect the choice of personal protective clothing for different procedures 2.3 Explain the importance of wearing personal protective clothing for the scrubbed clinical role 2.4 Explain why it is necessary to change personal protective equipment which has become unsuitable
3. Be able to work within scrubbed clinical roles	3.1 Apply **standard precautions for infection control** 3.2 Implement health and safety measures relevant to scrubbed clinical roles

	3.3 Select and wear personal protective equipment in line with local policies and protocols 3.4 Identify and maintain the **sterile field** by following theatre etiquette and protocols 3.5 Dispose of used personal protective equipment appropriately 3.6 Report any potential contamination in line with local policies and protocols

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K47
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment. The **sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.

Unit 254 **Support individuals who are distressed**

Level:	2
Credit:	3
GLH:	21
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to provide support to individuals through periods of distress.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand causes and effects of distress on individuals	1.1 Identify causes of distress 1.2 Describe signs and symptoms that may indicate an **individua**l is distressed 1.3 Explain how distress may affect the way an individual communicates
2 Understand potential impacts on own wellbeing when supporting an individual who is distressed	2.1 Explain how supporting an individual who is distressed may impact on own wellbeing 2.2 Identify **sources of support** to manage own feelings when supporting an individual who is distressed
3 Be able to prepare to support individuals who are experiencing distress	3.1 Access information and advice in relation to supporting an individual who is distressed 3.2 Recognise signs of distress that indicate the need for specialist intervention 3.3 Describe how to access specialist intervention

4 Be able to support individuals who are experiencing distress	4.1 Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and **preferences** of the individual 4.2 Work in ways to alleviate an individual's distress 4.3 Respond to the individual's reactions in a way that shows empathy and reassurance 4.4 Involve **others** at appropriate times when supporting an individual who is distressed.
5 Be able to support individuals to reflect on incidents of distress	5.1 Encourage the individual to express thoughts and feelings 5.2 Work with the individual and others to identify triggers for distress 5.3 Work with an individual and others to manage triggers or alleviate causes of distress 5.4 Encourage the individual to review ways of coping with distress
6 Be able to record and report on an individual's distress to identify patterns and trends	6.1 Maintain records relating to the individual's distress and the support provided 6.2 Report on periods of distress in line with agreed ways of working 6.3 Use information gathered to identify patterns and tends relating to the individual's distress

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K3 K7 K8 K10 K22 K35.K36. S3 S7 S8 S10 S22 S35 S36.
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Sources of support** may include: • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing.

Unit 308 **Personal wellbeing when working in mental health services**

Level:	3
Credit:	4
GLH:	29
Assessment type:	Portfolio
Aim:	This unit aims to provide the learner with an understanding and skills of the key concepts of mental wellbeing, mental health and mental health promotion. It focuses on the range of factors that can influence mental wellbeing and how to effectively promote mental wellbeing and mental health with individuals and groups in a variety of contexts, not just specialist mental health services.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand own wellbeing	1.1 Explain the meaning of 'personal wellbeing', 'self-care' and 'resilience' 1.2 Describe **factors** that positively and negatively influence **own wellbeing** 1.3 Outline **indicators** of own wellbeing and wellbeing deterioration
2. Understand the importance of maintaining and improving own wellbeing when working in mental health services	2.1 Explain how own wellbeing impacts own role and behaviour 2.2 Explain how own wellbeing impacts **others** 2.3 Explain the importance of maintaining and improving own wellbeing when working in mental health services
3. Know how to manage own stress and anxiety when working in mental health services	3.1 Define '**stress**' and 'anxiety' 3.2 Outline indicators of stress and anxiety in oneself 3.3 Describe factors that can trigger stress and anxiety in oneself 3.4 Describe how stress and anxiety may affect own reactions and behaviours towards others 3.5 Identify **strategie**s for managing own stress

	and anxiety 3.6 Describe how to access a range of **support offers**
4. Know how to maintain and improve own wellbeing when working in mental health services	4.1 Identify strategies to maintain and improve own wellbeing 4.2 Identify a range of wellbeing **support offers** available and how to access them 4.3 Describe how to access professional help if needed
5. Be able to review and promote own mental health and wellbeing when working in mental health services	5.1 Use tools to support the review and promotion of own mental health and wellbeing 5.2 Review and promote own mental health and wellbeing

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K63 S63
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. This unit must be assessed in a real-work environment. This unit needs to be assessed in line with the Skills for Care and Development Assessment Principles. 3.2 - Learners must identify at least three support offers.
Additional information	**Own wellbeing** in this context, wellbeing refers to that of learner. Wellbeing is broad concept referring to a person's quality of life taking into account health, happiness, and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical, and mental wellbeing. **Factors** these should be specific to the learner. The learner should show consideration of environmental, physical, social, and psychological factors inside and outside the workplace. **Indicators** these should be specific to the learner. The learner should show consideration of physical, emotional, and psychological indicators. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families

	• carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing. **Strategies** these should be specific to the learner. Strategies should include those that enable the learner to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised. **Support offers** the range should include offers available inside and outside the learners' workplace. Learners should consider offers they use as well as those they currently choose not to. For example: • internal: Supervision, employee assistance scheme, mentor or buddying systems • external: self-help tools, apps and websites, local groups, and networks. **Stress** can have positive, as well as negative, effects on a person. In this context, we refer to the negative impacts of stress.

Unit 310 **Obtain venous blood samples**

Level:	3
Credit:	3
GLH:	24
Assessment type:	Portfolio
Aim:	This unit is aimed at health and social care professionals involved in the use of venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining venous blood samples	1.1 Summarise current legislation, national guidelines, local policies, procedures and protocols in relation to obtaining venous blood samples
2. Understand the **anatomy and physiology** relating to obtaining venous blood samples	2.1 Describe the position of venous blood vessels in relation to arteries, nerves and other structures. 2.2 Describe the structure of venous blood vessels 2.3 Explain blood-clotting processes and the factors that influence blood clotting for individuals 2.4 Describe potential changes in anatomy and physiology following the collection of blood sample 2.5 Describe reasons for obtaining venous blood samples
3. Be able to prepare to obtain venous blood samples	3.1 Confirm the **individual's** identity and obtain **valid consent** 3.2 Communicate with the individual in a manner which: a. is appropriate to their communication needs and abilities

	b. provides accurate and relevant information c. provides support and reassurance d. addresses needs and concerns e. is respectful of personal beliefs and **preferences** 3.3 Select and prepare appropriate equipment for obtaining the venous blood sample. 3.4 Select and prepare an appropriate site taking into account the individual's age, needs and preferences
4. Be able to obtain venous blood samples	4.1 Apply health and safety measures relevant to the procedure and environment 4.2 Apply **standard precautions for infection control** 4.3 Use the selected materials, equipment and containers/slides in accordance with agreed procedures 4.4 Obtain blood samples in the correct sequence and of the required volume and quantity 4.5 Carry out the correct procedure for encouraging closure and blood clotting at the site 4.6 Advise individuals on the potential adverse reactions or complications of the procedure 4.7 Explain the procedure to manage an arterial puncture 4.8 Terminate the blood collection procedure to include a. removal of blood collection equipment b. stopping blood flow c. stopping bleeding d. application of suitable dressing e. personal care advice to the individual
5. Be able to prepare venous blood samples for transportation	5.1 Label, package, transport and store blood samples.

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K54 S54
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

Additional information	**Anatomy and physiology** may include: • muscles • bones • joints • ligaments • the musculoskeletal system. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 311 **Undertake treatments and dressings of lesions and wounds**

Level:	3
Credit:	4
GLH:	23
Assessment type:	Portfolio
Aim:	This unit will provide learners with knowledge and skills of wound and lesion dressings the learners feel comfortable to perform this procedure.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols, best practice and safety measures related to undertaking treatments and dressings of lesions and wounds	1.1 Summarise the current legislation, national guidelines, policies, protocols and best practice guidelines which inform undertaking treatments and dressings of lesions and wounds 1.2 Explain the importance of maintaining compliance with health and safety guidance at all times 1.3 Explain the importance of using aseptic techniques which follow local guidelines and procedures 1.4 Explain the importance of wearing personal protective equipment 1.5 Explain the importance of working within own sphere of competence in relation to undertaking treatments and dressings of lesions and wounds
2. Understand wound infection and healing	2.1 Define asepsis, antisepsis and cross infection 2.2 Describe the aspects of the **anatomy and physiology** of the skin which inform the application of dressings 2.3 Explain the process of wound healing and identify factors which promote and delay the process

	2.4 Outline sources and consequences of wound contamination and measures to avoid and deal with these
3. Understand the rationale for carrying out procedures when treating wounds/lesions	3.1 Identify the types and functions of equipment, materials and dressings used in own work area 3.2 Explain the importance of following procedures outlined in the care plan 3.3 Explain the importance of referring any changes in the wound/lesion or adverse reactions which are outside own competence to the practitioner
4. Be able to prepare to treat and dress lesions and wounds	4.1 Confirm the activity in line with the **individual's** care plan 4.2 Implement health and safety measures relevant to the procedure and the environment 4.3 Confirm the individual's identity and obtain **valid consent** to carry out the procedure 4.4 Communicate information, support and reassurance to address the individual's needs and concerns 4.5 Select and confirm all equipment and materials to be used is fit for purpose as outlined in the care plan 4.6 Maintain the sterility of dressings prior to and during application
5. Be able to carry out treatments and dressings to lesions/wounds	5.1 Apply **standard precautions for infection control** 5.2 Maintain an individual's privacy and dignity at all times 5.3 Scrutinise the lesion/wound for any change in appearance 5.4 Explain the importance of referring any changes in the wound/lesion or adverse reactions which are outside own competence to the practitioner 5.5 Carry out treatments as outlined in the care plan 5.6 Observe the individual for adverse reactions while carrying out treatment in accordance with the care plan 5.7 Apply/attach dressings in line with the care plan 5.8 Deal with hazardous waste in line with local policy

6. Be able to record and report outcomes of the activities	6.1 Record and report outcomes of the activity in line with national/local policy

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K30 K31 S31
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Anatomy and physiology** may include: • muscles • bones • joints • ligaments • the musculoskeletal system. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 312 **Supporting the care of individuals with nasogastric tubes**

Level:	3
Credit:	3
GLH:	19
Assessment type:	Portfolio
Aim:	This unit is aimed at those who care for individuals with nasogastric tubes. The learner will have the opportunity to develop knowledge, understanding and skills in order to aspirate stomach/intestinal contents via the nasogastric tube, measure output and remove tubes when directed to.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how to care for individuals with nasogastric tubes in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Outline how current legislation, national guidelines, policies, protocols and good practice guidelines affect own practice related to caring for an individual with nasogastric tubes 1.2 Describe responsibilities and boundaries related to own role when caring for individuals with naso-gastric tubes 1.3 Outline how to prepare equipment and materials required for aspiration and the removal of nasogastric tubes 1.4 Explain the importance of following health and safety procedures when caring for an individual with naso-gastric tubes 1.5 Outline how to deal with concerns that **individual**s may have in relation to clinical procedures such as aspiration and the removal of nasogastric tubes 1.6 individual reacting adversely to the nasogastric procedure

2. Know the anatomy and physiology of the upper gastrointestinal system and its relevance to nasogastric procedures	2.1 Describe the anatomy and physiology of the upper gastrointestinal system in relation to the aspiration and removal of nasogastric tubes 2.2 Describe the normal and abnormal appearance and content of stomach/intestinal fluid according to the individual's presenting medical condition 2.3 Outline the action to take to reduce or deal with potential sources of contamination when undertaking aspiration and removal of nasogastric tubes 2.4 Describe potential consequences of contamination of nasogastric tubes and equipment used for aspiration
3. Be able to prepare to carry out nasogastric procedures	3.1 Apply standard **precautions for infection control** 3.2 Apply health and safety measures relevant to the procedure and environment 3.3 Prepare resources, equipment and materials needed for the aspiration and removal of nasogastric tubes prior to starting the activity 3.4 Confirm the individual's identity and gain **valid consent** prior to carrying out nasogastric procedures 3.5 Explain the procedure to the individual, ensuring they have all the information they require to meet their needs 3.6 Position the individual and self so that the procedure can be carried out safely and comfortably
4. Be able to support individuals undergoing nasogastric procedures	4.1 Carry out the nasogastric procedures as directed and in accordance with the individual's care plan and local policy and protocol 4.2 Observe the individual throughout the activity, taking action to deal with any condition or behaviour which may signify adverse reactions 4.3 Check the nasogastric tube and any drainage bags are securely attached in a way that prevents discomfort and maintains the individual's dignity 4.4 Assess nasogastric aspirate for any change in appearance, informing the care team of any areas of concern in line with local policy

	and protocol 4.5 Measure and record the volume of aspirate 4.6 Pack up used equipment and materials and cover receptacles containing nasogastric aspirate prior to leaving the immediate care area 4.7 Dispose of used equipment and materials and nasogastric aspirate in line with local policy and protocol 4.8 Update records and make them available to the care team in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K58 S35
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 313 **Care for individuals with urethral catheters**

Level:	3
Credit:	4
GLH:	30
Assessment type:	Portfolio
Aim:	This unit will provide learners with knowledge and skills of urethral catheter care ensuring the learners feel comfortable to perform this procedure.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation national guidelines, policies, protocols and best practice related to caring for individuals with urethral catheters	1.1 Summarise the current legislation national guidelines, policies, protocols and best practice related to caring for those individuals with urethral catheters 1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out care activities for individuals with urethral catheters
2. Understand the procedure of urethral catheterisation	2.1 Describe the anatomy and physiology of the lower urinary tract of: a. male b. female 2.2 Describe lower urinary tract functions and continence status 2.3 Explain why urethral urinary catheters may be needed 2.4 Explain the effects of urethral catheterisation on an individual's comfort and dignity
3. Understand the use and application of catheter care equipment	3.1 Describe different types of **catheter care equipment** that can be used to meet **individuals'** specific needs 3.2 Describe the types of **catheter care advice**

	to give to individuals 3.3 Describe when to undertake urinalysis, obtain a catheter specimen of urine (CSU) or screen for multi resistant bacteria 3.4 Describe the indications, mode of action, risks, side- effects, cautions, contra indications and potential interactions of urethral catheter care 3.5 Describe the medication, antibiotics, anaesthetic agents and associated solutions used for individuals with urethral catheters
4. Be able to prepare individuals to carry out urethral catheters care	4.1 Confirm the activity in line with the individual's care plan 4.2 Implement health and safety measures relevant to the procedure and environment 4.3 Confirm the individual's identity and obtain **valid consent** 4.4 Select and check equipment is fit for purpose 4.5 Communicate information, support and reassurance to address the individual's needs and concerns 4.6 Agree the level of support required with the individual 4.7 Apply standard precautions for infection prevention and control
5. Be able to carry out care for individuals with urethral catheters	5.1 Support the individual and **relevant others** to carry out catheter care in accordance with local policy and protocol 5.2 Maintain dignity and privacy during the procedure 5.3 Use catheter care equipment in line with manufacturers guidance; reporting any failure/malfunction in line with local policy and protocol 5.4 Use and store equipment and materials in accordance with local policy and protocol 5.5 Dispose of catheter related equipment in accordance with local policy and protocol 5.6 Measure and record any urethral output within local policy and protocol
6. Be able to monitor and check individuals undergoing urethral catheter care	6.1 Monitor the individuals' condition for adverse effects and potential complications, taking appropriate action in line with local policy and protocol 6.2 Observe and maintain cleanliness of the meatus 6.3 Terminate the use of a urethral catheter in

	accordance with local policy and protocol 6.4 Record and report information in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K32
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Catheter care equipment:** Catheter care equipment may include: • catheters • urethral drainage bags • link systems • catheter valves • support methods including garments, straps and stands. **Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Catheter care advice:** Catheter care advice may include: • lifestyle advice • maintaining catheter function • reducing infection • what to do in the event of problems with equipment • how to deal with common complications • short and long-term health risk. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Relevant others** may include: • parent/s • carer • those with parental responsibility • practitioner

	• supervisor • advocates • peers • therapists.

Unit 315 **Carry out blood collection from fixed or central lines**

Level:	3
Credit:	4
GLH:	30
Assessment type:	Portfolio
Aim:	This unit covers the collection of blood from fixed or central lines that have already been inserted by a registered practitioner, for individuals usually undergoing some form of treatment. This activity must be carried out following agreed clinical protocols and the application of principles of asepsis is of paramount importance. The activity may be undertaken in hospital, hospices, in clinics or at the individual's home. It may require assistance from another member of the care team. You will be working without direct supervision but according to local policy and protocol.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, and protocols which impact on own role	1.1 Summarise the current legislation, national guidelines, policies, protocols for collecting blood from fixed or central lines
2. Understand the procedures involved in the collection of arterial blood	2.1 Explain the types and categories of risks which may be involved when carrying out blood collection and the action to take if these occur 2.2 Describe the different types of fixed or central line blood collection systems and equipment and explain the situations in which they may be used 2.3 Explain the importance of disposing of used equipment and clinical waste from collection of blood from fixed or central lines in line with local policy and protocol

3. Be able to prepare to carry out blood collection	3.1 Confirm the individual's identity and gain valid consent 3.2 Prepare the **individual** and environment to support privacy and dignity 3.3 Support the individual to be in the correct position for the collection of blood 3.4 Communicate accurate information in a way that is sensitive to the personal beliefs and **preferences** of the individual 3.5 Apply standard **precautions for infection control** 3.6 Apply health and safety measures relevant to the procedure and environment
4. Be able to carry out blood collection procedures	4.1 Control the blood flow throughout the collection procedure in line with local policy and protocol 4.2 Attach the blood collection equipment to the blood collection site in the fixed or central line 4.3 Collect the blood sample in sufficient volume into a sterile container in accordance with local policy and protocol 4.4 Follow local protocols when unable to collect the required sample of blood 4.5 Flush the line with sterile solution to maintain patency on completion of the blood collection 4.6 Support the individual to dress once the procedure has been completed
5. Be able to record, report and forward on blood samples.	5.1 Label the blood sample according to local protocol 5.2 Request analysis of the blood sample in line with local policy and protocol 5.3 Document blood collection procedure in accordance with local policy and protocol
6. Be able to monitor and report on blood collection	6.1 Monitor the individual and report any condition or behaviour which may signify adverse reactions to the procedure in accordance with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K54 S54
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

Additional information	**Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Preferences** . may be based on: • beliefs • values • culture • aspirations • wishes. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 316 **Undertake stoma care**

Level:	3
Credit:	4
GLH:	30
Assessment type:	Portfolio
Aim:	This unit is aimed at those who provide care to individuals with bowel/bladder stoma. This may be for individuals with new stomas or for individuals with established stomas who are unable to manage their own stoma care or those who require assistance. This unit is applicable in a variety of care environments including hospitals, care homes, the individual's own home or other community environments such as GP surgeries.

Learning outcomes *The learner will*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and good practice related to assessment for stoma care	1.1 Summarise the current legislation national guidelines, policies, protocols and good practice related to undertaking stoma care 1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out stoma care
2. Understand the anatomy and physiology in relation to conditions requiring stoma care	2.1 Describe the reasons why a stoma may be required 2.2 Describe the anatomy in relation to the position of a stoma 2.3 Describe the reasons for and function of: a. a colostomy b. an ileostomy c. an ileal conduit d. a nephrostomy 2.4 Describe potential consequences of contamination of stoma drainage systems

	2.5 Describe effects of diet and mobility on stoma function
3. Be able to prepare individuals for stoma care	3.1 Confirm the **individual**'s identity, gain **valid consent** and maintain privacy and dignity throughout 3.2 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual 3.3 Carry out preparatory checks against the individual's care plan 3.4 Prepare equipment and materials for stoma care as detailed in the individual's plan of care 3.5 Apply standard precautions for infection prevention and control 3.6 Apply health and safety measures relevant to the procedure and environment
4. Be able to carry out stoma care for individuals	4.1 Describe factors which will affect the level of assistance required 4.2 Agree the level of support required with the individual 4.3 Demonstrate techniques to carry out stoma care in line with local policy and protocol 4.4 Explain the action to take if the prepared stoma care equipment appears to be inappropriate or unsuitable 4.5 Give individuals the opportunity to dispose of their own used stoma care equipment 4.6 Give individuals the opportunity to maintain their personal hygiene 4.7 Provide **active support** for individuals to manage their own stoma 4.8 Dispose of equipment and soiled linen in line with local policy and protocol
5. Be able to monitor, record and report on an individual's condition during and after stoma care	5.1 Monitor the individual's condition throughout the stoma care 5.2 Check for any adverse effects and potential complications 5.3 Monitor and report on the individual's pattern of stoma function, consistency of body waste and any changes that may have occurred 5.4 Record the outcomes of stoma care activity in line with local policy and protocol 5.5 Report findings to colleagues in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K2 S3 S7 S10 S12 S13 S15
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4 and 5 must relate to real work activities and be observed in the work setting.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes. **Active support** 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.

Unit 317 **Obtain and test capillary blood samples**

Level:	3
Credit:	4
GLH:	30
Assessment type:	Portfolio
Aim:	This unit is aimed at workers involved in the collection of capillary blood samples using either manual or automated lancets and testing of the sample where this is required. Caution must be applied with taking multiple samples from neonates or children under 1 year old, as venepuncture may be the preferred method depending on the type of sample and quantity required.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to obtaining and testing capillary blood samples	1.1 Summarise current legislation, national guidelines, local policies, procedures, and protocols which relate to obtaining and testing capillary blood samples
2. Understand the **anatomy, physiolog**y in relation to, and the purpose of, obtaining and testing capillary blood samples	2.1 Describe the structure and purpose of capillary blood vessels 2.2 Explain blood clotting processes and the factors that influence blood clotting for **individuals** 2.3 Describe reasons for obtaining capillary blood samples 2.4 Describe potential changes in anatomy and physiology following the collection of blood sample
3. Be able to prepare to obtain capillary blood samples	3.1 Confirm the individual's identity and obtain **valid consent** 3.2 Communicate with the individual in a manner which: a. is appropriate to their communication needs and abilities

	b. provides accurate and relevant information c. provides support and reassurance d. addresses needs and concerns e. is respectful of personal beliefs and **preferences** 3.3 Select and prepare appropriate equipment for obtaining the capillary blood sample 3.4 Select and prepare an appropriate site for obtaining the sample, taking into account the individual's age, needs and preferences
4. Be able to obtain capillary blood samples	4.1 Apply health and safety measures relevant to the procedure and environment 4.2 Apply standard precautions for infection prevention and control 4.3 Use the selected materials, equipment and containers/slides in accordance with agreed procedures 4.4 Obtain blood samples in the correct sequence and of the required volume and quantity 4.5 Carry out the correct procedure for encouraging closure and blood clotting at the site 4.6 Explain the correct process for labelling, packaging, transporting and storing blood samples 4.7 Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications
5. Be able to test and record the results of blood samples	5.1 Test the sample using the approved method in line with organisational procedure 5.2 Describe normal or expected range of results for particular tests 5.3 Recognise and interpret normal, expected and abnormal results 5.4 Ensure that results are passed on to an appropriate staff member for interpretation as required 5.5 Record results fully and accurately and forward according to local requirements
6. Be able to pass on the results of blood samples	6.1 Communicate the results of the tests and any further action required to the individual 6.2 Respond to questions and concerns from individuals, providing accurate information 6.3 Refer issues outside own responsibility to an appropriate staff member

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K54 S54
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment (RWE).
Additional information	**Anatomy and physiology** may include • muscles • bones • joints • ligaments • the musculoskeletal system. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes.

Unit 318 **Undertake tissue viability risk assessments**

Level:	3
Credit:	3
GLH:	16
Assessment type:	Portfolio
Aim:	The aim of this unit is to equip learners with the knowledge and skills required to ensure that individuals maintain skin integrity as far as is practicably possible.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand the need for tissue viability risk assessment	1.1 Describe the **anatomy and physiology** of healthy skin 1.2 Describe changes that occur when damage caused by pressure develops 1.3 Explain when an initial tissue viability risk assessment may be required 1.4 Describe what to look for when assessing the condition of the skin 1.5 Describe pre-disposing factors which may exacerbate risk of impaired tissue viability and skin breakdown 1.6 Describe external factors, including shearing forces, which may exacerbate risk of impaired tissue viability and skin breakdown
2 Be able to undertake tissue viability risk assessment	2.1 Identify individuals who may be at risk of impaired tissue viability and skin breakdown 2.2 Apply standard precautions for infection prevention and control 2.3 Inspect the general condition of an individual's skin 2.4 Identify the sites where pressure damage might occur, using appropriate assessment tools 2.5 Complete a tissue viability risk assessment within an appropriate time scale, as determined by organisational policy

	2.6 Use safe handling techniques when assisting the **individua**l to move during the assessment
3 Be able to record and report on tissue viability risk assessment	3.1 Complete tissue viability risk assessment documentation 3.2 Share findings with appropriate staff and the individual 3.3 Notify appropriate staff of any immediate concerns in line with local policies and guidance
4 Understand when the risk assessment should be reviewed	4.1 Explain why the tissue viability risk assessment should be regularly reviewed and repeated 4.2 Explain when the tissue viability assessment tool or the current review cycle may no longer be appropriate

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K30 S30
Assessment requirements	This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.
Additional information	**Anatomy and physiology** may include: • muscles • bones • joints • ligaments • the musculoskeletal system. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

Unit 320 **Coordinate the progress of individuals through care pathways**

Level:	3
Credit:	3
GLH:	15
Assessment type:	Portfolio
Aim:	This unit is about coordinating the effective management of individuals through care or patient pathways. Pathways are determined by the specific needs of the individual and their condition.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines in relation to coordinating the progress of individuals through care pathways	1.1 Summarise current legislation, national guidelines, policies, protocols, and good practice guidelines in relation to the coordination of the progress of **individuals** through **care pathways** in relation to own role 1.2 Explain own and others' roles and responsibilities in the delivery of care pathways 1.3 Explain why and when individuals' priorities are reviewed 1.4 Describe the protocols for prioritising care and treatment in relation to own role
2. Understand the coordination of individuals through care pathways	2.1 Describe the stages of an individual's care pathway 2.2 Describe ways in which individuals accessing services can be managed and optimised 2.3 Describe ways to maintain individual safety when supporting the operation of care pathways

	2.4 Identify the **resources** required for supporting individuals through care pathways 2.5 Identify any **actions** required to overcome any identified problems
3. Be able to coordinate the progress of individuals through care pathways	3.1 Share accurate information regarding the individual, their needs and treatment when the individual is transferred to the care of colleagues, other departments or services 3.2 Identify **actions** required when there is deviation from the planned pathway within scope of own role 3.3 Update records, store and share documentation and information in line with local policy and protocol 3.4 Coordinate aspects of the care pathway in line with local policy and protocol and within scope of own role 3.5 Assess issues that arise as an individual moves through the care pathway

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K34 S29 S34
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Care pathways:** Represents every aspect of the individual's care from their initial presentation through to the successful resolution of their health care needs, their discharge or their death. **Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Resources:** may include: • people/ practitioners • physical resources • services and facilities. **Actions** may include signposting.

Unit 321 **Support individuals to access and use services and facilities**

Level:	3
Credit:	4
GLH:	25
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to select, use and review services and facilities.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand factors that influence individuals' access to services and facilities	1.1 Identify services and facilities which **individuals** may need/wish to access 1.2 Describe how accessing a range of services and facilities can be beneficial to an individual's wellbeing 1.3 Identify barriers that individuals may encounter in accessing services and facilities 1.4 Describe ways of overcoming barriers to accessing services and facilities 1.5 Explain why it is important to support individuals to challenge information about services that may present a barrier to participation 1.6 Explain how using digital skills and technology can support the access to service facilities
2. Be able to support individuals to select services and facilities	2.1 Agree with individuals and others their preferred options for accessing services and facilities 2.2 Work with individuals and others to select services or facilities that meet their assessed needs and **preferences**

3. Be able to support individuals to access and use services and facilities	3.1 Identify with individuals the resources, support and assistance required to access and use selected services and facilities 3.2 Carry out agreed responsibilities within scope of own role to enable individuals to access and use services and facilities 3.3 Explain how to ensure individuals' rights and preferences are promoted when accessing and using services and facilities
4. Be able to support individuals to review their access to and use of services and facilities	4.1 Work with individuals and **others** to evaluate whether services or facilities have met their assessed needs and preferences 4.2 Support individuals and others s to provide feedback on their experiences of accessing and using services or facilities 4.3 Work with individual and others to evaluate the support provided for accessing and using services or facilities within scope of own role 4.4 Agree any changes needed to improve the experience and outcomes of accessing and using services or facilities for individuals, within scope of own role

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K34 K36 S34 S36
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services

	• families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing.

Unit 322 **Obtain a client history**

Level:	3
Credit:	3
GLH:	22
Assessment type:	Portfolio
Aim:	This unit develops the learner in gathering information to obtain a relevant history from an individual and if this is not feasible, a third party.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and best practice related to obtaining a client history	1.1 Identify own roles and responsibilities with regard to the current legislation, national guidelines, policies, protocols and best practice guidelines when obtaining an individual's history 1.2 Explain the guidelines to be followed if the **individual** is unable to provide a relevant history 1.3 Explain how to check a **third party's** authority and ability to provide information about an individual 1.4 Outline the steps to be taken to clarify and confirm any missing or ambiguous information in an individual's history 1.5 Explain the purpose of obtaining a client history
2. Be able to prepare to obtain a client history	2.1 Confirm the individual's identity 2.2 Communicate own role and purpose of obtaining a client history 2.3 Check the individual's or confirmed third party's understanding of the purpose of the activity

3. Be able to obtain a client history.	3.1 Gain valid consent to share information in line with national/local policy and protocol 3.2 Maintain confidentiality and the individual's dignity, privacy, beliefs and rights in line with local policy and protocol 3.3 Obtain relevant information on the individual's prior health and circumstances 3.4 Clarify any ambiguous or incomplete statements 3.5 Respond to any questions from the individual or third party 3.6 Record the outcomes of the activity in line with national/local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	Not applicable
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals can be adults, neonates, children and young people or older people. **Third party** may include: • parent/carer • those with parental responsibility • those with legal responsibility. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

Unit 323 **Support individuals who are bereaved**

Level:	3
Credit:	4
GLH:	30
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals who are bereaved.

Learning outcomes *T*he learner will*:*	**Assessment criteria** *The learner can:*
1. Understand the effects of bereavement on individuals	1.1 Describe how an i**ndividual** may feel immediately following the death of a loved one 1.2 Analyse how the bereavement journey may be different for different individuals across the lifespan
2. Understand principles for supporting individuals who are bereaved	2.1 Compare theories of bereavement 2.2 Explain the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for bereavement 2.3 Explain importance of empathy in supporting a bereaved individual
3. Be able to support individuals to express their response to loss	3.1 Create an environment where the individual has privacy to express their emotions 3.2 Use active listening skills to support the individual to express their thoughts, feelings and distress

4 Be able to support individuals who are bereaved	4.1 Assess the individual's level of distress and their capacity for resilience 4.2 Agree a programme of support with the individual and **others** 4.3 Carry out own role within the support programme 4.4 Support the individual to identify any changes they may need to make as a result of their loss. 4.5 Explain the importance of working at the individual's pace during the bereavement journey 4.6 Support the individual to manage conflicting emotions, indecision or fear of the future
5. Understand the role of specialist agencies in supporting individuals who are bereaved	5.1 Compare the roles of specialist agencies in supporting individuals who are bereaved 5.2 Describe how to assess whether a bereaved individual requires specialist support 5.3 Explain the importance of establishing agreement with the individual for a referral to a specialist agency
6. Be able to manage own feelings when providing support for individuals who are bereaved	6.1 Identify ways to manage own feelings while providing support for an individual who is bereaved 6.2 Use **support systems** to help manage own feelings

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K33 K35: S33 S35:
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Others:** Others may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates.

	Support systems refers to a network of people who provide an individual with practical or emotional support.

Unit 324 **Understand the process and experience of dementia**

Level:	3
Credit:	4
GLH:	23
Assessment type:	Portfolio
Aim:	This unit provides the knowledge of the neurology of dementia to support the understanding of how individuals may experience dementia.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the neurology of dementia	1.1 Describe a range of causes of **dementia syndrome** 1.2 Describe the types of **memory impairment** commonly experienced by **individuals** with dementia 1.3 Explain the way that individuals process information with reference to the abilities and limitations of individuals with dementia 1.4 Explain how **other factors** can cause changes in an individual's condition that may not be attributable to dementia 1.5 Explain why the abilities and needs of an individual with dementia may fluctuate 1.6 Explain the meaning of mental capacity and the impact of this on an individual's needs
2. Understand the impact of recognition and diagnosis of dementia	2.1 Describe the impact of early diagnosis and follow up to diagnosis 2.2 Explain the importance of recording possible signs or symptoms of dementia in an individual in line with agreed ways of working 2.3 Explain the process of reporting possiblesigns of dementia within agreed ways of working 2.4 Describe the possible impact of receiving a diagnosis of dementia on:

	a. the individual b. their family and friends
3. Understand how dementia care must be underpinned by a person centred approach	3.1 Compare a person centred and a non-person centred approach to dementia care 3.2 Explain how to implement person centred care when supporting someone with dementia, taking into account equality, diversity ,inclusion**, active participation,** consent and choice. 3.3 Describe a range of different techniques that can be used to meet the fluctuating abilities and needs of the individual with dementia 3.4 Describe how myths and stereotypes related to dementia may affect the individual and their carers 3.5 Describe ways in which individuals and carers can be supported to overcome their fears

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K35 K36 K57
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Dementia syndrome causes** may include: • alzheimer's disease • vascular dementia • cretzfeldt-Jakob disease • huntington's disease • dementia with Lewy bodies. **Memory impairment may include** • regression • confusion • forgetfulness • loss of awareness of date/year • loss of ability to reason • loss of life skills • forgetting faces/names • communication difficulties. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

	Other factors may include: • urine infection • high temperature • depression • sensory loss… sight/hearing • reduced metabolism. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 325 **Support individuals during a period of change**

Level:	3
Credit:	4
GLH:	29
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals during a period of change.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand reasons for and responses to change	1.1 Describe types of **change** that may occur in the course of an **individual's** life 1.2 Analyse factors that can make the change process a positive or a negative experience 1.3 Describe potential conflicts that the change process can create and how to deal with this 1.4 Describe approaches likely to enhance an individual's capacity to manage change and experience change positively
2. Be able to support individuals to plan how to manage or adapt to change	2.1 Gain **valid consent** to work with individuals and **others** to identify recent or imminent changes affecting them 2.2 Support the individual to assess the implications and likely impacts of the change identified through agreed method of communication 2.3 Work with the individual and others to plan how to adapt to or manage the change 2.4 Explain the importance of both practical support and emotional support during a time of change 2.5 Identify and agree roles and responsibilities for supporting a period of change

3. Be able to support individuals to manage or adapt to change	3.1 Carry out agreed role and responsibilities for supporting period of change, in ways that promote **active participation** 3.2 Provide information and advice to support the individual to manage change 3.3 Support the individual to express **preferences** and anxieties when going through change 3.4 Adapt support methods to take account of preferences or anxieties 3.5 Describe how and when to seek additional expertise and advice when supporting an individual through change
4. Be able to evaluate the support provided during a period of change	4.1 Agree with the individual and others how the support provided will be evaluated, and who will be involved 4.2 Work with the individual and others to identify positive and negative aspects of a change 4.3 Work with the individual and others to evaluate the effectiveness of methods used to support the change process 4.4 Record and report on the effectiveness of support for the change process

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K36 K44 K57 K68 K72 K73 S29 S34 S44 S45 S55
Assessment requirements	This unit must be assessed in accordance with Skills for Health Assessment Principles. Assessment criteria 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 must be assessed in a real working environment.
Additional information	**Change** may include: • temporary or permanent • because of the individuals wishes • because of circumstances • it may have a positive or negative impact on the individual • housing • service offered • bereavement • health

	• staffing • communication. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. **Preferences** in this context may be based on: • beliefs • values • culture • wishes • aspirations • connections • support network.

Unit 326 **Support individuals at the end of life**

Level:	3
Credit:	6
GLH:	50
Assessment type:	Portfolio
Aim:	This unit support those who work in wide range of healthcare settings covering knowledge and skills required to support individuals who are at end of life.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the aims and principles of end of life care	1.1 Explain the aims and principles of end of life care 1.2 Analyse the impact of national and local drivers on current approaches to end of life care 1.3 Describe conflicts and legal or ethical issues that may arise in relation to death, dying or end of life care 1.4 Identify the **key people** and services who may be involved in delivery of end of life care 1.5 Explain the concept of holistic care at the end of life 1.6 Describe the signs that suggest **individuals** are nearing the end of life
2. Understand factors affecting end of life care	2.1 Outline key points of theories about the emotional and psychological processes that individuals and key people may experience with the approach of death 2.2 Explain how the beliefs, religion and culture of individuals and key people can influence end of life care 2.3 Explain why support for an individual's health and **wellbeing** may not always relate to their terminal condition

3. Understand advance care planning in relation to end of life care	3.1 Describe the benefits to an individual of having as much control as possible over their end of life care 3.2 Explain the purpose of advance care planning in relation to end of life care 3.3 Explain why, with their consent, it is important to pass on information about the individual's wishes, needs, and preferences for their end of life care 3.4 Outline ethical and legal issues that may arise in relation to advance care planning outside of own job role 3.5 Explain how to work in the best interest of the individual without capacity
4. Be able to provide support to individuals and key people during end of life care	4.1 Support the individual and key people to explore their thoughts and feelings about death and dying 4.2 Provide support for the individual and key people that respects their beliefs, religion and culture 4.3 Demonstrate ways to help the individual feel respected and valued throughout the end of life period 4.4 Provide information to the individual and/or key people about the individual's illness and the support available 4.5 Give examples of how an individual's wellbeing can be enhanced by: a. environmental factors b. non-medical interventions c. use of equipment and aids d. alternative/complementary therapies e. Contribute to partnership working with key people to support the individual's wellbeing during end of life
5. Understand the role of organisations and support services available to individuals and key people in relation to end of life care	5.1 Explain why support for spiritual needs may be especially important at the end of life 5.2 Describe a range of sources of support to address the needs of individuals and key people at the end of life

6. Be able to support individuals through the process of dying.	6.1 Carry out own role in an individual's end of life care 6.2 Contribute to addressing any distress experienced by the individual promptly and in agreed ways 6.3 Adapt support to reflect the individual's changing needs or responses
7. Be able to take action following the death of individuals	7.1 Explain why it is important to know about an individual's wishes for their after-death care 7.2 Carry out actions immediately following a death that respect the individual's wishes and follow agreed ways of working 7.3 Describe ways to support key people immediately following an individual's death
8. Be able to manage own feelings in relation to the dying or death of individuals	8.1 Identify ways to manage own feelings in relation to an individual's dying or death 8.2 Utilise support systems to deal with own feelings in relation to an individual's dying or death

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K33 S33
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Key people** may include: • family members • friends • others who are important to the wellbeing of the individual. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Wellbeing** may include aspects that are: • social • emotional • cultural • spiritual • intellectual • economic • physical • mental.

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Unit 327 **Awareness of mental health legislation**

Level:	3
Credit:	3
GLH:	28
Assessment type:	Portfolio
Aim:	This unit provides the knowledge and understanding required by a learner to provide care and treatment to individuals in accordance with the value base that underpins the mental health legislation.

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
1. Understand the importance of the Mental health legislations	1.1 Explain why legislation is necessary to protect the rights of individuals who may lack the capacity to make decisions for themselves 1.2 Describe the factors which may lead to an individual lacking the capacity to make a particular decision for themselves 1.3 Explain how mental health legislations: a. empowers people to make decisions for themselves b. protects people who lack capacity by placing them at the heart of the decision-making process 1.4 Describe why effective communication is important when working with a person who may lack capacity to make a particular decision for themselves
2. Understand the key elements of mental health legislations	2.1 Define key principles of mental health legislation 2.2 Describe when a worker must comply with the mental health legislations 2.3 Explain how mental health legislations gives legal protection to workers providing care and treatment for someone who lacks capacity

	2.4 Explain ‘capacity’ as defined in mental health legislations 2.5 Explain ‘**best interests**’ as defined in mental health legislations 2.6 Explain what actions needs to be taken to ensure a worker acts in an individual’s ‘best interests’ 2.7 Identify whose responsibility it is to assess ‘capacity’ and ‘best interests’ 2.8 Identify the type of ‘day to day’ decisions a worker may find themselves making on behalf of a person who lacks capacity to make those decisions themselves 2.9 Explain the circumstances when an Independent Mental Capacity Advocate (IMCA) should be appointed 2.10 Explain how mental health legislations can assist a person to ‘plan ahead’ for a time when they may not have capacity to make certain decisions
3. Understand ‘restraint’ as defined mental health legislations	3.1 Identify the range of actions that amount to restraint 3.2 Identify the factors which make restraint lawful under mental health legislations 3.3 Describe the circumstances where the restrictions or restraint being used amount to a person being ‘**deprived of their liberty’’** 3.4 Describe the actions that are necessary to ensure that a person is lawfully ‘deprived of their liberty’ 3.5 Explain why a worker should raise their concerns with their supervisor / manager when they think a person may be being ‘deprived of their liberty’
4. Understand the importance of complying with the mental health legislations Code of Practice when working with individuals who lack capacity	4.1 Explain the legal status of the code of Practice 4.2 Explain the purpose of code of Practice 4.3 Explain how mental health legislation Code of Practice effects the day-to-day activities of a worker when making decisions for individuals who lack the capacity to make those decisions for themselves

Additional information about the unit

Senior HCSW Apprenticeship Standard Reference	K62
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Best interests** when making decisions or carrying out an action on behalf of an individual who is assessed as lacking capacity to make that decision. Mental Capacity Act Code of Practice (chapter 5). **Deprived of their liberty** Deprived of their liberty – Mental Capacity Act Code of Practice (Chapter 6).

Unit 328 **Understand the context of supporting individuals with learning disabilities**

Level:	3
Credit:	4
GLH:	35
Assessment type:	Portfolio
Aim:	This unit explores the meaning of learning disability and considers issues closely linked with learning disability support. These include an awareness of how the attitudes and beliefs of others affect individuals who have learning disabilities. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation, and also considers the central place of communication in working with individuals who have learning disabilities.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand how legislation and policies support the human rights and inclusion of individuals with learning disabilities	1.1 Summarise legislation and policies that promote the human rights, inclusion, equal life chances and citizenship of **individuals** with learning disabilities 1.2 Explain how legislation and policies influence the day-to-day experiences of individuals with learning disabilities and their families
2 Understand the nature, causes and characteristics of learning disability	2.1 Explain what is meant by 'learning disability' 2.2 Describe causes of learning disabilities 2.3 Describe the medical and social models of disability 2.4 Evaluate the potential impact on the family of an individual with a learning disability

3 Understand the historical context of learning disability	3.1 Explain **types of services** that have been provided for individuals with learning disabilities over time 3.2 Evaluate how past ways of working may affect present services 3.3 Describe how person-centred practice impacts on the lives of individuals with learning disabilities in relation to: a. where the individual lives b. daytime activities c. employment d. sexual relationships and parenthood e. the provision of healthcare
4 Understand the principles and practice of advocacy, empowerment and active participation in relation to supporting individuals with learning disabilities and their families	4.1 Explain the meaning of the term 'social inclusion' 4.2 Explain the meaning of the term 'advocacy' 4.3 Describe different types of advocacy 4.4 Analyse strategies to promote empowerment and **active participation**
5 Understand how views and attitudes impact on the lives of individuals with learning disabilities and their family carers	5.1 Explain impacts of views and attitudes of others on individuals with a learning disability 5.2 Describe strategies to promote positive attitudes towards individuals with learning disabilities and their family/carers 5.3 Explain the roles of external agencies and others in changing attitudes, policy and practice
6 Understand how to promote communication with individuals with learning disabilities	6.1 Explain how to meet the communication needs of individuals with learning disabilities 6.2 Explain why it is important to use language that is both 'age appropriate' and 'ability appropriate' when communicating with individuals with learning disabilities 6.3 Describe ways of checking whether an individual has understood a communication, and how to address any misunderstandings

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K3 K10 K60
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.

Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Types of service** could include: • hospitals • community based • person-centred. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 329 **Implement therapeutic group activities**

Level:	3
Credit:	4
GLH:	25
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to plan, prepare and implement therapeutic group activities in collaboration and agreement with individuals and others.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the principles of therapeutic group activities	1.1 Explain how participating in **therapeutic group activities** can benefit an **individual's** identity, self-esteem and wellbeing 1.2 Analyse reasons why a group activity rather than one-to-one work may be recommended in particular circumstances 1.3 Compare theories in relation to group dynamics
2. Be able to plan and prepare for therapeutic group activities	2.1 Work with individuals and **others** to agree: a. the nature and purpose of a therapeutic group b. specific activities to fit the purpose of the group c. the monitoring or observations required as part of the group activity d. own role in relation to planning and preparing for the group activity 2.2 Address any **risks** that may be associated with the planned activities 2.3 Prepare the environment for a therapeutic group activity 2.4 Prepare equipment or resources needed for the activity

3 Be able to support individuals during therapeutic group activities	3.1 Support group members to understand the purpose and proposed activity of the group. 3.2 Support group members during the activity in ways that encourage effective communication, **active participation** and cooperation 3.3 Support group members according to their own level of ability and need 3.4 Give direction, praise, reassurance and constructive feedback during the activity 3.5 Support the group to bring the activity to a safe and timely end
4. Be able to contribute to the evaluation of therapeutic group activities	4.1 Encourage and support individuals to give feedback during and after group activities 4.2 Agree with others processes and criteria for evaluating the therapeutic benefits of the group and its activities 4.3 Carry out own responsibilities for supporting the evaluation and agreeing any revisions 4.4 Record and report on outcomes and any revisions in line with agreed ways of working

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K72 S72
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Additional information	**Therapeutic group activities** may include: • reminiscence therapy • relaxation and anxiety management • remedial games • health-related group activities • art or music therapy. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Others** may include: • team members • other colleagues

	• those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing. **Risks** may include those associated with: • the health, safety and wellbeing of those in the group • unintentional exclusion of some group members • others involved with the group's activities • the environment • equipment and resources used. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 330 **Work in partnership with families to support individuals**

Level:	3
Credit:	3
GLH:	27
Assessment type:	Portfolio
Aim:	This unit provides the learner with the knowledge and skills required to work in partnership with families to support individuals in a wide range of settings

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand partnership working with families and family members in care and/or support	1.1 Describe the contribution **families and family members** have in caring for and/or supporting individuals 1.2 Identify factors that may affect the level of involvement of family members 1.3 Describe dilemmas or conflicts that may arise when working in partnership with families 1.4 Explain how the attitudes of a worker affect partnership working
2. Be able to establish and maintain positive relationships with families and family members in care and/or support	2.1 Interact with family members in ways that respect their culture, values, experiences and expertise 2.2 Show dependability in carrying out actions agreed with families 2.3 Describe principles for addressing dilemmas or conflicts that may arise when working in partnership with families

3. Be able to plan shared approaches to the care and support of individuals with families and family members in care and/or support	3.1 Agree with the **individual**, family members and **others** the desired outcomes of partnership working within scope of own role 3.2 Clarify own role, role of family members and roles of others in supporting the individual 3.3 Support family members to understand person centred approaches and **agreed ways of working** 3.4 Plan ways to manage risks associated with sharing care or support within scope of own role 3.5 Agree with the individual, family members and others' processes for monitoring the shared support care plan within scope of own role
4. Be able to work with families to access support in their role as carers	4.1 Identify the support required from families to fulfil their role 4.2 Provide accessible information about available resources for support 4.3 Work with family members to access resources for support
5. Be able to exchange and record information about partnership work with families	5.1 Exchange information, within scope of own role, with the individual and family members about: a. implementation of the plan b. changes to needs and preferences 5.2 Record information in line with agreed ways of working about: a. progress towards outcomes b. effectiveness of partnership working
6. Be able to contribute to reviewing partnership work with families	6.1 Agree criteria and processes for reviewing partnership work with families and family members within scope of own role 6.2 Involve the **individual** and family members in the reviews
7. Be able to provide feedback about support for families	7.1 Provide feedback to others about the support accessed by family members 7.2 Report on any gaps in the provision of support for family members 7.3 Describe ways to challenge information or support that is discriminatory or inaccessible

Additional information about the unit

Senior HCSW Apprenticeship Standard Reference	K29: S29
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Families and family members** may include: • parents • legal guardians/those with legal responsibility • siblings • grandparents • step-parents • other relatives. **Agreed ways of working** will include standards, codes of practice, policies and procedures where these exist; they also may include less may be less formally tools documented with micro-employers. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing.

Unit 332 **Advise and inform individuals on managing their condition**

Level:	3
Credit:	5
GLH:	36
Assessment type:	Portfolio
Aim:	This unit develops the learner's ability to establish the information and advice needs of individuals in order to adapting their lifestyle. Knowledge and understanding of the effects of change is required as is knowledge of health conditions encountered and information gathering techniques.

Learning outcomes *The learner will*	**Assessment criteria** *The learner can:*
1. Understand good practice in identifying information requirements	1.1 Summarise the current legislation, national guidelines, regulatory and inspection requirements, policies, protocols and good practice guidelines which inform own job role in advising and informing **individual**s on how to manage their condition 1.2 Explain the importance of identifying appropriate information to enable individuals and relevant carers or family to make informed lifestyle choices 1.3 Explain how to recognise the information and advice an individual and relevant carers or family may require but may be unable to express 1.4 Explain the procedures for dealing with issues beyond own role, in accordance with local protocol
2. Understand health conditions	2.1 Describe the range of conditions encountered within the scope of own role 2.2 Describe the effects of health conditions on individuals and relevant carers or family

3. Understand the effects of change on individuals' lifestyles	3.1 Explain how change can be perceived by an individual and identify strategies for overcoming resistance to change 3.2 Identify how adapting a lifestyle can empower an individual and relevant carers or family 3.3 Describe the impact that empowering an individual to manage their own conditions has upon the individual, their family/carers and health services
4. Be able to ascertain the information and advice needs of individuals	4.1 Gain **valid consent** and explain to the individual who you are and what your role is in providing confidential advice and information 4.2 Identify whether an advocate or family member needs to be present 4.3 Identify the communication and information needs and abilities of the individual and relevant carers or family 4.4 Access information about the individual's lifestyle 4.5 Work with the individual to identify their information and advice requirements relating to their health condition 4.6 Present information and advice in a format that is appropriate to the individual's communication needs and abilities 4.7 Review a range of local and national advice and information services 4.8 Explain how to refer the individual to other sources of information and advice
5. Be able to agree plans with individuals to adapt their lifestyle	5.1 Explain to the individual the possible benefits of adapting their lifestyle while respecting their culture, needs and right to make their own decisions 5.2 Obtain valid consent from the individual to share information with other agencies 5.3 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual 5.4 Develop realistic plans and objectives with the individual to adapt their lifestyle within the scope of own role 5.5 Agree targets with the individual to optimise their health and wellbeing within the scope of own role 5.6 Discuss with the individual any concerns raised about adapting their lifestyle

	5.7 Agree dates to review the individual's progress 5.8 Record and store information in line with organisational policy

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K36 K68 K71 S68 S69 S70 S71
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work activities and be observed in the work place.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Preferences** may be based on: • beliefs • values, • culture • aspirations • wishes.

Unit 333 **Support individuals to live at home**

Level:	3
Credit:	4
GLH:	29
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support individuals to live at home.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand the principles of supporting individuals to live at home	1.1 Describe how being supported to live at home can benefit an **individual** 1.2 Compare the roles of people and agencies who may be needed to **support** an individual to live at home 1.3 Explain the importance of providing information about benefits, allowances and financial planning which could support individuals to live at home 1.4 Explain how risk management contributes to supporting individuals to live at home
2 Be able to contribute to planning support for living at home	2.1 Work with an individual to identify the strengths, skills and existing networks they have that could support them to live at home 2.2 Work with an individual to identify their needs that may require additional support and their **preferences** for how the needs may be met 2.3 Agree with the individual and **others** the risks that need to be managed in living at home, identifying ways to address them

3 Be able to work with individuals to secure additional services and facilities to enable them to live at home	3.1 Support the individual and others to access and understand information about resources, services and facilities available to support the individual to live at home 3.2 Work with the individual and others to select resources, facilities and services that will meet the individual's needs and minimise risks 3.3 Contribute to completing paperwork to apply for required resources, facilities and services in a way that promotes active participation 3.4 Obtain permission to provide additional information about the individual to secure resources, services and facilities
4 Be able to work in partnership to introduce additional services for individuals living at home	4.1 Agree roles and responsibilities for introducing additional support for an individual to live at home 4.2 Introduce the individual to new resources, services, facilities or support groups 4.3 Record and report on the outcomes of additional support measures in required ways
5 Be able to contribute to reviewing support for living at home	5.1 Work with the individual and others to agree methods and timescales for on-going review 5.2 Identify any changes in an individual's circumstances that may indicate a need to adjust the type or level of support 5.3 Work with the individual and others to agree revisions to the support provided

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K34 K36 K68 S29 S36 S68
Assessment requirements	This unit must be assessed in accordance with Skills for Health Assessment Principles. Learning objectives 2, 3, 4 and 5 must be assessed in a real work environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Support** may include: • comfort and reassurance • immediate physical support

	• immediate practical help. **Preferences** may be based on: • beliefs • values, • culture • aspiration • wishes. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 334 **Provide advice and information to enable parents to promote the health and wellbeing of their newborn babies**

Level:	3
Credit:	3
GLH:	22
Assessment type:	Portfolio
Aim:	This unit is about providing advice and information to parents to enable them to promote the health and wellbeing of their newborn babies, adopting a suitable lifestyle to optimise the health and wellbeing of the babies, themselves and the whole family

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents/carers on the health and wellbeing of newborn babies	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to providing advice and information to parents/carers on the health and wellbeing of newborn babies 1.2 Describe local policies for child safety and protection 1.3 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol 1.4 Explain how to work in partnership with parents/carers and **significant others** 1.5 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this 1.6 Explain how to obtain advice and information on supporting parents to promote the health and wellbeing of their newborns to support own practice 1.7 Explain how to access records and information on the needs and preferences of

	babies, parents and carers, in line with local policy and protocol 1.8 Explain the importance of confidentiality when storing or accessing records and information
2. Understand the requirements for the health and wellbeing of newborn babies and their parents/carers	2.1 Explain the needs of babies at different stages of their development including the following a. physical b. social c. emotional d. cognitive 2.2 Describe the main trends and changes relating to the care of newborn babies 2.3 Explain how adopting a **healthy lifestyle** can enable parents/carers to promote their own health and wellbeing and that of their babies 2.4 Explain the benefits of empowering parents/carers to manage the care of their babies 2.5 Describe the principles and practice of infant feeding during the first year 2.6 Explain how the needs of newborn babies may affect those who care for them 2.7 Explain the impact the following can have on the health and wellbeing of babies a. family b. parenting capacity c. environment 2.8 Identify the contributing factors that increase the risk of significant harm to newborn babies 2.9 Explain the importance of confirming the parents'/carers' understanding of how to promote and protect the health and wellbeing of their baby
3. Be able to provide advice and information that enables parents/carers to meet the health and wellbeing needs of their newborn babies	3.1 Explain the purpose of own role and role of organisation to parents/carers 3.2 Involve parents/carers in identifying their requirements for promoting and protecting the health and wellbeing of their baby, including the advice and information needed 3.3 Provide information in a way that enables parents/carers to make informed choices about the care of their baby 3.4 Discuss with parents/carers potential **lifestyle changes** that will increase their capacity to manage their parenting responsibilities and optimise their own health and wellbeing, encouraging them to set achievable targets

	3.5 Assist parents/carers in developing realistic and achievable plans for promoting and protecting the health and wellbeing of their baby 3.6Provide parents/carers with information on immunisations for their baby 3.7 Provide information on how to access services, information and other resources available locally or nationally for parents/carers 3.8 Update records and share information in line with local policy and protocol

Additional Information about his units	
Senior HCSW Apprenticeship Standard Reference	K1, K2, K3, K4, K9, K15, K21, K22 K24, K34, K37, K38, K43, K67 S1, S2, S3, S5, S6, S10, S21, S22 S24, S29, S34, S36, S37, S38
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. LO3 must be assessed in a real work environment.
Additional information	**Significant others** may include: • family members • related/non-related carers • close friends or colleagues • others with a responsibility for the individual such as those acting in loco parentis or power of attorney. **Healthy lifestyle** may include: • diet • nutrition • physical exercise • rest. **Lifestyle changes** may include reference to: • smoking • alcohol intake • recreational drugs.

Unit 335 **Care for a newborn baby**

Level:	3
Credit:	4
GLH:	32
Assessment type:	Portfolio
Aim:	This unit is aimed at those who provide care for newborn babies. Learners will have the opportunity to develop understanding and skills related to the needs of newborns and be able to provide care that contributes to their development and wellbeing, whilst keeping babies

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to caring for newborn babies	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to the care of newborn babies 1.2 Describe local policies for child safety and protection 1.3 Explain how to report any concerns about the newborns health, safety or wellbeing in line with local policy and protocol 1.4 Explain how to obtain advice and information regarding caring for a newborn baby to support own practice 1.5 Explain the importance of keeping own knowledge of how to care for a newborn up to date 1.6 Explain how to access records and information on the needs and **preferences** of babies, in line with local policy and protocol 1.7 Explain the importance of confidentiality when accessing records and information 1.8 Explain security systems in place for baby identification within own working environment

2. Understand how to meet the physical, social, emotional and developmental needs of newborn babies	2.1 Explain your role in monitoring **the normal state of newborn babies** including the following: a. cord care b. eye care c. oral hygiene d. stools/urine e. neo-natal jaundice f. temperature g. feeding 2.2 Explain how to recognise when a newborn baby may be becoming unwell 2.3 Describe the physical, social and emotional developmental needs of babies during the first ten days of life 2.4 Explain how to anticipate and respond to the needs of newborn babies using non-verbal cues 2.5 Explain the health, safety and hygiene requirements of newborn babies 2.6 Explain the importance of providing consistency and continuity of care for newborn babies
3. Be able to contribute to the safety of newborn babies within own care	3.1 Create a care environment which ensures the newborn baby is safe, secure and free from danger, harm and abuse 3.2 Handle, move and position the baby safely to encourage interaction and help them feel secure, in line with local policy and protocol 3.3 Confirm the identity of anyone who wants to handle the baby, checking that identification labels are secure and visible 3.4 Update and store records in line with local policy and protocol
4. Be able to feed, bathe and clothe newborn babies in line with local policy and protocol	4.1 Apply standard **precautions for infection control** 4.2 Apply health and safety measures relevant to the task and environment 4.3 Prepare the environment and equipment for feeding, bathing and clothing newborn babies according to their individual needs 4.4 Undress the baby, wash, bathe and dry them, following safe hygiene and care principles 4.5 Monitor skin condition, treating any dryness or soreness in accordance to care plan

	4.6 Dress the baby in a clean nappy and suitable clothes for the environmental conditions and temperature 4.7 Dispose of soiled nappies in line with local policy and procedure 4.8 Ensure that all equipment used is cleaned and stored appropriately 4.9 Replenish resources, stock and equipment used 4.10 Update records, referring any observations and actions to the **appropriate person**

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1, K2, K4, K7, K8, K10, K12 K15, K18, K21, K22, K35, K41, K41, K43 S1, S2, S7, S12, S13, S14, S21, S22, S30, S35, S39, S41, S42,
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles Learning outcomes 3 and 4 must be assessed in a real work environment
Additional information	**Preferences** may be based on: • beliefs • values, • culture • aspirations • wishes. **Normal state of newborn babies** should be monitored by checking their temperature, skin, umbilical cord, eyes, hair, muscle tone, urine, stools and genitalia. **An appropriate person** could include other members of the care team or family of the newborn baby. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 336 **Anatomy and physiology for maternity support workers**

Level:	3
Credit:	2
GLH:	20
Assessment type:	Portfolio
Aim:	This unit is about anatomy and physiology of the female reproductive system and breast. Learners will develop an understanding of the physical changes that happen to the body during pregnancy.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Know the **anatomy and physiology** of the female reproductive system	1.1 Summarise the structure and function of the female reproductive system 1.2 Explain the role of hormones in female reproduction
2. Know the anatomy and physiology of the breast	2.1 Explain the structure of the breast 2.2 Describe the process of lactation
3. Understand physical changes during pregnancy	3.1 Explain the physical changes in the body due to pregnancy 3.2 Explain physical changes which pose a risk to pregnancy

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	Not applicable
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles
Additional information	**Anatomy and physiology** may include: • muscles • bones • joints • ligaments

	• the musculoskeletal system.

Unit 337 **Support parents/carers and those in a parental role to care for babies during their first year**

Level:	3
Credit:	5
GLH:	39
Assessment type:	Portfolio
Aim:	This unit is aimed at those who provide support to parents and carers to care for and protect babies in the first year of their lives. Learners will have the opportunity to develop knowledge, understanding and skills related to offering advice regarding the health and safety needs of children and how to support their development.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies 1.2 Describe local policies for child safety and protection 1.3 Explain how to work in partnership with parents/carers and **significant others** 1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this 1.5 Explain how to obtain advice and information to support own practice 1.6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol 1.7 Explain how to access records and information on the needs and preferences of babies, parents andcarers, in line with local policy and protocol 1.8 Explain the importance of confidentiality

	when accessing records and information
2. Understand how to support the physical, social, emotional and cognitive development of babies during their first year	2.1 For babies during their first year, outline the expected indicators of: a. physical development b. pre-speech development and verbal/non-verbal behaviour and cues c. language and communication development d. social and emotional development 2.2 Explain what parents/carers can do to encourage development 2.3 Explain the importance of play to overall development and the role of adults and other children in encouraging this 2.4 Describe the impact of factors that can affect the health, wellbeing, behaviour, skills, abilities and development of parents/carers and their children 2.5 Explain how personal beliefs, previous experiences and preferences of parents/carers may impact the ways in which they care for their child
3. Be able to provide active support to parents/carers in relation to keepingtheir babies safe	3.1 Involve parents/carers in identifying their requirements in meeting the rights and protection needs of their baby 3.2 Explain to parents/carers the importance of only leaving the baby with people who are capable of caring for children 3.3 Support parents/carers to follow safety measures when handling their baby 3.4 Provide encouragement, guidance and support to parents/carers in relation to keeping their baby safe, secure and free from danger as the baby becomes mobile 3.5 Explain how active parenting can benefit the baby
4. Be able to provide active support to parents/carers to look after the health needs of their babies	4.1 Support parents/carers to prepare themselves, the environment and the baby for bathing 4.2 Support parents/carers to maintain their baby's comfort, health and wellbeing during handling, washing, nappy changing and dressing 4.3 Support parents/carers to monitor their baby's condition for signs of discomfort and distress 4.4 Explain to parents/carers how to take action in response to signs of discomfort and

	distress from their baby, including the need to seek immediate attention in case of an emergency 4.5 Reinforce advice given to parents/carers about sleeping positions, room and body temperature, coverings and clothing 4.6 Encourage parents/carers to seek advice and support about any aspects of their baby's care 4.7 Support parents/carers to make informed choices when their baby persistently cries
5. Be able to provide active support toparents/carers in meeting the developmental needs of their babies	5.1 Discuss with parents/carers the physical, social, emotional and developmental needs of their baby during the first year, including the importance of language development 5.2 Support parents/carers to interact and play with their baby using play materials that support each aspect of their developmental capabilities 5.3 Update records on the parents/carers' progress in line with local policy and protocol, referring any concerns to an **appropriate person**

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K35 K37 K64 K66 S29 S35 S43 S64 S66
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment .
Additional information	**Significant others** may include: • family members • related/non-related carers • close friends or colleagues • others with a responsibility for the individual such as those acting in loco parentis or power of attorney. An **appropriate person** could include other members of the care team.

Unit 338 **Support individuals with feeding babies**

Level:	3
Credit:	4
GLH:	26
Assessment type:	Portfolio
Aim:	This unit is about supporting individuals with feeding babies. It covers supporting individuals in their choice of feeding method and includes providing advice and information to the mother and key people on each feeding method.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, procedures and good practice guidelines related to feeding babies	1.1 Summarise current legislation, national guidelines, policies, procedures and good practice guidelines relating to feeding babies 1.2 Describe how local policies on feeding babies supports child safety and protection 1.3 Explain how to work in partnership with **individual**s/carers and **significant others** when supporting the feeding of babies 1.4 Explain the rights and responsibilities of individuals/carers for their child and own role in relation to this 1.5 Explain how to report any concerns about the individual/carer or child's health, safety or wellbeing regarding feeding in line with local policy and procedures 1.6 Explain how to access, update and store records and information on the feeding needs and preferences of babies, individuals and carers, in line with local policy and procedures 1.**7** Explain the importance of confidentiality when accessing records and information

	1.8 Explain how to obtain advice and information on feeding babies to support own practice and why this is important
2. Know how to feed babies in line with evidence-based practice	2.1 Explain the importance of promoting skin-to-skin contact 2.2 List the **factors** which can impact on the choice of feeding method 2.3 Describe the **anatomy and physiology** related to milk production and breastfeeding 2.4 Explain the health benefits of breastfeeding and how to promote these to individuals 2.5 Explain the support individuals can access when it comes to breast feeding and latching on 2.6 Explain the importance of nutritional intake and hydration for the individual breastfeeding 2.7 Describe how the maternal health of individuals can impact on breast feeding 2.8 Describe the behaviour and feeding cues of babies 2.9 Explain how to position the individual and baby for feeding 2.10 Describe the different methods, techniques and equipment required for the different methods of feeding 2.11 Explain how formulas are stored including how long made up powdered formula can be kept 2.12 Describe changing patterns of stool and urine related to the different feeding methods
3. Be able to communicate with individuals when assisting with feeding babies	3.1 Communicate with the individual and significant others in a way that is informative and sensitive to the personal beliefs and preferences of the individual
4. Be able to support the individual with feeding babies	4.1 Discuss with the individual how they wish to feed the baby 4.2 Explain to the individual the importance of providing an environment to support breastfeeding 4.3 Discuss with the individual the importance of the baby's hydration and **nutrition** 4.4 Explain the benefits of **different feeding methods** and respond to any concerns the individual and significant others may have

	4.5 Demonstrate appropriate health and safety measures and standard precautions for infection control in line with local policy and procedures 4.6 Assist with the positioning of the individual and the baby 4.7 Demonstrate how to support an individual to feed a baby using the appropriate method and equipment 4.8 Explain to the individual how to wind the baby and the reasons why winding is necessary 4.9 Gain support from the parents/carer for any situations which are outside of the scope of your role 4.10 Monitor the weight of the baby to ensure that feeding is adequate 4.11 Complete records in accordance with organisational requirements

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K2 K4 K6 K9 K13 K21 K2, K29 K34 K37 K38 K42 K43 S1,S2 S3 S4 S5 S6 S7 S9 S10 S12 S21 S22 S34 S37 S38 S42 S43
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. LO3 must be assessed in a real work environment LO4 must be assessed in a real work environment.
Additional information	**Anatomy and physiology** may include: • muscles • bones • joints • ligaments • the musculoskeletal system. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Significant others** may include: • family members • related/non-related carers • close friends or colleagues

	• others with a responsibility for the individual such as those acting in loco parentis or power of attorney. **Factors** covered should include: • socio-economic • environmental • cultural. **Nutrition** may include: • the weaning of babies, including the correct nutrition • special dietary requirements. **Different feeding methods**: • breastfeeding • bottle-fed using expressed milk • bottle-fed using artificial milk • syringe feeding • cup feeding • weaning.

Unit 339 **Prepare anaesthetic environment and provide support for pre and post operative anaesthesia and recovery**

Level:	3
Credit:	5
GLH:	41
Assessment type:	Portfolio
Aim:	This unit equips learners within this anaesthetic/recovery environment with knowledge about H&S measures and the parameters for clinical readings, as well as competence in the preparation of equipment and the care of these individuals. This involves a degree of autonomy and responsibility.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand health and safety measures specific to carrying out activities in the anaesthetic/recovery environment	1.1 Explain the **standard precautions** required for preparing the anaesthetic/recovery environment and the potential consequences of poor practice 1.2 Explain the importance of wearing personal protective equipment in the anaesthetic/recovery environment 1.3 Explain the importance of using equipment in line with manufacturers' instructions and local policies and protocols 1.4 Explain the importance of maintaining stock of a. disposables b. fluids c. linen 1.5 Explain local systems and protocols for team briefing and patient sign in 1.6 Explain systems and protocols for completing pre and post operative checklists 1.7 Explain how to recognise and **respond** to clinical emergencies, and how to provide support to the registered practitioner in these emergencies
2. Understand the parameters for clinical readings taken in	2.1 Identify the normal parameters for temperature, pulse, blood pressure, respiration, oxygen levels and urinary output

the anaesthetic/recovery environment	2.2 Explain how to measure an **individual**'s temperature, blood pressure, respiration, oxygen levels and urinary output 2.3 Explain how anaesthesia may affect an individual's temperature, pulse, blood pressure, respiration, oxygen levels and urinary output 2.4 Explain common adverse reactions an individual may experience related to anaesthetic and recovery care 2.5 Explain the importance of reporting any issues beyond own competence in accordance with local policies and protocols
3. Be able to prepare and maintain anaesthetic/recovery equipment for the reception of individuals	3.1 Implement health and safety measures relevant to anaesthetic/recovery equipment 3.2 Apply **standard precautions for infection control** 3.3 Ensure equipment and documentation is available for the registered practitioner 3.4 Document and report any equipment that is unfit for use according to local policies and protocols 3.5 Clean reusable equipment in line with local policies and protocols 3.6 Dispose of single use equipment and waste according to local policies and protocols 3.7 Maintain the stock of disposables/fluids/linen
4. Be able to assist the registered practitioner in caring for an individual in the anaesthetic/recovery environment	4.1 Confirm the individual's identity and gain valid consent 4.2 Complete pre and post-operative checklists 4.3 Maintain the individual's privacy, dignity and comfort when the individual is transferred and received into the anaesthetic/recovery environment 4.4 Work within own sphere of competence, recognising when to refer on issues 4.5 Use verbal and non-verbal skills to support individuals, prior to and after anaesthesia/sedation, overcoming any possible communication difficulties 4.6 Support the registered practitioner in the assessment, management and reassurance of the individual in the anaesthetic/recovery environment 4.7 Monitor the individual as delegated by the registered practitioner in accordance with the care plan 4.8 Measure and record clinical observations, reporting any deviation from normal parameters to the registered practitioner 4.9 Record information in line with local policies and protocols

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K46 K47 K48 K49 S35 S46 S49
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment. **Respond** - raise the alarm and start emergency procedures. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

Unit 340 **Provide support to the surgical team when preparing individuals for operative and invasive procedures**

Level:	3
Credit:	4
GLH:	32
Assessment type:	Portfolio
Aim:	This unit is aimed at those who support the surgical team when preparing individuals for operative procedures. Learners will have the opportunity to develop knowledge, understanding and skills related to preparing individuals and selecting, handling and disposing of surgical instruments and supplementary items.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how to prepare individuals for operative and invasive procedures in line with national guidelines, policies, protocols and good practice	1.1 Explain how to apply **standard precautions** to the preparation of **individual**s for operative and invasive procedures 1.2 Explain the importance of applying standard precautions to the health and safety of individuals 1.3 Identify potential sources of contamination when preparing individuals for operative and invasive procedures 1.4 Explain dangers of re-using single use equipment
2. Understand the factors to be considered in the choice of surgical instruments and supplementary items during operative procedures	2.1 Identify types, purpose and functions of surgical instruments and supplementary items used in the surgical environment 2.2 Describe potential hazards of using surgical instruments and ways to minimise the risk of harm 2.3 Explain factors affecting the choice of surgical instruments and supplementary items

	2.4 Identify cost implications of items used during surgical procedures 2.5 Explain the impact of cost implications on the commissioning of services 2.6 Identify factors which inform the choice of sites for attachment of surgical instruments 2.7 Explain how different types of skin preparation agents and surgical drapes are used in the surgical environment to provide barriers to cross infection
3. Be able to assist in the preparation of an individual for operative and invasive procedures	3.1 Confirm the individual's identity and gain valid consent 3.2 Apply standard precautions for infection prevention and control 3.3 Implement health and safety measures relevant to the procedure and environment 3.4 Identify the individual's operative site, clarifying any queries with the **appropriate person** 3.5 Support others to prepare the individual for an operative or invasive procedure, maximising their dignity, comfort and safety
4. Be able to select, handle and dispose of surgical instruments and supplementary items for operative and invasive procedures	4.1 Select and handle surgical instruments and supplementary items safely and in line with the manufacturers' instructions 4.2 Select an appropriate site in the **sterile field** for attaching surgical instruments and supplementary items 4.3 Account for and record all items and swabs used in the preparation of the operative site in line with local policies and protocols 4.4 Dispose of waste in line with local policies and protocols

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K47 S47 S52
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Standard precautions** are the precautions considered sufficient to reduce the risk of harm or injury by transmission of pathogens. **Individual** refers to someone requiring care or support; it will usually mean the person or people

	supported by the learner. Individuals may be neonates, infants, children, young people or adults. **An appropriate person** in the context of this unit may include someone in a senior position who has overall responsibility for overseeing and/or directing the preparation of a pre-operative individual. The **sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area.

Unit 341 **Measure and record individuals' body fluid balance in a perioperative environment**

Level:	3
Credit:	4
GLH:	23
Assessment type:	Portfolio
Aim:	This unit is aimed at those who work within the perioperative environment to measure, record and review individual's fluid balance. This unit provides an opportunity to develop understanding of the procedures which underpin measuring an individual's fluid balance, and the importance of doing so.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand safe procedures relating to measuring and recording individuals' fluid balance in a perioperative environment	1.1 Describe the purposes of measuring an individual's fluid balance and wound drainage 1.2 Describe factors that affect fluid input, output and wound drainage 1.3 Explain potential hazards associated with measuring an individual's body fluids and wound drainage 1.4 Describe adverse circumstances related to measuring and recording an individual's fluid balance that would require immediate reporting 1.5 Describe organisational policies and procedures on correct disposal of single use equipment and other hazardous waste 1.6 Identify equipment used for measuring fluid balance and wound drainage 1.7 Explain the organisational policies and procedures for reporting and recording faulty equipment

	1.8 Explain why it is important to work within own sphere of competence
2. Be able to measure, record and review an individual's body fluid balance in a perioperative environment	2.1 Confirm the individual's identity and gain valid consent **2.2** Apply **standard precautions for infection control** 2.3 Implement health and safety measures relevant to recording an individual's body fluid balance when carrying out this task 2.4 Measure the individual's fluid input, output and wound drainage using equipment in line with local policy and protocol 2.5 Record the individual's body fluid balance in line with local policy and protocol 2.6 Identify the difference between body fluid and other fluids 2.7 Review fluid balance measurements in line with local policy and protocol 2.8 Explain why it is necessary to report any problems in measuring or recording the individual's fluid balance in line with local policy and protocol 2.9 Report results in line with local policy and protocol
3. Be able to manage equipment after measuring an individual's body fluid balance	3.1 Clean reusable equipment after use using the correct materials in line with local policy and protocols 3.2 Return equipment to the storage or collection location

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K31 K40 K50 S50
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 342 **Assist in the delivery of perioperative care and support to individuals**

Level:	3
Credit:	4
GLH:	24
Assessment type:	Portfolio
Aim:	This unit is aimed at those who support and monitor individuals in a perioperative environment, according to their care plan. The learner will develop their understanding of how the perioperative environment and procedures affect individuals' responses to clinical interventions.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the potential effects of the perioperative environment and procedures on individuals undergoing perioperative care	1.1 Explain the effects of pre-medication and sedation on the **individual** and how these affect support and monitoring requirements 1.2 Explain the importance of ensuring the environment is suitable for the conscious /unconscious individual 1.3 Identify factors in the perioperative environment and procedures which could cause stress and distress to the individual 1.4 Describe signs of distress which may be exhibited by the individual in the perioperative environment and how these affect support requirements
2. Be able to support individuals in a perioperative environment according to their care plan	2.1 Use verbal and non-verbal communication to support the individual's comfort, privacy, dignity, emotional and physical care needs according to their care plan 2.2 Communicate information in a way that is sensitive to the personal beliefs and **preferences** of the individual 2.3 Respond to the individual's questions, referring on queries outside own sphere of

	competence in accordance with local policy and protocol 2.4 Provide support and care to the individual to promote their comfort in the perioperative environment
3. Be able to monitor individuals in a perioperative environment according to the requirements of their care plans	3.1 Explain the importance of closely monitoring the individual in the perioperative environment 3.2 Identify any changes in and concerns about the individual's condition 3.3 Seek advice about changes in and concerns about the individual's condition in line with local policy and protocol 3.4 Record outcomes of monitoring activities in line with local policy and protocol 3.5 Obtain and pass on relevant information on the individual's care requirements to other team members in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K49 S35 S49 S51
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Preferences** may be based on: • beliefs • values, • culture • aspirations • wishes.

Unit 343 **Support individuals to manage their own recovery from mental health conditions**

Level:	3
Credit:	3
GLH:	15
Assessment type:	Portfolio
Aim:	This unit covers both knowledge and skills required to support individuals to manage their own recovery from mental health conditions.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the principles that promote and support recovery from mental health conditions	1.1 Explain the biological, psychological and social factors that influence mental and recovery from mental health conditions 1.2 Define the term **recovery** when working with **individuals** who are managing their own mental health conditions 1.3 Explain how the factors affect an individual's ability to apply the recovery principles to their own mental health 1.4 Describe how self-management approaches put the individual in control of their own recovery from mental health conditions 1.5 Explain ways to support and promote recovery from mental health conditions 1.6 Explain the importance of carer involvement when supporting individuals in recovery from mental health conditions and development of self-management skills
2. Know the range of aspects that may be addressed in a recovery plan	2.1 Explain how **different aspects** of the individual's life can be addressed in their recovery plan

	2.2 Evaluate the approaches and interventions that can support individuals in their recovery from mental health conditions
3. Be able to support an individual to use approaches for managing their own recovery from mental health conditions	3.1 Support an individual to apply recovery principles and values through their own actions and interactions with others 3.2 Work in a way that recognises, respects and supports an individual who needs additional support who may have their own definitions of recovery 3.3 Support an individual in drawing up their own recovery plan 3.4 Support an individual in putting their recovery plan into practice

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K59 S59 S57 S55
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. This unit must be assessed in a real- work environment.
Additional information	**Recovery**- is about building a meaningful and satisfying life, whether or not there are recurring or ongoing symptoms or mental health conditions. **Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Different aspects** of the individual's life that can be addressed in a recovery plan could include but are not limited to: • health • relationships • home life • working life • community.

Unit 344 **Support positive risk taking for individuals**

Level:	3
Credit:	4
GLH:	32
Assessment type:	Portfolio
Aim:	This unit is to provide learners with knowledge, understanding and skills to support individuals with risk taking.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the importance of risk-taking in everyday life.	1.1 Explain ways in which risk is an important part of everyday life 1.2 Explain why **individuals** may have been discouraged or prevented from taking risks in everyday life 1.3 Describe the links between: a. risk-taking and responsibility, b. empowerment and social inclusion
2. Understand the importance of a positive, person-centred approach to risk-assessment.	2.1 Explain how to develop a positive, **person-centred approach** to risk-assessment 2.2 Explain how to apply the principles and methods of a person-centred approach to each of the different stages of risk-assessment 2.3 Explain how a service-focused approach to risk-assessment would differ from a person-centred approach 2.4 Identify the consequences for individuals of a service-focused approach to risk assessment
3. Understand duty of care in relation to supporting positive risk-taking.	3.1 Explain how the principle of duty of care can be maintained while supporting individuals to take risks 3.2 Describe what action to take if an individual decides to take an unplanned risk that places

	them or **relevant others** in immediate or imminent danger
4. Understand the framework which underpins an individual's right to make decisions and take risks.	4.1 Explain how legislation, national and local policies and guidance provide a framework for decision-making which can support individuals to have control over their own lives 4.2 Describe how a human rights-based approach supports an individual to make decisions and take risks
5. Be able to support individuals to make decisions about risks.	5.1 Support individuals to recognise potential risk in different areas of their lives 5.2 Support individuals to balance choices with their own and others' health, safety and wellbeing 5.3 Describe how own values, belief systems and experiences may affect working practice when supporting an individual to take risks 5.4 Record all discussions and decisions made when supporting the individual to take risks
6. Be able to support individuals to take risks.	6.1 Complete a risk-assessment with an individual following agreed way of working 6.2 Communicate the content of the risk-assessment to relevant others 6.3 Support the individual to take the risk for which the assessment has been completed 6.4 Review and revise the risk-assessment with the individual 6.5 Evaluate with the individual how taking the identified risk has contributed to that individual's wellbeing

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	S62
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. This unit must be assessed in a real work environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

	A person-centred approach is ensuring that the individual is at the centre of their care including: • choices, preferences and spiritual wellbeing • ongoing and updated care planning • holistic approach • taking into account mental capacity • Implementing wishes defined before capacity was lost and translating these into the current situation. Maintaining dignity involves: • listening • thinking together • coaching • sharing ideas • seeking feedback from the individual. **Relevant others** may include: • parent/s • carer • those with parental responsibility • practitioner • supervisor • advocates • peers • therapists.

Unit 345 **Understand mental health interventions**

Level:	3
Credit:	4
GLH:	14
Assessment type:	Portfolio
Aim:	This unit covers the knowledge relating to mental health interventions and factors which underpin choice of mental health interventions.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the needs of individuals with mental health conditions.	1.1 Explain the **key principles** for working with an individual to identify their needs 1.2 Explain how a person with mental health conditions may have needs in common as well as individual needs 1.3 Describe the range, complexity and inter-related nature of **different needs** of individuals with mental health conditions 1.4 Explain how **diversity and difference** may influence the identification of needs
2. Understand the strengths and limitations of the main interventions in mental health.	2.1 Describe the argument for and against the **main physical interventions** that are used within the mental health system 2.2 Explain the strengths and limitations of **other interventions** that may be available to individuals with mental health conditions 2.3 Explain the strength and limitations of the **main forms of service interventions** in mental health 2.4 Explain how an individual with mental health conditions may access a range of intervention options in their local area 2.5 Explain the **barriers** that an individual with mental health conditions may face in

	accessing a range of intervention options in their local area 2.6 Explain the benefits of early intervention
3. Know the key principles and factors that underpin the choice of mental health interventions.	3.1 Identify factors that may underpin the choice of intervention from the point of view of: a. service users b. mental health practitioners 3.2 Explain the importance of **applying key principles** to select the most appropriate interventions: a. individuality of experiences, needs and wants b. evidence based practice c. avoiding unwanted effects d. equality of opportunity e. promoting social inclusion f. a collaborative approach g. sharing information h. the role of family and wider systems of support i. strengthening networks of support j. anticipating setbacks and promoting problem solving k. focusing on recovery

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K56 K59
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Main physical interventions** may include**:** • drug treatment • electro-convulsive therapy. **Key principles** include: • individualised and needs-led not service-led approach • person centred • promoting self-direction • focusing on strengths, hope and recovery **Different needs include:** • physical needs • practical and financial needs • social needs • psychological needs

	• cultural needs • spiritual needs • behavioural needs. **Diversity and difference** includes: • gender • age • culture • beliefs • sexual orientation • social class • ability. **Other interventions** include: • complementary/alternative approaches for example acupuncture, reflexology • 'food and mood' • self-management approaches • talking therapies • arts therapies • peer support • social prescribing (e.g. bibliotherapy, green gyms) • work, education and volunteering • spiritual support • occupational therapy. **Main forms of service interventions include:** • in-patient treatment • home treatment • crisis services • assertive outreach. **Barriers** include: • service or professional bias • financial barriers • equalities issues • availability • physical access. **Applying key principles includes:** • individuality of experiences, needs and wants • evidence based practice • avoiding unwanted effects • equality of opportunity • promoting social inclusion • a collaborative approach • sharing information

	• the role of family and wider systems of support • strengthening networks of support • anticipating setbacks and promoting problem solving • focusing on recovery.

Unit 346 **Effective communication and building relationships in mental health work**

Level:	3
Credit:	6
GLH:	27
Assessment type:	Portfolio
Aim:	This unit covers knowledge and understanding required for effective communication and building relationships in mental health.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand key principles for communication and relationships in mental health support.	1.1 Evaluate the role of effective communication in building relationships and promoting recovery of individuals 1.2 Explain the **key principles** that should underpin communication and relationships in mental health support 1.3 Explain how to build positive relationships using principles from the **main theories** of communication in mental health care
2. Understand effective communication skills in building and sustaining relationships in mental health care with individuals and others.	2.1 Explain how **key communication** skills can be used to build and sustain relationships in mental health care context 2.2 Explain how mental health conditions may impact on an individual's ability or wish to communicate and form relationships 2.3 Explain common barriers to communication and relationships between: a. service users and mental health workers b. **others** and mental health workers 2.4 Explain how to overcome **common barriers** to communication and relationships between: a. service users and mental health workers b. others and mental health workers

	2.5 Identify situations in which a mental health worker may need additional support to communicate and build relationships 2.6 Evaluate the potential **contribution to communication and relationship building** of specialist health support workers
3. Understand how to support individuals in their relationships.	3.1 Explain the importance of relationships for promoting and maintaining wellbeing and mental health 3.2 Describe the factors that can impact on the ability of an individual with mental health conditions to develop and maintain a strong social network 3.3 Describe the impact of mental health conditions on relationships between individuals and others 3.4 Describe the support needs of others at the **key stages** of mental health 3.5 Explain how mental health workers may support an individual as they go through the various **stages** of their relationship from initiating to ending 3.6 Explain how to enable others with mental health conditions to access support
4. Be able to build and maintain therapeutic relationships with individuals, carers and their families.	4.1 Explain the importance of effective communication when building therapeutic relationships with individuals, carers and their families 4.2 Explain techniques used to build, monitor and sustain therapeutic relationships with individuals, carers and their families 4.3 Use strategies to build and maintain therapeutic relationships with individuals, carers and their families

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K57 K58 S55 S58
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Key principles** includes: • reliability • clarity about boundaries • being genuine • positive attitude and hopefulness

	• open to ideas • non-judgemental • active listening • showing respect • realistic expectations • sharing information . **Main theories** includes: • person-centred • cognitive behavioural • transactional analysis • motivational interviewing • solution-focused • psychodynamic • systemic. **Key communication** skills includes: • active listening • empathy and validation • types of questions • checking understanding • summarising. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing. **Common barriers** includes: • conflicting opinions • powerful emotions • past experiences • stereotypes and assumptions • environment • personality clashes • unrealistic expectations • issues of power and control • cultural differences • overload • organisational dynamics.

	Contribution to communication and relationship building includes: • interpreters • translators • speech therapy • psychologists • advocacy • equipment • communication aids. **Key stages** of mental health includes: • when a person first develops mental health problems • if an individual goes into psychiatric care • over the longer term. **Stages** includes: • initiating • developing/changing • maintaining • ending.

Unit 347 **Enable mental health service users and carers to manage change**

Level:	3
Credit:	3
GLH:	15
Assessment type:	Portfolio
Aim:	This unit covers the knowledge and skills required to enable mental health services users to manage change. This unit covers the active involvement of the service user of their carers in the process of managing change.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the different ways in which individuals with mental health may react to change.	1.1 Explain the positive and negative changes that may be experienced by **individuals** with mental health conditions 1.2 Explain the impact of the individual's mental health condition and **active participation** in society 1.3 Explain how change may impact on mental health workers 1.4 Explain how a theory about the impact of change may help us understand the different ways in which individuals respond to change
2. Be able to apply an active approach in supporting mental health service users or carers to manage change.	2.1 Explain how mental health conditions may affect an individual's ability to cope with and manage change 2.2 Explain how to involve service users with mental health conditions and encourage them to make and maintain change 2.3 Explain how to help service users with mental health conditions and carers take each of the following active approaches to managing change: a. encouraging openness b. exploring options

	c. identifying losses and gains d. exploring obstacles e. problem solving f. goal planning g. identifying sources of support h. finding ways of keeping motivated i. maintaining hopefulness j. acknowledging and anticipating setbacks k. reinforcing achievements 2.4 Apply an active approach to enable service users with mental health conditions or carers to manage change 2.5 Show how shared decision making supports people with mental health conditions and their carers to make informed choices and become active partners in managing change 2.6 Show how service users with mental health are supported to play an active part in evaluating the service they receive in relation to managing change

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K57 K60 S57 S58
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 348 **Work with babies and young children to support their development and learning**

Level:	3
Credit:	5
GLH:	35
Assessment type:	Portfolio
Aim:	The unit is designed to assess competence in work with babies and young children to support their learning and development. This would normally cover children from birth to their 5th birthday.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the stages of development and learning for babies and young children	1.1 Explain the sequence of development in the first five years of life and the skills typically acquired at each stage 1.2 Explain how development and learning are interconnected 1.3 Explain how and why variations occur in rate and sequence of development and learning 1.4 Explain how learning may take place in different ways 1.5 Explain the importance of play 1.6 Explain the potential effects on development of pre conceptual, pre-birth and birth experiences 1.7 Explain the impact of current research into the development and learning of babies and young children
2. Be able to support the development and learning of babies and young children	2.1 Undertake assessments of babies or young children's development and learning needs 2.2 Ensure the indoor and outdoor environment is responsive to the development and learning needs of babies and young children 2.3 Plan play based activities and experiences based on assessments to support development and learning 2.4 Plan and provide play based activities and experiences to support development and learning that are tailored to babies or young

	children's needs
3. Understand the attachment needs of babies and young children	3.1 Explain the benefits of the key worker/person system in early years'settings 3.2 Explain how babies and young children learn and develop best from a basis of loving, secure relationships with carers and with key persons in work settings 3.3 Analyse the possible effects of poor quality attachments on the development of babies and children
4. Be able to engage with babies and young children	4.1 Engage sensitively with babies and young children giving them time to respond 4.2 Engage in playful activity with babies and young children 4.3 Explain how babies express their emotions, preferences and needs 4.4 Provide **responsive care** for babies and young children in own practice 4.5 Explain why it is important to manage transitions for babies and young children 4.6 Explain when and why babies and young children require periods of quiet to rest and sleep
5. Be able to work in partnership with carers to support the learning and development of babies and young children	5.1 Explain the primary importance of carers in the lives of babies and young children 5.2 Communicate information with carers 5.3 Evaluate ways of working in partnership with carers

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K64 K66: S29:S34 S64 S65 S66:
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Assessment criteria 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.4 and 5.2 must be assessed in a real work environment.
Additional information	**Responsive care** should include verbal and non-verbal cues from babies.

Unit 349 **Develop positive relationships with children and young people**

Level:	3
Credit:	3
GLH:	23
Assessment type:	Portfolio
Aim:	This unit is about establishing and developing positive relationships with children and young people in order to ensure they have the support and advice they need in a range of environments.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines underpinning the support provided to parents/carers to care for babies during their first year 1.2 Describe how local policies for child safety and protection underpin practice 1.3 Explain how to work in partnership with parents/carers and **significant others** in order to support them to care for babies during their first year 1.4 Describe the rights and responsibilities of parents/carers for their child and how they relate to own role 1.5 Explain how to obtain advice and information to support own practice 1.6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing 1.7 Explain how to access records and information on the **needs** and **preferences** of babies, parents and carers 1.8 Explain the importance of confidentiality when accessing records and information

2. Understand the importance of developing positive relationships with children and young people	2.1 Explain why developing positive relationships with **children and young people** is important 2.2 Explain how to develop positive relationships with children and young people 2.3 Explain how to maintain positive relationships with children and young people
3. Be able to establish positive relationships with children and youngpeople	3.1 Respect privacy andconfidentiality wishes 3.2 Check that the child or young person understands that their needs are important and are being addressed 3.3 Establish, through play and other methods, a rapport with the child or young person that encourages a good relationship to develop 3.4 Obtain support in line with local policy or protocol where there are communication or relationship issues
4. Be able to provide information and advice to children and young people	4.1 Respond to any concerns that the child or young person might have 4.2 Agree with the child or young person the information which may be shared with others 4.3 Provide information for the child or young person to assist understanding 4.4 Direct the child or young person to any further sources of information, advice or support 4.5 Maintain records in line with local policy and protocol 4.6 Communicate in a way that is sensitive to the age, understanding and preferences of the child or young person

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K64 K65 K66 S29 S34 S64 S65 S66
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.
Additional information	**Significant others** may include: • family members • related/non-related carers • close friends or colleagues • others with a responsibility for the individual such as those acting in loco parentis or power of attorney. **Needs** may include:

	• physical • emotional • mental health • spiritual • environmental • social • sexual • developmental • cultural. **Preferences** may be based on: • beliefs • values, • culture • aspirations • wishes. **Children and young people** are from birth to nineteenth birthday.

Unit 350 **Support children and young people experiencing transitions**

Level:	3
Credit:	3
GLH:	17
Assessment type:	Portfolio
Aim:	This unit is aimed at those who support work with children, young people and their families during transitions

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the impact of transitions on children and young people	1.1 Define the term **'transition'** in relation to children and young people 1.2 Describe the types of transitions that **children and young people c**an experience 1.3 Explain how different types of transitions affect children and young people
2. Understand how to support children and young people experiencing transitions	2.1 Explain how to recognise that a child or young person is experiencing transition 2.2 Explain how to support children and young people experiencing transitions to achieve positive outcomes 2.3 Explain the importance of children and young people making choices appropriate to their age and stage of development
3. Understand influences on children and young people experiencing transitions	3.1 Describe factors which influence children and young people's resilience during transitions 3.2 Explain the importance of support from adults and **significant others** for children and young people experiencing transitions

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K64 K65 K66

Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Transitions** could include: • physical • psychological • cognitive • emotional • family • social • between services • at school **Children and young people** are from birth to nineteenth birthday. **Significant others** may include: • family members • related/non-related carers • close friends or colleagues • others with a responsibility for the individual such as those acting in loco parentis or power of attorney.

Unit 351 **Understand child and young person development**

Level:	3
Credit:	4
GLH:	28
Assessment type:	Portfolio
Aim:	This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the expected pattern of development for children and youngpeople from birth - 19 years	1.1 Explain the sequence and rate of each aspect of **development** from birth to 19 years 1.2 Explain the difference between sequence of development and rate of development and why the difference is important
2. Understand the factors that influence children and young people's development and how these affect practice	2.1 Explain how children and young people's development is influenced by a range of personal factors 2.2 Explain how children and young people's development is influenced by a range of external factors 2.3 Explain how theories of development and frameworks to support development influence current practice
3. Understand how to monitor children and young people's development	3.1 Explain how to monitor children and young people's development using different methods and tools 3.2 Explain the reasons why children and young people's development may not follow the expected pattern 3.3 Explain how disability may affect

	development 3.4 Explain how different types of interventions can support positive outcomes for children and young people where development is not following the expected pattern
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition 4.2 Explain how multi agency teams work together to support speech, language and communication 4.3 Explain how play and activities are used to support the development of speech, language and communication
5. Understand the potential effects oftransitions on children and young people's development	5.1 Explain how different types of transitions can affect children and young people's development 5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K34 K35 K64 K65 K66 K67
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Development** may include: • physical • physiological • emotional.

Unit 352 **Understand how to safeguard the wellbeing of children and young people**

Level:	3
Credit:	7
GLH:	45
Assessment type:	Portfolio
Aim:	This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the legislation, policies and procedures, standards, local ways of working and codes of conduct for safeguarding children and young people	1.1 Outline current legislation, policies and procedures, standards, local ways of working and codes of conduct affecting the safeguarding of children and young people 1.2 Explain child protection within the wider context of safeguarding children and young people 1.3 Analyse how national and local guidelines, **policies** and procedures for safeguarding affect **day to day work** with children and young people 1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice 1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing
2. Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1 Explain what is meant by partnership working in the context of safeguarding 2.2 Explain the importance of a child or young person centred approach 2.3 Describe the roles and responsibilities of the **different organisations** that may be involved

	when a child or young person has been abused or harmed
3. Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1 Explain why it is important to ensure children and young people are protected from **harm** within the work setting 3.2 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle blowers and those whose practice or behaviour is being questioned are protected 3.3 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off-site visits
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding 4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting 4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged 4.4 Explain the importance of being open and honest with the carers of a child or young person where a safeguarding concern has been raised 4.5 Explain the scope of own practice and limitations of competence 4.6 Explain how to obtain advice and information to support own practice
5. Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1 Explain different types of **bullying** and the potential effects on children and young people 5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place 5.3 Explain how to support a child or young person and/or their carers when bullying is suspected or alleged
6. Understand how to work with children and young people to support their safety and wellbeing	6.1 Explain how to develop and maintain children and young people's self-confidence and self-esteem 6.2 Analyse the importance of developing resilience in children and young people 6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make

	decisions about safety 6.4 Explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety
7. Understand the importance of e-safety for children and young people	7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone 7.2 Describe ways of reducing risk to children and young people from: a. social networking b. internet use c. buying online d. using a mobile phone 7.3 Describe the actions to take if there are concerns about a child or young person's e-safety

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K35 K61 K65
Assessment requirements	This unit should be assessed in line with Skills for Health Assessment Principles.
Additional information	**Day to** day work may include: • childcare practice • child protection • risk assessment • ensuring the voice of the child or young person is heard (e.g. providing advocacy services) • Supporting children and young people and others who may be expressing concerns. **Different organisations** may include: • social services • NSPCC • health visiting • GP • probation • police • school • psychology service. **Policies and procedures** for safe working may include: • consent, proxy consent, parental responsibility • acting in a child and young person's best interests

	• working in an open and transparent way • listening to children and young people • duty of care • whistleblowing • power and positions of trust • propriety and behaviour • mental capacity • physical contact • intimate personal care • off site visits • photography and video • sharing concerns and recording/reporting incidents • prevent and British values. **Harm or abuse** may take different forms, but can include: • domestic • physical • psychological • emotional • sexual • neglect • trafficking • female genital mutilation (FGM). **Bullying** may include: • Physical (Pushing, kicking, hitting, pinching and other forms of violence or threats) • Verbal (Name-calling, insults, sarcasm, spreading rumours, persistent teasing) • Emotional (Excluding, tormenting, ridicule, humiliation) • Cyberbullying (the use of Information and Communications Technology particularly mobile phones and the internet, deliberately to upset someone else) • Specific types of bullying which can relate to all the above such as homophobic or gender based, racist/relating to special educational needs and disabilities.

Unit 353 **Communicate with children and young people in care settings**

Level:	3
Credit:	4
GLH:	29
Assessment type:	Portfolio
Aim:	This unit provides the knowledge, understanding and skills to communicate with children and young people through the use of play and distraction techniques.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand why effective communication with children and young people is important in the work setting	1.1 Outline legislation, policies, standards, local ways of working and codes of conduct that apply to own role in communicating effectively with children and young people. 1.2 Identify the different reasons people communicate 1.3 Describe barriers to communication and explain how you can overcome these 1.4 Explain how communication affects relationships in the work setting 1.5 Explain how age influences methods of communicating with: a. babies b. infant c. children d. young people e. adults
2. Be able to meet the communication and language needs, wishes and preferencesof children and young people and those involved in their care	2.1 Establish the communication and language needs, wishes and **preferences** of **children and young people** and those involved in their care 2.2 Apply a range of **communication methods** and styles to meet the needs of the child or

	youngperson and those involved in their care 2.3 Respond to the child or young person's reactions when communicating 2.4 Explain the importance of person centred communication and shared decision making 2.5 Record the child or young person's preferred method of communication and how this information will be shared with others
3. Understand the rationale for the use of play and distraction techniques for communicating with children and young people	3.1 Explain how play supports the feelings and understanding of children and young people 3.2 Explain age appropriate distraction therapy 3.3 Explain age appropriate play therapy 3.4 Evaluate the impacts of play and distraction techniques in relation to children and young people 3.5 Explain when to implement play and distraction techniques with children and young people 3.6 Describe the different roles and responsibilities in relation to the use of play and distraction techniques with children and young people
4. Understand the implementation of play and distraction techniques in the work setting	4.1 Explain preparation and resources required prior to implementation of: a. a play activity b. a distraction technique c. age appropriate information sharing 4.2 Describe the role of observation, communication, listening and understanding when using play and distraction techniques 4.3 Explain the need for empathy when supporting children and young people 4.4 Describe how others in the care team can contribute to and assist in play and distraction activities with children and young people 4.5 Explain reporting and recording requirements in relation to the use of play and distraction techniques

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K64 K65 K67 S29 S64 S66
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Assessment criteria 2.1, 2.2, 2.3 and 2.5 must come from real work activities

Additional information	**Care settings** includes adult, children and young people's health settings and adult care settings. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes. **Children and young people** are from birth to nineteenth birthday. **Communication methods** may include: Non-verbal communication: • eye contact • touch • physical gestures • body language • behaviour • sign language • braille • pictorial information • written. Verbal communication: • vocabulary • linguistic tone.

Unit 354 **Understand Advance Care Planning**

Level:	3
Credit:	3
GLH:	25
Assessment type:	Portfolio
Aim:	The purpose of this unit is to provide the learner with the knowledge and understanding required to undertake advance care planning.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the principles of advance care planning	1.1 Describe the difference between a daily care or support plan and an **advance care plan** 1.2 Explain the purpose of advance care planning 1.3 Identify the national, local, and organisational agreed ways of working for advanced care planning 1.4 Explain the legal position of an advance care plan 1.5 Explain what is meant by mental capacity in relation to advance care planning 1.6 Explain what is meant by valid consent in relation to advance care planning
2. Understand the process of advance care planning	2.1 Explain when advance care planning may be introduced 2.2 Outline who may be involved in the advance care planning process 2.3 Describe **information** an **individual** may need to enable them to make informed decisions 2.4 Explain what is involved in an 'Advance Decision to Refuse Treatment'

	2.5 Explain what is meant by a '**Do Not Attempt Cardiopulmonary Resuscitation' (DNACPR)** 2.6 Explain how the **individual's capacity** to discuss advance care planning may influence their role in the process 2.7 Explain role of the care worker in the advance care planning process and **sources of support** available 2.8 Describe how personal beliefs and attitudes can affect participation in the advance care planning process 2.9 Identify how an advance care plan can change over time 2.10 Outline the principles of record keeping in advance care planning 2.11 Describe when details of the advance care plan can be shared with others
3. Understand person centred approaches to advance care planning	3.1 Describe factors an individual may consider when creating their advance care plan 3.2 Explain the importance of respecting the individual's values, beliefs, and choices 3.3 Identify how the needs of **others** may need to be taken into account when planning advance care 3.4 Explain how to support an individual to exercise their right not to create an advance care plan 3.5 Outline actions to take when an individual is unable to participate in advance care planning 3.6 Explain how individual's care or support plan may be affected by an advance care plan

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K33 K35
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Advance care planning (ACP)** is a voluntary process of discussion about future care between an individual and their care providers, irrespective of discipline. If the individual wishes, their family, and friends may be included. It is recommended that with the individual's agreement this discussion is documented, regularly

	reviewed, and communicated to key persons involved in their care. It may involve establishing the 'ceiling of treatment' for an individual, the Preferred Place of Care and Preferred Place of Death. **Information** may include: • knowledge of illness and prognosis • choices of care and treatment options • resources available for delivery of care. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **DNACPR** is often referred to as DNR. **Individual's capacity** refers to being able to make their own decisions, based on the information available and communicate that decision. **Sources of support** may include: • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individuals wellbeing.

Unit 355 **Prepare for and carry out extended feeding techniques**

Level:	3
Credit:	4
GLH:	27
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to prepare for and carry out extended feeding techniques to ensure individuals' nutritional and fluid intake

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, protocols and agreed ways of working when using extended feeding techniques	1.1 Explain legislation, protocols and agreed ways of working that affect working practices related to extended feeding 1.2 Explain the importance of following procedures exactly as specified 1.3 Understand the scope and limitations of own competence, responsibilities, and accountability as it applies to job role
2. Understand anatomy and physiology in relation to extended feeding	2.1 Outline the anatomy and physiology of the gastro-intestinal tract relevant to extended feeding techniques 2.2 Explain the importance of fluid and nutritional balance to the health of **individuals** 2.3 Identify health conditions where extended feeding may be part of an individual's care plan
3 Understand extended feeding techniques	3.1 Explain techniques for extended feeding 3.2 Identify equipment and materials used in extended feeding techniques 3.3 Describe how to prepare an individual for extended feeding including:

	a. needs and preferences b. addressing any questions and concerns c. identifying potential risks 3.4 Describe how to recognise and deal with adverse reactions which may occur: a. during procedures b. following procedures
4. Be able to prepare for extended feeding	4.1 Ensure that all prescribed feeds are prepared according to manufacturers' instructions. 4.2 Identify possible risks associated with extended feeding 4.3 Apply standard precautions for infection prevention and control to minimise risks a. before the procedure b. during the procedure c. after the procedure 4.4 Confirm the identity of the individual prior to carrying out the activity 4.5 Obtain **valid consent** from the individual prior to carrying out the planned activity 4.6 explain to an individual the procedure to be carried out 4.7 Confirm equipment and materials are: a. appropriate to the procedure b. fit for purpose c. working correctly 4.8 Position an individual to ensure a. safety and comfort b. to facilitate the method of extended feeding
5. Be able to carry out and complete extended feeding techniques	5.1 Refer to the plan of care and feeding guidelines 5.2 Attach and position feeding tubes correctly and securely in a manner that a. prevents discomfort b. promotes the dignity of an individual 5.3 Carry out extended feeding safely and according to the individual's plan of care and feeding protocol 5.4 Observe the individual throughout the activity and respond to any adverse reactions 5.5 Ensure the comfort of the individual following extended feeding 5.6 Safely dispose of any unused feed and material soiled by body fluids 5.7 Clean and store equipment and materials following the feed

6. Be able to maintain records and report on extended feeding	6.1 Complete required records 6.2 Identify **others** who may be involved in reviewing the nutritional and fluid intake of an individual 6.3 Report any or findings about the process which may impact on an individual and their care plan

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K9 S9
Assessment requirements	This unit must be assessed in line with Skill for Health Assessment Principles.
Additional information	I**ndividual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing.

Unit 356 **Insert and secure nasogastric tubes**

Level:	3
Credit:	4
GLH:	30
Assessment type:	Portfolio
Aim:	This unit covers the insertion of nasogastric tubes following agreed protocols and procedures as and when directed. All of these activities must be undertaken using an aseptic technique

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to inserting and securing nasogastric tubes	1.1 Summarise current legislation, national guidelines, policies, procedures, and **protocols** in relation to inserting and securing nasogastric tubes 1.2 Summarise own responsibilities and accountability in relation to inserting and securing nasogastric tubes 1.3 Explain the duty to report any acts or omissions in care 1.4 Explain the importance of working within scope of own competence
2. Understand purpose and functions of nasogastric tubes and associated procedures	2.1 Explain the anatomy of the upper gastro-intestinal tract in relation to inserting nasogastric tubes 2.2 Describe the physiology of the stomach and small intestine in relation to potential contents of gastric aspirate 2.3 Explain the types of nasogastric tubes 2.4 Explain how to select the appropriate tube for each **individual** 2.5 Explain the normal appearance and content of stomach/intestinal fluid

	2.6 Explain how appearance and content of stomach/intestinal fluid could be affected by the individual's presenting medical condition 2.7 Describe sources of contamination when inserting nasogastric tubes 2.8 Describe how to minimise sources of contamination when inserting nasogastric tubes 2.9 Explain how aseptic technique contributes to the control of infection
3. Be able to prepare for the insertion of a nasogastric tube	3.1 Apply health and safety measures relevant to the procedure and environment 3.2 Apply **standard precautions for infection control** 3.3 Confirm the individual's identity and gain **valid consent** 3.4 Explain the procedure according to the individual's care plan 3.5 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual 3.6 Prepare the equipment required for insertion of a nasogastric tube
4. Be able to insert a nasogastric tube	4.1 Maintain compliance with health and safety guidance 4.2 Ensure the individual is positioned in a way that will maintain their safety and comfort and will facilitate the insertion of the nasogastric tube 4.3 Ensure that an individual's privacy and dignity is maintained 4.4 Insert the nasogastric tube 4.5 Observe the individual throughout the procedure and report any **adverse reactions** 4.6 Ensure the nasogastric tube is correctly positioned in the stomach 4.7 Ensure the drainage bag is securely attached in a way that prevents discomfort
5. Be able to measure, record and dispose of nasogastric aspirate following policies, procedures and protocols	5.1 Observe, report, and document any changes in appearance to nasogastric aspirate 5.2 Measure and record the volume of aspirate 5.3 Seek assistance promptly from an appropriate person should it be required at any stage 5.4 Dispose of waste appropriately

6. Be able to provide aftercare for individuals following nasogastric tube insertion	6.1 Ensure the comfort of the individual following insertion of the nasogastric tube 6.2 Respond to any questions regarding the procedure

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K9 S9
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Protocols** are a set of guided instructions on the action to be followed in relation to inserting and securing nasogastric tubes, usually developed and quality assured through and by your employing organisation. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Adverse reaction** may include: • fear/apprehension • pain • failure to pass the nasogastric tube • asphyxiation. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 359 **Implement positive behaviour support**

Level:	3
Credit:	6
GLH:	41
Assessment type:	Portfolio
Aim:	The aim of this unit is to provide learners with the knowledge, understanding and skills required to implement positive behaviour support

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the legislative framework in relation to positive behaviour support	1.1 Summarise current legislation, frameworks, codes of practice and policies in relation to positive behaviour support 1.2 Summarise organisational policies and procedures in relation to positive behaviour support 1.3 Explain the value base underpinning positive behaviour support 1.4 Describe own and **others'** role and responsibilities in relation to positive behaviour support
2. Understand behaviour as a means of expression	2.1 Explain the role of functional assessment in understanding an **individual's** behaviour 2.2 Analyse how behaviour may be perceived by others 2.3 Explain **factors** that may influence an individual's behaviour 2.4 Explain behaviour as a form of expression
3. Understand approaches to positive behavioural support	3.1 Explain **approaches to positive behaviour support** 3.2 Explain a. Proactive strategies b. Reactive strategies 3.3 Explain reasons for reinforcing positive

	behaviour with individuals 3.4 Explain the importance of **positive interaction** 3.5 Explain the importance of supporting individuals to understand their behaviour and its effects on themselves and others 3.6 Explain how **active support** can help promote positive behaviour 3.7 Analyse the role of structure and daily planning in positive behaviour support 3.8 Identify sources of support, information and guidance for positive behaviour support
4. Be able to monitor the behaviour of individuals	4.1 Use **structured methods** to monitor and record an individual's pattern of behaviour 4.2 Work with the individual and others to identify **triggers:** a. slow triggers b. fast triggers 4.3 Review an individual's behaviour in relation to: a. antecedent b. behaviour c. consequences 4.4 Record and report outcomes
5. Be able to agree strategies for positive behaviour support with individuals and others	5.1 Establish ways to develop an individual's skills to promote participation in day-to-day activities 5.2 Support individuals to acknowledge their behaviour and develop coping strategies 5.3 Agree with individuals and others' strategies to be used in different situations to support positive behaviour 5.4 Describe sources of support, information and guidance for promoting positive behaviour
6. Be able to implement positive behaviour support plans	6.1 Explain the purpose of **positive behaviour support plans** for individuals 6.2 Identify the components of a positive behaviour support plan 6.3 Identify the components of a positive behaviour support plan 6.4 Contribute to the review of an individual's positive behaviour support plan

7. Be able to support individuals through incidents of behaviour	7.1 Work with others to agree protocols for least restrictive interventions 7.2 Identify and respond to triggers which may result in escalation of behaviour 7.3 Maintain safety and wellbeing throughout the incident for: a. individual b. self c. others 7.4 Provide post-incident support to individuals and others 7.5 Record and report incidents of behaviour
8. Be able to develop practice in relation to positive behaviour support	8.1 Support others to recognise how their actions can diffuse or escalate an individual's behaviour 8.2 Role model good practice in positive behaviour support 8.3 Provide feedback to others in relation to positive behavioural support practice 8.4 Reflect on own practice in relation to positive behaviour support 8.5 Explain how and when to access support to manage the wellbeing of self and others

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K62 S56
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 4, 5, 6, 7 and 8 must be assessed in a real work environment (RWE).
Additional information	**Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing.

	Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
	Factors examples may include, but are not limited to:
	• dementia, autism, learning disability
	• stress response
	• sensory needs
	• frustration
	• pain
	• past experiences
	• physical or mental health
	• boredom
	• confusion or memory impairment
	• age-related
	• feelings of loss of control
	• communication difficulties
	• environmenta
	Approaches to positive behaviour support examples may include, but are not limited to:
	• proactive approaches
	• individual behaviour support planning
	• time intensity model
	• theories of personhood and malignant psychology that are used in relation to individuals with dementia (Kitwood, 1997)
	Positive interaction the interaction, behaviour and attitude of those supporting an individual. It consists of providing different levels of support; working with an individual's strengths and abilities; breaking activities into manageable steps; and positive reinforcement to promote participation.
	Active support refers to a person-centred model of how to interact with individuals combined with daily planning systems that promote participation and enhance quality of life.
	Structured methods examples may include, but are not limited to:
	• measures for monitoring and recording behaviour:
	  ○ antecedent-behaviour-consequence (ABC) charts
	  ○ scatter plots
	  ○ incident forms
	  ○ behaviour monitoring forms
	  ○ direct observation.

	Triggers are those events, circumstances or stimuli that cause behaviour that may bring harm to the individual and others, or that others find challenging: • slow triggers (aspects of a person's environment or daily routines that do not necessarily happen immediately before the behaviour, but still have an effect on behaviour) • fast triggers (specific events that occur immediately prior to the behaviour; their impact upon behaviour is rapid or immediate). **Positive behaviour support plans** different terminology may be used to refer to this in various settings. It is used to monitor patterns of: • behaviour • identify causes and triggers • plan strategies to put in place • review effects of strategies It should be personalised and created with the individual whenever possible.

Unit 360 **Support individuals in undertaking their chosen activities**

Level:	3
Credit:	4
GLH:	24
Assessment type:	Portfolio
Aim:	This unit aims to develop the learner's ability to work with the individual and/or significant other to identify chosen activities to enhance wellbeing. Research on the ability of the individual to achieve the activities is required as well as the provision of support to carry out the activities.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand current legislation, national guidelines, policies, protocols and good practice when supporting individuals to undertake chosen activities	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in supporting **individuals** to undertake their chosen activities
2 Understand concepts for supporting individuals to undertake chosen activities, services or facilities	2.1 Explain factors which motivate an individual to change behaviour and/or lifestyle 2.2 Explain benefits to the individual's: a. sense of **wellbeing** b. personal development 2.3 Describe how to identify the physical, psychological and social demands of an individual's chosen activities within scope of own role 2.4 Explain the use of **SMART** goals
3 Be able to make plans with individuals to undertake chosen activities	3.1 Interpret any previous assessment of the individual's needs to inform future requirements 3.2 Actively listen to the individual or relevant **others** to establish an understanding of their needs, interests, values and beliefs 3.3 Identify the physical, social, safety and psychological demands of the chosen activity within the scope of own role

	3.4 Agree the steps the individual must follow to develop their ability to undertake chosen activities. 3.5 Identify a range of local services and facilities 3.6 Select the local services and facilities based on the: a. availability b. relevance 3.7 Agree with the individual and relevant others any information, resources, adaptations and assistance required to access and use chosen services and facilities
4 Be able to support individuals to undertake chosen activities	4.1 Organise any required resources, adaptations and assistance to enable the individual to access chosen activities 4.2 Support an individual to access their chosen activities in line with scope of own role and national/local policy 4.3 Describe coping strategies that an individual may require to fulfil their chosen activities 4.4 Evaluate the effectiveness of the activities in line with national/local policy within scope of own role 4.5 Maintain clear records in accordance with national/local policy 4.6 Report outcomes in accordance with national/local policy

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1, K2, K3 K4, K5, K6, K15, K21, K22, K29, K34, K35, K68, K69, K70, K71, K72, K73 S1, S2, S3, S4, S5, S6, S7, S15, S21, S22, S29, S34, S36, S60, S68, S69, S71, S72, S73, S73
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles
Additional information	**Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Wellbeing** is a broad concept referring to a person's quality of life taking into account health, happiness, and comfort. Wellbeing may include aspects that are:

	• social • emotional • cultural • spiritual • intellectual • economic • physical • mental wellbeing. **SMART** comprehensive definition for goal setting: S - specific M - measurable A - achievable R - realistic T - time-bound **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families, carers and advocates • outside services and organisations • those with power of attorney • line manager • other professionals • others who are important to the individual's wellbeing.

Unit 361 **Undertake urethral catheterisation processes**

Level:	3
Credit:	4
GLH:	34
Assessment type:	Portfolio
Aim:	This unit is about insertion of urethral catheters, including re catheterisation, following agreed protocols and procedures, and covers regular monitoring and care of the urethral catheter after insertion.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand relevant legislation, policy and good practice in relation to carrying out urethral catheterisation	1.1 Describe the current legislation, national guidelines, and local policies and protocols which affect work practice 1.2 Identify the correct procedures relating to urethral catheterisation 1.3 Explain the conditions and constraints which might influence who undertakes this procedure and why 1.4 Explain when good practice suggests it may be necessary to seek assistance from an appropriate member of staff 1.5 Describe the signs and symptoms that an individual may be in pain, distress or discomfort 1.6 Describe the ethical issues surrounding catheterisation
2. Understand the relevant anatomy and physiology	2.1 Describe the anatomy and physiology of the genito-urinary system of: a. male b. female

3. Be able to prepare to insert urethralcatheters	3.1 Explain the purpose of a urethral catheter to the individual and the importance of regular monitoring 3.2 Confirm the **individual's** identity and obtain **valid consent** 3.3 Identify the types of catheters that can be used 3.4 Select an appropriate catheter 3.5 Describe the local anaesthetic agents available for use when inserting urethral catheters
4. Be able to insert urethral catheters	4.1 Maintain a safe and healthy working environment, using infection prevention and control techniques including hand washing, sanitisation, disinfection and personal protective equipment (PPE) 4.2 Insert the catheter safely and correctly, with minimal trauma to the individual including: a. securing the catheter b. adjusting it correctly c. attaching it correctly to the appropriate drainage system
5. Be able to monitor and care for theurethral catheter after insertion	5.1 Monitor the catheterisation equipment and materials to check they are functioning correctly 5.2 Measure and record the amount of urine collected immediately after insertion and as often as required according to care plan 5.3 Empty draining bags 5.4 Maintain cleanliness of the catheter and surrounding area through regular hygiene care as required 5.5 Explain the appropriate action to remedy common problems when these arise
6. Be able to care for and support theindividual during and after the procedure	6.1 Maintain the individual's comfort during and after the procedure 6.2 Recognise and respond to the signs and symptoms that an individual is in pain, or discomfort to maximise comfort and wellbeing 6.3 Explain the adverse effects and the actions to minimise these 6.4 Communicate information to the individual/carer on the care of the catheter and attachments

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K40 S40
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Assessment criteria 3.1, 3.2, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 6.1, and 6.4 must be assessed in a real working environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) but may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

Unit 362 **Perform routine electrocardiograph (ECG) procedures**

Level:	3
Credit:	4
GLH:	28
Assessment type:	Portfolio
Aim:	This unit covers the performance of recording electrocardiograph (ECG) at restand ambulatory electrocardiograph (ECG) procedures. The unit includes connection and disconnection of electrodes and acquisition of data ready for analysis. The procedures may be performed in a number of care settings such as outpatient departments, ward areas and GP practices.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role when performing routine electrocardiograph procedures	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for performing routine electrocardiograph procedures 1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice guidelines 1.3 Explain the actions to take if the task surpasses your limitations of expertise 1.4 Explain the duty to report any acts or omissions in care that could be detrimental
2. Understand the purpose and functions of electrocardiographs	2.1 Explain the purpose of electrocardiograph procedures 2.2 Describe the type, common characteristics and set up requirements of recording devices used in electrocardiograph procedures 2.3 Explain the structure and function of the heart

	2.4 Describe a normal electrocardiograph and relate this to the conduction system of the heart 2.5 Describe the correct positioning of electrodes for at rest and ambulatory procedures and why these positions are important 2.6 Identify potential sources of artefact and explain how to recognise them
3. Be able to prepare to carry out routine electrocardiograph procedures	3.1 Maintain a safe and healthy working environment, using infection prevention and control techniques including hand washing, sanitisation, disinfection and personal protective equipment (PPE) 3.2 Implement health and safety measures specifically relevant to routine electrocardiograph procedures 3.3 Confirm the **individual's** identity, reason for referral and obtain **valid consent** 3.4 Confirm the individual is fit to undergo the procedure 3.5 Inform the individual and carers on the procedure and requirements for their compliance 3.6 Identify any factors or **special needs** which may affect the test or test results 3.7 Seek guidance where alternative arrangements are required to meet special needs 3.8 Establish the suitability of the equipment for the procedure 3.9 Prepare sites and position electrodes, considering any special needs that have been identified
4. Be able to carry out routine electrocardiograph procedures	4.1 Inform the individual and their carers on the procedure and the next action 4.2 Recognise and respond to the signs and symptoms that an individual is in pain, or discomfort to maximise comfort and wellbeing 4.3 Check that an individual's privacy and dignity is maintained at all times 4.4 Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual 4.5 Encourage the individual to relax and remain immobile throughout a resting

	electrocardiograph 4.6 Check the individual understands the need for recording signs and symptoms, throughout an ambulatory electrocardiograph 4.7 Label documents and recording devices in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K2 K3 K8 K12 S3, S10 S12 S13 S21:
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 4.1, 4.3, 4.4, 4.5, 4.6 and 4.7 must be assessed in a real working environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Special needs** may include the need to use alternative positions for placing the electrodes due to dressings, sound supports, limbs missing etc.

Unit 363 **Administer oral nutritional products to individuals**

Level:	3
Credit:	4
GLH:	23
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a range of healthcare settings such as hospitals, nursing and residential homes, hospices and community settings to administer oral nutritional products to individuals. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare nutritional products and to administer them to individuals, including ensuring stock levels are maintained.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how to administer oral nutritional products to individuals in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines in relation to administering oral nutritional products 1.2 Explain how medication administration charts inform the administration of oral nutritional products 1.3 Explain how to prepare oral nutritional products 1.4 Explain how to ensure the dignity, safety and privacy of an **individual** during the administration of oral nutritional products 1.5 Explain how to check if the individual has taken the oral nutritional product
2. Understand common nutritional products and their uses	2.1 Describe common nutritional products and their uses 2.2 Explain how common nutritional products should be stored 2.3 Describe the effects of common nutritional products, relevant to the individual's condition

	2.4 Explain the importance of information labelling of nutritional products
3. Understand how to manage possible reactions to the use of nutritional products	3.1 Describe common adverse reactions to nutritional products and how to recognise them 3.2 Explain how to deal with adverse reactions 3.3 Explain how to deal with non-compliance when attempting to administer nutritional products 3.4 Identify support staff to help manage reactions to the use of nutritional products 3.5 Explain how to minimise risk of any hazards and complications occurring during the administration of nutritional products
4. Be able to prepare for oral administration of nutritional products	4.1 Apply **standard precautions for infection control** 4.2 Apply health and safety measures relevant to the procedure and environment 4.3 Confirm the individual's identity and gain **valid consent** prior to administering nutritional products 4.4 Check the individual's administration record for accuracy prior to administering nutritional products, taking any necessary action 4.5 Explain the procedure to the individual in a way that is sensitive to their personal beliefs and **preferences** 4.6 Prepare an individual to receive oral administration of nutritional products 4.7 Prepare nutritional products according to the administration record and standard hygiene precautions 4.8 Select materials, equipment and aids that can be used for the oral administration of nutritional products
5. Be able to administer oral nutritional products to individuals	5.1 Administer oral nutritional products to an individual according to the administration record and in a way that minimises pain and discomfort for the individual 5.2 Monitor the individual's condition throughout and after the administration of oral nutritional products 5.3 Dispose of waste products in line with local policy and protocol 5.4 Update records in line with local policy and protocol

6. Be able to maintain stock of nutritional products	6.1 Monitor and rotate stock levels, reporting any discrepancies to the appropriate person 6.2 Maintain the correct storage conditions for oral nutritional products 6.3 Dispose of out-of-date and part-used nutritional products in line with local policy and protocol 6.4 Maintain stock records

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	S9
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 4, 5 and 6 must be assessed in a real work environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 365 **Carry out wound drainage care**

Level:	3
Credit:	4
GLH:	23
Assessment type:	Portfolio
Aim:	This unit will provide learners with knowledge and skills of wound drainage care ensuring the learners feel comfortable to perform this procedure.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols, best practice and safety measures related to undertaking wound drainage care.	1.1 Summarise the current legislation, national guidelines, policies, protocols and best practice guidelines which inform undertaking wound drainage care 1.2 Explain the importance of maintaining compliance with health and safety guidance at all times 1.3 Explain the importance of using aseptic techniques which follow local guidelines and procedures 1.4 Explain the importance of wearing personal protective equipment
2. Understand the principles of wound drainage and use of related equipment.	2.1 Explain the principles of wound drainage 2.2 Describe the types, purposes and function of wound drainage measurement materials and equipment 2.3 Describe the aspects of the anatomy and physiology of the skin and underlying structures which affect the positioning of wound drains and care 2.4 Describe techniques for preparing and applying drains and dressings and the consequences of contamination

3. Understand procedures and techniques involved in wound drainage.	3.1 Explain the importance of following the care plan and the potential effects of poor practice 3.2 Explain the purpose of measuring wound drainage and how to avoid potential hazards 3.3 Explain the importance of differentiating between body fluids and introduced fluids when measuring fluid loss 3.4 Describe the process of disposal of hazardous waste and equipment
4. Be able to prepare for wound drainage care.	4.1 Confirm the activity in line with the **individual**'s care plan 4.2 Implement health and safety measures relevant to the procedure and the environment 4.3 Confirm the individual's identity and obtain **valid consent** 4.4 Communicate information, support and reassurance to address the individual's needs, **preferences** and concerns 4.5 Select and confirm all equipment and materials are fit for purpose 4.6 Support and reassure the individual prior and during wound drainage
5. Be able to carry out wound drainage care.	5.1 Apply **standard precautions for infection control** 5.2 Maintain an individual's privacy and dignity at all times 5.3 Use techniques and equipment to observe and measure wound drainage in line with the care plan 5.4 Explain the importance of referring any changes or adverse reactions which are outside own competence to the practitioner 5.5 Attach replacement drainage collection systems, maintaining sterility and the individual's comfort and dignity 5.6 Check drains and seals are secure, intact and functioning 5.7 Dispose of hazardous waste and equipment in line with local policies and procedures

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K30 K31 S31

Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 367 **Support the spiritual wellbeing of individuals**

Level:	3
Credit:	4
GLH:	26
Assessment type:	Portfolio
Aim:	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support the spiritual wellbeing of individuals.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the importance of spiritual wellbeing for individuals	1.1 Outline different ways in which **spiritual wellbeing** can be defined 1.2 Define the difference between spirituality and religion 1.3 Describe different aspects of spiritual wellbeing 1.4 Explain how spiritual wellbeing an individual experience is 1.5 Explain how spiritual wellbeing defines an **individual's** identity 1.6 Outline the links between spirituality, faith and religion 1.7 Explain how an individual's current exploration of spiritual wellbeing may be affected by their previous experience of spirituality, faith or religion
2. Be able to identify the spiritual needs of an individual and others	2.1 Support the individual and **others** to identify their spiritual needs and how and by whom these can be addressed 2.2 Identify how an individual's emphasis on spiritual wellbeing may vary at different stages of their life experience 2.3 Take action to ensure that the individual's spiritual wellbeing is recognised

	appropriately in their care plan
3. Understand the impact of values and beliefs on own and an individual's spiritual wellbeing	3.1 Analyse how own values and beliefs may impact on **others** when communicating with the individual regarding their spiritual wellbeing 3.2 Identify how the values and beliefs of others may impact on the individual 3.3 Identify the effects on own values and beliefs when meeting the spiritual needs of individuals and others
4. Be able to support individuals' spiritual wellbeing	4.1 Access resources and information to support the individual's spiritual wellbeing 4.2 Contribute to the creation of an environment that enables individuals to express aspects of their spiritual wellbeing 4.3 Support the individual to take opportunities to explore and express themselves in ways that support their spiritual wellbeing 4.4 Support the individual to participate in their chosen activities to support their spiritual wellbeing 4.5 Access any additional expertise required to meet the individual's spiritual needs 4.6 Outline the benefits of working in partnership with faith and non-religious communities to support the spiritual needs and preferences of the individual

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K59 K68 K71 K72K73 S29 S55 S72
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Spiritual wellbeing** may include: • something everyone can experience • helps to find meaning and purpose in the things individuals value • can bring hope and healing in times of suffering and loss

	• encourages individuals to seek the best relationship with themselves, others and what lies beyond
	  ○ personal values and beliefs
	  ○ morals to live by
	  ○ a search for holistic self appreciation and understanding.
	Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.
	Others may include:
	• team members
	• other colleagues
	• those who use or commission their own health or social care services
	• families
	• carers and advocates
	• outside services and organisations
	• those with power of attorney
	• line manager, other professionals
	• others who are important to the individual's wellbeing.

Unit 368 **Managing symptoms in end of life care**

Level:	3
Credit:	4
GLH:	29
Assessment type:	Portfolio
Aim:	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to manage symptoms in end of life care.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the effects of symptoms in relation to end of life care	1.1 Identify a range of **conditions** where end of life care may need to be provided. 1.2 Identify common signs and **symptoms** associated with end-of-life care 1.3 Explain how symptoms can cause an **individual** distress and discomfort 1.4 Describe how end of life may impact on an individual's mental wellbeing 1.5 Explain the significance of the individual's own perception of their symptoms
2. Understand how to manage symptoms in end of life care	2.1 Identify signs that may indicate that an individual is experiencing pain, distress or discomfort from symptoms 2.2 Describe factors that can influence an individual's perception of their symptoms 2.3 Describe the range of assessment tools for monitoring symptoms including those for individuals with cognitive impairment in own work setting 2.4 Explain how to gain consent from an individual before supporting with symptoms 2.5 Explain how to provide relief using a range of **methods** from symptoms in end of life care

3. Be able to manage symptoms in endof life care	3.1 Demonstrate the range of methods that can provide symptom relief in own work setting 3.2 Describe own role in supporting therapeutic options used in symptom relief 3.3 Recognize symptoms that identify the last few days of life may be approaching 3.4 Respond to an individual's needs and **preferences** in managing their symptoms 3.5 Provide support, comfort and wellbeing in end of life care 3.6 Seek advice from relevant others if the level of support required by the individual is beyond own scope of practice
4. Be able to integrate symptom management in the care management process	4.1 Explain how pain and symptom management is an important part of the care planning process 4.2 Regularly monitor symptoms associated with end of life care 4.3 Record and report changes in symptoms according to policies and procedures in own work setting 4.4 Support the implementation of changes in the care plan

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K33 K35 K37 S33 S35
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Assessment criteria 3.1, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4 must come from assessment in a real work environment. Because of the delicate nature of this unit, this may not be possible to be observed by the assessor, so the use of witness testimonies is permitted as the primary source of evidence to cover these criteria.
Additional information	**Conditions** may include: • cancer • motor neurone disease • heart disease • lung disease • liver disease • stroke

	• dementia • alzheimer's • corona Virus • influenza • pneumonia. **Symptoms** may include: Physica**l** • pain • discomfort • tiredness • lack of appetite • incontinence • the need for mouth care Emotional • fear • anxiety • sadness • guilt • anger Psychological • cognitive • rationality • conception • perception **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Methods** may include: • comfort measures which can include physical and psychological • pharmacological and non-pharmacological methods. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes. **Others** may include: • team members • other colleagues

	• those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing.

Unit 369 **Support individuals during emergency situations**

Level:	3
Credit:	3
GLH:	27
Assessment type:	Portfolio
Aim:	The unit does not include identifying or arranging long term social care, emotional support, counselling or rehabilitation.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and procedures related to supporting individuals during emergency situations	1.1 Outline the current legislation, national guidelines, policies and protocols related to supporting **individuals** during emergency situations 1.2 Describe the procedures to be followed when identifying, accessing and arranging **support** for an individual in an emergency situation 1.3 Explain the roles and responsibilities of self and others when providing personal and emotional support to individuals during emergency situations
2. Understand how being involved in an emergency situation can impact on individuals' health and wellbeing, and how the negative effects can be reduced	2.1 Explain the factors which may cause distress to individuals involved in emergency situations and how they can be minimised 2.2 Explain the need to monitor an individual's emotional and psychological wellbeing following an emergency situation 2.3 Describe how individuals can be encouraged to support their own health and wellbeing following an emergency situation

3. Understand how to support individuals during emergency situations	3.1 Describe the types of support which may be required in an emergency situation 3.2 Describe the nature of the support required by the individual 3.3 Explain your role in relation to the provision of support and the function of the organisation you represent
4. Be able to provide support to individuals during emergency situations	4.1 Confirm the individual's identity and gain **valid consent** before initiating support 4.2 Communicate with the individual at a pace and level appropriate to their understanding 4.3 Assess whether the individual has any **significant others** who may be able to provide additional support 4.4 Provide and organise physical support, and practical help for the individual 4.5 Ensure that an individual's privacy and dignity is maintained at all times 4.6 Provide comfort and reassurance to the individual, keeping them informed at all times 4.7 Monitor the individual's emotional and psychological wellbeing and inform the emergency assistance team of their emotional and psychological status 4.8 Seek supervision and assistance for situations beyond agreed competence and authority

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K3 K6 K8 K35 S8 S35
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Support** may include: • comfort and reassurance • immediate physical support • immediate practical help. **Significant others** may include: • family members

	• related/non-related carers • close friends or colleagues • others with a responsibility for the individual such as those acting in loco parentis or power of attorney. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

Unit 370 **Support carers to meet the care needs of individuals**

Level:	3
Credit:	5
GLH:	40
Assessment type:	Portfolio
Aim:	This unit covers knowledge and skills required to support individuals and carers in the community, the support could be physical or or psychological. The learner will have the opportunity to develop knowledge, understanding and skills required to provide support to carers.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, procedures and protocols in relation to supporting individuals in the community.	1.1 Summarise current legislation, national guidelines, policies, procedures and protocols in relation to supporting **individuals** in the community
2. Understand why individuals might require support.	2.1 Identify conditions that may challenge individuals 2.2 Describe the effects conditions may have on individuals' lifestyles 2.3 Explain how increased dependence affects individuals, carers and the provision of services
3. Understand how to ensure individuals receive the support they need from carers.	3.1 Explain reasons for linking support with need 3.2 Explain the importance of establishing partnerships with carers 3.3 Explain the importance of open communication with carers and how to encourage carers to ask questions 3.4 Describe reasons for assessing a carer's abilities in relation to supporting individuals 3.5 Describe the demands placed on a carer 3.6 Describe potential tensions between the

	demands placed on a carer and other commitments 3.7 Identify signs which indicate issues with service delivery
4. Be able to support carers to meet the care needs of individuals.	4.1 Inform the carer of the individual's needs and care plan 4.2 Agree the type of support needed by the carer for them to meet the individual's care needs 4.3 Arrange for the provision of resources necessary for the carer to support the individual 4.4 Provide the carer with information on how to contact the care team 4.5 Report any concerns about meeting the individual's care plan needs to an appropriate member of the care team 4.6 Update records related to service delivery agreements in line with local policy and protocol
5. Know how to support and promote individuals to take responsibility for own health and wellbeing.	5.1 Explain the importance for individuals to take responsibility for own health and wellbeing 5.2 Explain how to support individuals to take responsibility for own health and wellbeing 5.3 Support individuals to take responsibility for own health and wellbeing

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K36 S36 S58
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

Unit 371 **Understanding the effects of dementia on end-of-life care**

Level:	3
Credit:	3
GLH:	22
Assessment type:	Portfolio
Aim:	The purpose of this unit is to provide the learner with the knowledge and understanding required to understand considerations for individuals with dementia at end of life.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand considerations for individuals with dementia at end of life	1.1 Outline the reasons why dementia can be regarded as a terminal illness 1.2 Identify the indicators that an **individual** with dementia is approaching the terminal phase of their illness 1.3 Compare the differences in the end of life experience of an individual with dementia to that of an individual without dementia 1.4 Explain why it is important that end of life care for an individual with dementia must be **person-centred** 1.5 Explain why individuals with dementia need to be supported to make advance care plans as early as possible
2. Understand how to support individuals with dementia affected by symptoms at end of life	2.1 Explain the **symptoms** which may be experienced by individuals with dementia at the end of life 2.2 Explain why symptoms in individuals with dementia are often poorly recognised and undertreated 2.3 Describe ways to assess whether an individual with dementia is in pain or distress 2.4 Describe ways to support individuals with dementia to manage their

	symptoms at end of life using a. medication b. non medication techniques
3. Understand how to support carers of individuals with dementia at end of life	3.1 Explain why carers may experience guilt and stress at the end of life of an individual with dementia 3.2 Describe ways of supporting carers to understand how the end of life process may differ for individuals with dementia 3.3 Describe how **others** caring for individuals with dementia may experience loss and grief 3.4 Describe ways of supporting carers when difficult decisions need to be made for individuals with dementia at end of life 3.5 Give examples of how to **support** carers and others to support an individual with dementia in the final stages of their life

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K33 K35 K57 K63
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Person-centred** ensuring that the individual is at the centre of their care including: • choices, preferences and spiritual wellbeing • ongoing and updated care planning • holistic approach • taking into account mental capacity • Implementing wishes defined before capacity was lost and translating these into the current situation. Maintaining dignity involves: • listening • thinking together

	• coaching • sharing ideas • seeking feedback from the individual. **Symptoms** may include: • physical e.g. pain, nausea, constipation, dysphagia, nutrition, hydration • psychosocial e.g. distress, restlessness, agitation • behaviour that challenges • emotional pain • the need for mouth care • loss of appetite • loss of continence • fear • regression • tiredness • loss of ability to verbally communicate. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing. **Sources of support** in the context of this unit may include: • self-care strategies • support groups • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation.

Unit 372 **Support individuals with specific communication needs**

Level:	3
Credit:	5
GLH:	35
Assessment type:	Portfolio
Aim:	This unit covers knowledge and skills required to support individuals with specific communication needs covering use of special methods and aids to promote communication.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand an individual's specific communication needs	1.1 Explain the importance of meeting an **individual's** communication needs 1.2 Explain how and when to access information and support in relation to communication needs 1.3 Explain how own role and practice can impact on communication with an individual who has specific **communication needs** 1.4 Identify a range of communication methods and aids to support individuals to communicate 1.5 Analyse features of the environment that impact on communication 1.6 Explain reasons why an individual may use a form of communication that is not based on a formal language system 1.7 Describe the potential effects on an individual of having unmet communication needs 1.8 Explain how Hospital Passports can support individuals with specific communication needs
2. Understand how to support the use of communication technology and aids	2.1 Identify specialist services relating to communication technology and aids 2.2 Describe types of support that an individual may need in order to use communication technology and aids 2.3 Explain the importance of ensuring that communication equipment is correctly set up and working properly

3. Be able to contribute to identifying and addressing specific communication needs of individuals	3.1 Work in partnership with the individual and others to identify the individual's communication needs 3.2 Contribute to identifying communication methods or aids to meet the individual's communication needs
4. Be able to interact with individuals using their preferred communication method	4.1 Identify communication methods which can be used to interact with individuals 4.2 Prepare the environment to facilitate communication 4.3 Use agreed methods of communication to interact with the individual 4.4 Monitor the individual's responses during and after the interaction 4.5 Adapt own practice to improve communication with the individual
5. Be able to promote person-centred values when supporting effective communication between individuals and others	5.1 Support the individual to develop communication methods 5.2 Promote person-centred values when supporting effective communication between individuals and others 5.3 Provide opportunities for the individual to communicate with others 5.4 Support others to be understood by the individual 5.5 Support others to understand the individual
6. Be able to review an individual's communication needs and the support provided	6.1 Collate information in relation to an individual's communication and the support provided 6.2 Contribute to evaluating the effectiveness of agreed methods of communication and support provided 6.3 Work with others to support the continued development of communication

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K10 S10
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 3, 4 and 6 must be assessed in a real work environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Communication needs** may include: • different language • hearing loss (both minor and major) • learning difficulties • finding speech difficult.

	Examples of communication techniques include: • sign language • speed of verbal communication • volume of verbal communication • body language • written instead of verbal • listening.

Unit 373 **Remove wound drains**

Level:	3
Credit:	5
GLH:	43
Assessment type:	Portfolio
Aim:	This unit will provide learners with knowledge and skills of wound drainage ensuring the learners feel comfortable to perform this procedure.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and best practice in relation to removing wound drains.	1.1 Summarise current legislation, national guidelines policies, protocols and best practice in relation to removing wound drains 1.2 Summarise own responsibilities and accountability in relation to removing wound drains 1.3 Explain the importance of working within own sphere of competence
2. Understand factors related to the removal of wound drains.	2.1 Describe the anatomy and physiology of the skin and underlying structures 2.2 Identify the types, purpose and function of materials and equipment in relation to removing wound drains 2.3 Summarise the methods and techniques for preparing and applying dressings and wound supports 2.4 Explain how to measure the **individual's** wound drainage prior to removal 2.5 Explain the hazards associated with measuring wound drainage and removing the wound drain 2.6 Describe adverse reactions and actions to be taken

3. Be able to prepare to remove wound drains.	3.1 Confirm the activity in line with the individual's care plan 3.2 Implement health and safety measures relevant to the procedure and environment 3.3 Confirm the individual's identity and obtain **valid consent** 3.4 Select and check the equipment is fit for purpose 3.5 Communicate information, support and reassurance to address the individual's needs and concerns 3.6 Prepare the drainage system in accordance with local policies and procedures and manufacturer's guidance 3.7 Apply **standard precautions for infection control** 3.8 Maintain an individual's privacy and dignity at all times 3.9 Carry out wound drain removal in accordance with local policy and protocol 3.10 Dispose of used wound drainage systems and equipment according to local policy and protocol
4. Be able to care for and support the individual during and after the procedure	4.1 Reassure the individual 4.2 Assess and take relevant action for risks identified prior to and during the procedure 4.3 Observe the drainage site for signs of leakage and apply the levant dressing 4.4 Record and report outcomes of the activity in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K30 K31 S31
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning Outcomes 3, 4 and 5 must be assessed within a work environment
Additional information	**Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include:

	• the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 374 **Administer medication to individuals and monitor the effects**

Level:	3
Credit:	5
GLH:	30
Assessment type:	Portfolio
Aim:	This unit is for those who prepare for, administer and monitor the effects of medication on individuals. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand legislation, guidelines, policies, procedures and protocols relevant to the administration of medication	1.1 Identify current legislation, guidelines, policies, procedures and protocols relevant to the administration of medication
2. Know about common types of medication and their use	2.1 Describe common types of medication including their effects and potential side effects 2.2 Describe common types of medication including their effects and potential side effects 2.3 Describe the common adverse reactions to medication, how each can be recognised and the appropriate actions required 2.4 Explain the different routes of medicine administration
3. Understand procedures and techniques for the administration of medication	3.1 Explain the types, purpose and function of materials and equipment needed for the administration of medication via the different routes 3.2 Identify the required information from prescriptions/medication administration record 3.3 Explain the actions to be taken if an individual does not consent to prescribed medication 3.4 Explain ways to ensure appropriate timing of

	the medication
4. Be able to prepare for the administration of medication	4.1 Apply **standard precautions for infection control** 4.2 Confirm the identity of the **individual** against the medication administration record and medication label 4.3 Obtain the individual's valid consent and offer information, support and reassurance throughout as appropriate to the individual's needs and concerns 4.4 Select, check and prepare correctly the medication according to the medication administration record, and medication information leaflet following any specific instructions
5. Be able to administer and monitor medication	5.1 Select the route for the administration of medication, according to the individual's medication administration record and the medication to be administered and prepare the site if necessary 5.2 Administer the medication: a. in line with legislation and local policies b. in a way which minimises pain, discomfort and trauma to the individual c. respecting privacy and dignity 5.3 Report any immediate problems with the administration 5.4 Monitor the individual's condition throughout medication administration 5.5 Observe that the medication has been taken as prescribed by the individual 5.6 Complete the individual's medication administration record 5.7 Maintain the security of medication and related records throughout the process 5.8 Return medication and related records to the correct place for storage 5.9 Dispose of out of date and part-used medications in accordance with legal and organisational requirements

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K2

Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work environment (RWE).
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 375 **Understand end of life care for individuals with specific health needs**

Level:	3
Credit:	4
GLH:	21
Assessment type:	Portfolio
Aim:	This unit covers the knowledge required to understand end of life care for individuals with specific health needs which are often complex and are part of terminal illness. Individuals in this unit refers to neonates, babies, children and young people and adults. The learner should undertake this unit in the context within which they work.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand considerations for individuals at end of life	1.1 Outline the terms: a. complex health needs b. terminal illness 1.2 Explain how palliative care differs across the lifespan 1.3 Describe national and local guidance available to support and improve the quality of life for **individuals** with specific health needs in own work setting 1.4 Describe what interventions may be available to improve quality of life for those with **specific health needs** across the lifespan in own work setting 1.5 Describe prognostic indicators that identify that the individual with specific health needs is entering the terminal phase of their illnes. 1.6 Explain why relationships with professionals and **significant others** are important at end of life for individuals

	1.7 Explain why advance care planning and future wishes are important for individuals and significant others
2 Understand how to support individuals affected by symptoms at end of life	2.1 Describe **symptoms** which may be experienced by individuals at the end of life 2.2 Explain why symptoms in individuals with specific health needs are often poorly recognised and undertreated 2.3 Describe ways to assess whether an individual is in pain or distress 2.4 Describe ways to support individuals and significant others to manage symptoms at end of life using: a. medication b. non medication techniques
3 Understand how to support significant others at the end of life of an individual with specific health needs	3.1 Explain why significant others may experience guilt and stress at the end of life of an individual with specific health needs 3.2 Describe ways of supporting significant others to understand how the end of life process may differ for individuals with specific health needs across the lifespan 3.3 Describe how significant others of an individual with specific health needs may experience loss and grief 3.4 Describe ways of supporting significant others when difficult decisions need to be made for an individual with specific health needs at end of life 3.5 Describe **sources of support** for those caring for individuals with specific health needs at the end of life 3.6 Describe the reasons why spiritual care may remain important for individuals and their significant others at the end of life and how these needs may be met 3.7 Identify how to support significant others in giving care in the final stages of the individual's life

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K33 K35:

Assessment requirements	This unit must be assessed in line with Skills for Health Assessment.
Additional information	**Individual:** Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals in this unit refers to neonates, babies, children and young people and adults. **Specific health needs:** Specific health needs may include: • complex needs • age • mental health or cognitive impairment including dementia • physical or sensory impairment • behaviour • disability • ill health. **Significant others** may include: • family members • related/non-related carers • close friends or colleagues • others with a responsibility for the individual such as those acting in loco parentis or power of attorney. **Symptoms:** Symptoms may include: • physical eg. pain, nausea, constipation, dysphagia, nutrition, hydration • psychosocial eg. distress, restlessness, agitation • behaviour that challenges • emotional pain. **Sources of support** in the context of this unit may include: • self-care strategies • support groups • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation.

Unit 376 **Understand long term conditions and frailty**

Level:	3
Credit:	3
GLH:	20
Assessment type:	Portfolio
Aim:	This unit covers the knowledge required to understand how frailty and long term conditions can affect individuals across the lifespan.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand frailty and the impact of this on individuals	1.1 Explain what frailty means 1.2 Describe how to assess frailty in **individuals** 1.3 Explain how frailty impacts across the lifespan of an individual 1.4 Explain **factors** which have an impact on an individual's frailty 1.5 Explain **effects** frailty may have on individuals
2. Understand long term conditions	2.1 Explain long term conditions within own area of work and how they can be: a. prevented b. managed 2.2 Explain the factors that contribute to an individual's risk of developing a long-term condition 2.3 Explain what co-morbidity is 2.4 Describe how co-morbidity can impact on an individual's quality of life 2.5 Describe how a long-term condition relates to end of life care 2.6 Explain the psychological impact on individuals living with a long-term condition. 2.7 Explain how advance care planning can be useful for individuals

	2.8 Explain what needs to be considered prior to a discussion about advance care planning
3 Know how to support individuals with frailty or long-term conditions	3.1 Explain the importance of involving the individual and others in decisions about the care they receive in relation to their frailty or long-term condition 3.2 Describe **the sources of support** available for individuals and others in relation to managing their frailty or long-term condition 3.3 Explain how to recognise a **reversible condition** in an individual and the actions to take 3.4 Explain how to recognise if an individual is entering the terminal phase of their condition and the actions to take 3.5 Explain ways to support frail individuals across their lifespan

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K33 K35
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Factors** may include: • complex needs • age • mental health or cognition • physical or sensory impairment • behaviour • disability • ill health • poly-pharmacy. **Effects** include: • physical • psychological • social • emotional.

	Sources of support in the context of this unit may include: • community and voluntary groups • self-help group support benefits • personal health budget • expert patients • specialised equipment **Reversible condition** can include: • infection e.g. chest, urinary tract • anaemia • fluid overload.

Unit 377 **Understand the administration of medication**

Level:	3
Credit:	3
GLH:	28
Assessment type:	Portfolio
Aim:	This unit provides the knowledge and understanding needed to understand the administration of medication under the direction of a health professional.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the current legislation, guidelines and policies relevant to the administration of medication	1.1 Identify the current national legislation and guidelines relevant to the administration of medication 1.2 Outline the organisational policies for the management and administration of medication 1.3 Outline the legislation surrounding medicine specific and patient specific directives
2. Understand the roles and responsibilities involved in the administration of medication	2.1 Describe the responsibilities and accountability in relation to the administration of medication 2.2 Explain the importance of working within organisational policies and procedures in relation to the administration of medication 2.3 Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence

3. Understand the requirements and procedures for the administration of medication	3.1 Explain the purpose and significance of the information which should be provided on the label of a medication 3.2 Describe the different routes for the administration of medication 3.3 Describe the type, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility 3.4 Describe the various aids which can be used to help **individuals** take their medication 3.5 Explain the importance of applying standard **precautions for infection control** and the potential consequences of poor practice 3.6 Explain why medication should only be administered against the individual's medication record and in a way which is consistent with the prescriber's advice
4. Understand the requirements and procedures for ensuring an individual's safety	4.1 Explain the importance of identifying the individual for whom the medications are prescribed 4.2 Explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it
5. Understand the management of medications and administration records	5.1 Explain the importance of keeping accurate and up-to-date records of the administration of medication 5.2 Explain how to complete the necessary records relating to the administration of medications 5.3 Explain the importance of completing record fully, legibly and accurately 5.4 Describe how to maintain the security of medication and related records throughout the administration process and the reasons they are returned to the correct place for storage 5.5 Explain how to maintain confidentiality of medication records and information relating to the individual at all times 5.6 Describe how stock levels are maintained and what action is needed to obtain new stocks when required

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K2 K8
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 378 **Assist in the administration of oxygen**

Level:	3
Credit:	4
GLH:	34
Assessment type:	Portfolio
Aim:	This unit provides the knowledge, understanding and skills to assist in the administration of oxygen.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current organisational policies and procedures relating to the use of oxygen	1.1 Explain current organisational policies in relation to the administration of oxygen 1.2 Explain risk management in relation to the administration of oxygen 1.3 Identify where manufacturers' information can be accessed 1.4 Describe the procedure for reporting and replacing faulty equipment 1.5 Describe own role and responsibilities during oxygen administration
2. Understand respiratory conditions that may require the use of oxygen	2.1 Describe **respiratory conditions** that may require the use of oxygen
3. Understand the adverse effects of oxygen and how they can be minimised or prevented	3.1 Describe the adverse effects of oxygen 3.2 Describe how the adverse effects of oxygen can be minimised or prevented 3.3 Describe respiratory conditions that may worsen with the use of oxygen

4. Understand resources and equipment used when administering care in response to respiratory conditions	4.1 Describe the difference between portable oxygen containers and static oxygen 4.2 Describe the equipment required for administering portable/ home administered oxygen 4.3 Describe oxygen gauges and their uses 4.4 Describe the differences between face, nasal and mouthpiece applied oxygen 4.5 Explain how face, nasal and mouthpiece applied oxygen are used dependent upon care need 4.6 Identify when a saturation monitor would be used and describe its functions 4.7 Explain portable liquid oxygen uses and flow rates
5. Be able to monitor and record saturation levels	5.1 Monitor saturation levels 5.2 Record saturation levels in line with organisational requirements
6. Be able to assist in the preparation and administration of oxygen for individuals	6.1 Apply standard precautions for infection prevention and control 6.2 Communicate with the **individual** and/ or **relevant others** in a way which represents their needs and wishes 6.3 Obtain **valid consent** from the individual or relevant others 6.4 Prepare resources and equipment prior to assisting in the administration of oxygen 6.5 Assist in the administration of oxygen 6.6 Dispose of waste in line with local policy and procedures 6.7 Maintain records in line with organisational requirements

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K35 K36 S28 S35 S36
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Respiratory conditions** may include: • bronchiolitis • asthma • cardiac conditions

	• cystic fibrosis **Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Relevant others** may include: • parent/s • carer • those with parental responsibility • practitioner • supervisor • advocates • peers • therapists. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

Unit 382 **Collate and communicate health information to individuals**

Level:	3
Credit:	2
GLH:	15
Assessment type:	Portfolio
Aim:	This unit covers collating and communicating health information to individuals, their family or significant others in response to queries or as part of health promotion and giving advice.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and good practice in collating and communicating health information to individuals	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines for accessing, updating and maintaining individuals' health records and confidentiality in accordance with information governance 1.2 Explain own roles, responsibilities and accountability in relation to current legislation, national guidelines, policies, protocols and good practice concerning the collection and provision of information 1.3 Explain the ethics concerning confidentiality 1.4 Explain the tensions which may exist between an **individual's** request for information and the organisation's responsibilities within **information governance**
2. Be able to identify the health information to be collated and communicated	2.1 Respond to individual needs in accordance with **clinical governance**, national guidelines and local policies and protocols 2.2 Confirm the purpose of the communication and needs of the individual or **others** 2.3 Adhere to legislation, protocols and guidelines relating to giving/sharing information, confidentiality and record-keeping in relation to information governance

	2.4 Use relevant secure sources to access the required health information
3. Be able to communicate health information	3.1 Provide a suitable environment for communication to maintain privacy and dignity 3.2 Identify the communication and information needs and abilities of the individual or others 3.3 Identify and overcome barriers to communication 3.4 Communicate with the individual and relevant carers or family at a pace and level consistent with their understanding 3.5 Present health information in a format that is: a. consistent with the individual's level of understanding, culture, background and preferred ways of communicating b. appropriate to the individual's communication needs and abilities 3.6 Actively listen to the individual's or others' reactions to information provided and clarify any issues raised 3.7 Confirm with the individual and others that their needs relating to the information have been met 3.8 Direct the individual or others to other sources of information where appropriate 3.9 Record the outcome of the communication by updating records in line with policies and procedure

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	S10 S22
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcome 2 and 3 must be assessed in a real work environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Clinical governance** is an initiative to ensure high quality healthcare is being delivered. It is a statutory duty placed on all NHS organisations with the aim of assuring high standards of care, safeguarding patients against poor performance and reducing variations between providers of services. **Others** may include:

	• team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing. **Information governance** covers information quality, confidentiality, data protection, information security, freedom and records management.

Unit 383 **Receive and handle clinical specimens within the sterile field**

Level:	3
Credit:	4
GLH:	30
Assessment type:	Portfolio
Aim:	This unit is aimed at those who work in a scrubbed role to receive and handle clinical specimens. Learners will have the opportunity to develop the ability to receive and handle clinical specimens within the sterile field.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how to receive and handle clinical specimens within the sterile field in line with health and safety guidance	1.1 Identify different types of specimens received and handled within the perioperative environment 1.2 State requirements for handling and transporting both frozen and non-frozen clinical specimens to ensure their condition is maintained 1.3 Identify different types and uses of container and transport media in the perioperative environment 1.4 Explain the potential consequences of poor practice related to handling, labelling and transporting clinical specimens 1.5 Explain how to deal with hazards associated with receiving and handling clinical specimens 1.6 Explain the consequences of the contamination of clinical specimens
2. Be able to receive and handle clinical specimens within the sterile field	**2.1** Apply **standard precautions for infection control** 2.2 Implement health and safety measures relevant to handling clinical specimens 2.3 Obtain **valid consent** to collect clinical specimens

	2.4 Confirm correct container and transport medium for the type of clinical specimen being collected 2.5 Receive specimens in line with local policies and procedures 2.6 Maintain the **sterile field** when passing specimens to the **appropriate person** 2.7 Ensure specimens are labelled and documentation has been completed in line with local policies and procedures 2.8 Process and dispatch clinical specimens in line with local policies and procedures

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K54 S47 S54
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment. **Valid consent** must be in line with agreed UK country definition. **Sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area. **Appropriate person** is possibly someone senior who has responsibility for receiving and processing specimens.

Unit 384 **Make recommendations for the use of physical resources in a health setting**

Level:	3
Credit:	4
GLH:	15
Assessment type:	Portfolio
Aim:	This unit is aimed at those who are responsible for ensuring that physical resources are available to meet health service delivery needs. The learner will have the opportunity to develop knowledge, understanding and skills required to prepare budgetary proposals for expenditure for physical resources required to meet health service delivery needs.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how to make recommendations for the use of physical resources in a health setting	1.1 Explain own role and responsibilities in relation to making recommendations for the use of physical resources 1.2 Explain the types of information required in order to make recommendations for the use of physical resources 1.3 Explain local plans and objectives in relation to programmes of work 1.4 Identify possible trends and developments which might influence future expenditure 1.5 Explain the principles and methods which underpin budgetary control 1.6 Summarise the importance of and reasons for accurate forecasting for physical resource requirements
2. Be able to interpret information to inform expenditure proposals, in line with organisational plans and objectives	2.1 Gather information to inform proposals for expenditure 2.2 Identify the level of physical resources required to maintain service 2.3 Explain the use of cost-benefit analysis

	2.4 Collate suggestions for future expenditure from key stakeholders 2.5 Interpret any data gathered to inform expenditure proposal 2.6 Set targets and standards for the use of resources 2.7 Outline proposed methods of monitoring expenditure
3. Be able to present proposals for expenditure for physical resources to stakeholders	3.1 Present proposals for expenditure to stakeholders 3.2 Summarise the expected benefits and any potential negative consequences of proposed expenditure 3.3 Justify financial proposals, based on information gathered 3.4 Provide explanations to stakeholders why any other options for future expenditure have been rejected
4. Be able to negotiate proposals for expenditure for physical resources with stakeholders	4.1 Negotiate proposals for expenditure with stakeholders, clarifying any areas of uncertainty or disagreement if necessary 4.2 Conclude negotiations with stakeholders within the agreed timescale 4.3 Use communication skills to maintain positive relations with stakeholders

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K39 S39
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Additional information	Not applicable

Unit 385 **Understand mental health and behaviour management of children and young people**

Level:	3
Credit:	3
GLH:	25
Assessment type:	Portfolio
Aim:	This unit provides the knowledge and understanding in relation to mental health and behaviour management of children and young people.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand mental health and mental wellbeing	1.1 Define the term 'mental health' 1.2 Identify components of mental well-being 1.3 Explain positive mental health
2. Understand mental health conditions that affect children and young people	2.1 Describe features of **mental health conditions** that affect **children and young people** 2.2 Evaluate the impact on children and young people experiencing a mental health condition 2.3 Explain reasons for classifying mental health conditions that affect children and young people
3. Understand legal and organisational requirements in relation to supporting children and young people with mental health conditions	3.1 Identify current legislation in relation to children and young people with mental health conditions 3.2 Explain organisational policies and procedures that support children and young people with mental health conditions 3.3 Explain reasons for challenging discrimination against children and young people with mental health conditions

4. Understand the use of behaviour management strategies for children andyoung people with mental health conditions	4.1 Describe behaviour management strategies used to support children and young people with mental health conditions 4.2 Describe the impact of non-verbal cues when setting limits for children and young people with mental health conditions 4.3 Explain the evidence base for the use of physical intervention
5. Understand supervision of children and young people with mental health conditions	5.1 Explain reasons for supervising children and young people with mental health conditions 5.2 Describe formal and informal observation 5.3 Identify the potential impacts upon children and young people when supervised on a 1:1 basis

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K55 K56 K57 K58 K59 K60 K61 K62
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Children and young people** are from birth to nineteenth birthday. **Mental health conditions** may include: • ADHD • Bulimia Nervosa • Anorexia Nervosa • anxiety disorders • challenging behaviour

Unit 386 **Perform first line calibration on clinical equipment to ensure it is fit for use**

Level:	3
Credit:	3
GLH:	25
Assessment type:	Portfolio
Aim:	This unit relates to first line calibration of specific equipment prior to clinical use. Individuals will be able to calibrate equipment for use in their own healthcare context. Individuals can use the standard for each type of equipment within the scope of their normal work activity.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and good practice which impact on own role when calibrating equipment	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidance which affect clinical practice in relation to first line **calibration** 1.2 Describe the standard operating policies and procedures including their importance 1.3 Explain the scope of practice, limitations of own competence, including limitations of own role in relation to medication and who to ask for support in relation to the calibration of **equipment.**
2. Understand the procedures involved in the calibration of equipment	2.1 Explain the importance of accuracy and precision when calibrating equipment 2.2 Explain how to check for validity and reliability when calibrating equipment 2.3 Identify the faults in equipment and corrective action that should be taken

3. Be able to run tests on equipment	3.1 Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to own role 3.2 Conduct a risk assessment to recognise factors that pose a risk to safety associated with the use of equipment within scope of own role 3.3 Undertake tests/checks to confirm operational status 3.4 Select **reference material** to calibrate equipment for operation 3.5 Use standards to undertake the calibration of equipment for the intended purpose 3.6 Follow procedures to confirm operational effectiveness of equipment 3.7 Confirm the equipment is suitable
4. Be able to conclude and report on tests on equipment	4.1 Record the validity and reliability of the calibration procedure 4.2 Prevent accidental use of any equipment that does not meet calibration standards 4.3 Work within the scope of practice, the limits of own knowledge and skills, escalating and reporting to others when needed

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K39 K47 S39 S52 S69 S77
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Assessment criteria 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2 and 4.3 must be assessed in a real working environment.
Additional information	**Calibration** examples include: • daily • weekly • monthly • new kits • new Reagents • quality control protocols. **Equipment**: Depending on the setting and use, equipment can be a mechanical or electronic device which can be used to monitor, diagnose, maintain or improve a clinical condition.

	Reference material may be: • solutions • test strips • electronic sensors.

Unit 387 **Understand the legal, policy and service framework in mental health**

Level:	3
Credit:	5
GLH:	18
Assessment type:	Portfolio
Aim:	This unit provides the understanding of the legal, policies and service framework requirements for individuals and others in mental health services. This unit also covers knowledge of ways to promote and advocate the rights of individuals with mental health conditions.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the legal and current policy framework for mental health.	1.1 Explain the key points of mental health legislation 1.2 Explain the relevance of **other important legislation** when supporting **individuals** with mental ill health 1.3 Describe current national policy initiatives that are relevant to mental health 1.4 Explain how current mental health national policy initiatives that are intended to change or improve service provision 1.5 Identify the key points of legislation relating to carers of individuals with mental health conditions
2. Understand the service framework for mental health and the roles and responsibilities of agencies.	2.1 Describe the framework of national mental health service provision 2.2 Describe the role and responsibilities of the key statutory, voluntary or private agencies in mental health care 2.3 Describe the role and responsibilities of the main professionals and workers within mental health care

	2.4 Explain why and how **others** should be involved in service delivery
3. Understand the rights and responsibilities of individuals using mental health services and of others within mental health care settings.	3.1 Describe the rights and responsibilities of individuals with mental health conditions 3.2 Explain why workers should promote the rights of and challenge discrimination against individuals with mental health conditions 3.3 Explain how to promote the rights of individuals with mental health conditions within their own area of practice 3.4 Explain how to challenge discrimination against individuals with mental health conditions within their own area of practice 3.5 Explain the role of independent advocacy in promoting the rights of individuals with mental health conditions 3.6 Explain the role of independent advocacy in promoting the rights of carers and others within mental health care settings

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K2
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learners must cover a minimum of two current national policy initiatives that are relevant to mental health.
Additional information	**Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Other important legislation**

	• Mental capacity – Mental Capacity Act – DoLS • Mental Health – Mental Health Act CAMHS • Disability rights • Human rights • Eligibility for services • Safeguarding vulnerable adults • Health and safety • Data protection • Equality Diversity and Inclusion - Equality Act

Unit 389 **Prepare and provide surgical instrumentation and supplementary items for the surgical team**

Level:	3
Credit:	6
GLH:	43
Assessment type:	Portfolio
Aim:	This unit is aimed at those who are responsible for preparing surgical instrumentation and supplementary items and making them available to the surgical team in a perioperative environment.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how to prepare and provide surgical instrumentation and items for the surgical team in line with health and safety procedures and protocols	1.1 Explain how the sterile field contributes to infection control in the operative setting 1.2 Explain how to maintain the sterile field during surgical procedures and the actions to take if it is compromised 1.3 Explain the types, purposes and functions of commonly used surgical instruments and the potential hazards associated with their use 1.4 Describe common supplementary items and their use during surgery 1.5 Explain the procedures for identifying and reporting problems with instruments and items during preparation and throughout the procedure 1.6 Explain principles and techniques for counting instruments, sharps, swabs and supplementary items and the importance of these
2. Be able to prepare surgical instruments and supplementary items for the surgical team	2.1 Apply **standard precautions for infection control** 2.2 Maintain compliance with health and safety guidance at all times 2.3 Check surgical instruments and supplementary items before preparation and

	confirm as being within expiry date, safe and fit for purpose 2.4 Select and prepare required surgical instruments and supplementary items for the procedure 2.5 Set up surgical instruments and supplementary items to meet the needs of the operative procedure and the individual's plan of care 2.6 Count and record instruments, sharps, swabs and supplementary items prior to commencing the procedure in line with local policies and protocols
3. Be able to provide surgical instruments and supplementary items for the surgical team	3.1 Handle instruments and supplementary items in line with local policies and protocols while maintaining the integrity of the sterile field 3.2 Anticipate the needs of the surgical team by monitoring their activities and the placement of items within the surgical field 3.3 Clarify any uncertainty over the requirements of the surgical team with the **appropriate person** 3.4 Provide instrumentation and supplementary items to meet the needs of the surgical team and the individual's plan of care 3.5 Count and record instruments, sharps, swabs and supplementary items during the process and prior to close and completion in line with national and local policies and protocols 3.6 Inform the surgical team of instrument and supplementary item counts during the procedure in line with local policies and protocols
4. Be able to dispose of waste from the sterile field	4.1 Dispose of and transfer used instruments and supplementary items to the non sterile area for accounting, tracking and traceability in line with local policies and protocols 4.2 Update records in line with national guidelines 4.3 Remove and dispose of drapes in line with local policies and protocols 4.4 Maintain the dignity of the **individual** throughout the procedure in line with local policy and protocol

Additional information about the unit

Senior HCSW Apprenticeship Standard Reference	K46 K47 K53 S46 S47 S53
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	The **appropriate person** will be another member of the surgical team. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 391 **Enable individuals with behaviours that challenge to develop strategies to manage their behaviour**

Level:	3
Credit:	8
GLH:	41
Assessment type:	Portfolio
Aim:	This unit provides learners with knowledge and skills to support individuals with behaviours that challenge to manage their behavioural responses using strategies.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand legislation, policies and practice in relation to supporting individuals to manage their behaviour	1.1 Describe the relationship between legislation, policy and practice in relation to supporting individuals to manage their behaviour 1.2 Describe the methods and approaches available to help an individual manage their behaviour
2. Understand the factors that influence behaviour	2.1 Explain how factors relating to the **individual** can affect behaviour 2.2 Describe the potential effects of the environment and the behaviour of **others** on individuals
3. Be able to work with individuals to recognise the impact of their behaviour on others	3.1 Describe why it is important to establish a professional relationship 3.2 Observe and record an individual's behavioural responses. 3.3 Support the individual and others to recognise their behavioural responses to different situations 3.4 Encourage the individual to consider the impact of their behaviour

4. Be able to support individuals to develop strategies for managing behavioural responses and the use of proactive approaches to manage behavioural responses	4.1 Work with an individual to identify and agree the factors which will motivate them to manage their behaviour 4.2 Communicate to an individual the positive outcomes of managing behaviours 4.3 Support an individual to identify situations and circumstances which trigger specific behavioural responses 4.4 Explore with the individual ways of coping with situations and circumstances which trigger behaviour they wish to manage 4.5 Work with the individual to identify and agree strategies to manage their behavioural responses 4.6 Support an individual to develop and practise the agreed strategies to manage their behavioural responses 4.7 Record the individual's agreement and motivation to manage their behaviour 4.8 List any potential barriers and changes to progress and ways in which these barriers can be overcome to manage their behavioural 4.9 Use proactive approaches to support the management of an individual's behavioural responses 4.10 Describe the additional advice and support available to support the management of behavioural responses
5. Be able to evaluate and review strategies for managing behavioural responses	5.1 Conduct regular reviews of strategies for managing behavioural responses 5.2 Assist the individual and others to evaluate the effectiveness of strategies for managing behavioural responses 5.3 Use the positive outcomes identified through the review process to motivate the individual to manage behavioural responses 5.4 Give constructive feedback on progress for managing their behaviour responses. 5.5 Encourage individuals to find ways in which to sustain the management of their behavioural responses 5.6 Record and report on the evaluation and review process for the management of behavioural responses 5.7 Agree actions to be taken to manage behavioural responses

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K21 K61 K62 S21 S55 S56 S59 S61 S62
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles and in a real work environment
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing.

Unit 392 **Transport, transfer and position individuals and equipment within the perioperative environment**

Level:	3
Credit:	5
GLH:	32
Assessment type:	Portfolio
Aim:	This unit is aimed at those who work in a perioperative environment to transfer, transport and position individuals. Learners will have the opportunity to develop knowledge, understanding and skills needed to avoid Musculoskeletal injury to staff and tissue damage to the individual.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the importance of health and safety measures when transporting, transferring and positioning individuals and equipment in the perioperative care environment	1.1 Explain the standard health and safety precautions used when moving, handling and transporting individuals and equipment 1.2 Explain potential consequences if the standard health and safety precautions are not applied when moving, handling and transporting individuals and equipment 1.3 Explain safe techniques and procedures used for moving and positioning individuals and equipment in the perioperative environment, according to local and organisational policies and procedures 1.4 Explain the importance of using personal protective equipment 1.5 Identify situations when additional protective equipment may be required
2. Understand the requirements for pressure area care in the perioperative environment	2.1 Explain how to contribute to the maintenance of individuals' skin integrity in the perioperative environment 2.2 Explain how to use risk assessment documents for pressure area care during transfers and positioning

	2.3 Explain the importance of using appropriate equipment to minimise the risk of tissue damage 2.4 Explain the importance of recording and reporting using the appropriate documents in line with local policies and protocols
3. Be able to prepare to transport individuals within the perioperative care environment	3.1 Identify the nature of the task required in discussion with the **appropriate person**/registered practitioner **3.2** Apply **standard precautions for infection control** 3.3 Implement health and safety measures relevant to transporting individuals within the perioperative care environment 3.4 Check that the transport equipment is clean, safe and functioning in line with local policies and protocols 3.5 Report any potential hazards to the appropriate team member 3.6 Identify the individual who needs to be moved 3.7 Inform the individual of the nature and purpose of the transfer and the role of people involved 3.8 Confirm that any required documents are available to accompany the individual
4. Be able to assist in the transfer and positioning of individuals within the perioperative environment	4.1 Use safe moving and handling techniques which minimise risk to all involved, including pain, friction and discomfort for those being moved 4.2 Transfer and position individuals according to instructions, confirming they are positioned safely, comfortably and in accordance with guidelines 4.3 Maintain the privacy, dignity, safety, security and comfort of individuals while using equipment for transfer and positioning 4.4 Identify the effects of premedication and anaesthesia on the ability of individuals to move independently 4.5 Use verbal and non-verbal skills to support individuals, closely observing and reporting any changes in condition to the appropriate team member 4.6 Transfer the individual and their associated documentation over to the appropriate member of staff in the perioperative environment

	4.7 Return equipment to the correct location in good working order

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K30 K69 S14 S49 S51 S69
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Appropriate person** may include registered practitioners or other colleagues. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 393 **Recognise indications of substance misuse and refer individuals to specialists**

Level:	3
Credit:	4
GLH:	24
Assessment type:	Portfolio
Aim:	Provide learners with both knowledge and skills regarding substance misuse and ways to support those who are experiencing or have experienced substance abuse.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Know the regulations and legislation that applies to the misuse use of substances in line with organisational procedures	1.1 Outline the regulation and legislation that applies to the misuse of **substances** 1.2 Identify own organisation's policies and procedures that relate to substance misuse
2. Understand the indications of substance misuse	2.1 Describe theories relevant to substance misuse 2.2 Identify a range of substances which may be misused 2.3 Explain the effects of a range of substances that may be misused 2.4 Identify indications of substance misuse 2.5 Identify factors which produce similar indications that could be misinterpreted as being caused by substance misuse 2.6 Explain how to obtain substance misuse specialist assistance when required 2.7 Describe how to keep: a. personal knowledge about substances up to date b. indications of substance misuse up to date

3. Be able to assess and monitor risk in accordance with organisational procedures	3.1 Assess the risk to the individual and to others which may result from substance misuse in accordance with organisational procedures 3.2 Review the assessment of risk in accordance with organisational procedures 3.3 Demonstrate appropriate action which may be required in the light of changes to the situation and level of risk in accordance with organisational procedures 3.4 Explain why the review of risk assessment is important 3.5 Explain the importance of reviewing risk assessments 3.6 Describe positive interventions that can be used with individuals in line with risk assessment 3.7 Apply the risk assessment appropriate to the level of risk
4. Understand how to handle information and maintain records in line with organisational procedures	4.1 Explain the importance of following organisational requirements when handling information and maintaining records 4.2 Explain own organisations approach to handling information and records in relation to the: a. Rights of individuals b. Principles of confidentiality
5. Be able to refer individuals to appropriate services in line with organisational requirements	5.1 Identify the range of services in relation to substance misuse which is available locally and nationally 5.2 Refer individuals to services in line with organisational requirements 5.3 Provide services with information about the referral in line with organisational requirements

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K21 K22 K62 S62
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles and be assessed in a real work environment.
Additional information	**Substances** may include illegal drugs, prescription drugs, over the counter drugs, alcohol, solvents, novel psychoactive compounds.

Unit 394 **Conduct routine maintenance on clinical equipment**

Level:	3
Credit:	4
GLH:	30
Assessment type:	Portfolio
Aim:	This unit is about the carrying out of routine preventative and/or first line corrective maintenance activities for clinical equipment within the individual's own working context. It ensures that clinical equipment in use remains safe and fit for its intended purpose.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and best practice related to conducting routine maintenance on clinical equipment	1.1 Summarise the current legislation, national guidelines, policies, protocols and best practice guidelines for conducting routine maintenance on clinical equipment
2. Understand the procedures involved in conducting routine maintenance on clinical equipment	2.1 Describe the frequency of maintenance for clinical equipment in own scope of activity 2.2 Explain the expected performance parameters, principles of operation, capabilities and limitations of the equipment 2.3 Explain the requirements for **routine preventative and/or first line corrective maintenance** 2.4 Explain the factors affecting decisions on maintenance activity 2.5 Explain a fault and error message diagnosis and actions to take 2.6 Explain the type and range of records required for maintenance of equipment

3. Be able to prepare to carry out routine maintenance on clinical equipment	3.1 Prioritise action based on maintaining services 3.2 Access relevant data from technical or supporting manuals to assist with routine maintenance 3.3 Apply **standard precautions for infection control** prior to maintenance 3.4 Confirm equipment is correctly set up for preventive and/or first line corrective maintenance/fault diagnosis activities
4. Be able to carry out routine maintenance on clinical equipment	4.1 Notify any issues affecting the preventive and/or first line corrective maintenance and their impact on delivery of services to colleagues in line with local policy and protocol 4.2 Assess decontamination status and requirements of the equipment to be maintained 4.3 Conduct planned preventive and/or first line corrective maintenance in line with local policy and protocol 4.4 Check equipment is functioning against operational parameters to confirm operational status 4.5 Seek advice or support when preventive and/or first line corrective maintenance activity falls outside own level of expertise 4.6 Dispose of waste materials in accordance with local policy and protocol
5. Be able to report and record on routine maintenance carried out on clinical equipment	5.1 Report any instances where the maintenance activities cannot be fully met or where there are identified defects outside the planned schedule 5.2 Update/maintain records in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 S1
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Routine preventative and/or first line corrective maintenance** - Maintenance which is predicted, regular, expected and scheduled within the scope of the learner Standard precautions for infection control include:

	Correct procedures for handwashing, using gloves, and aprons, goggles and masks, using sharps safely. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 395 **Support parents or carers to interact with and care for their newborn baby**

Level:	3
Credit:	4
GLH:	30
Assessment type:	Portfolio
Aim:	This unit is about those who support parents or carers to interact with and care for their newborn baby/babies. Learners will have the opportunity to develop the knowledge, understanding and skills necessary to reinforce advice related to active parenting.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents or carers to interact with and care for their newborn baby	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents or carers to interact with and care for their newborn baby 1.2 Describe local policies for child safety and protection, related to supporting parents or carers to interact with and care for their newborn baby 1.3 Explain the different services and organisations that work in partnership with individuals who are caring for and interacting with their newborn babies 1.4 Explain own role in informing parent or carers of their rights and responsibilities when caring for their child 1.5 Explain the importance of ensuring that own knowledge and practice is up to date in relation to supporting parents/carers to interact and care for their babies and identify sources of support

	1.6 Explain how to report any concerns about the parent, carer or child's health, safety or wellbeing in line with local policy and protocol 1.7 Explain how to access records and information on the needs and preferences of babies, parents and carers, in line with local policy and protocol 1.8 Explain the importance of confidentiality when accessing records, recording and storing information
2. Understand how to support parents or carers to interact and care for their newborn babies	2.1 Explain the responsibilities and limits of own relationship with parents or carers and their newborn baby 2.2 Describe the **normal state of newborn** babies including: a. temperature b. skin c. umbilical cord d. eyes e. hair f. muscle tone g. urine and stools h. oral hygiene i. complexion 2.3 Explain how the following can impact on the normal state of the newborn baby a. environmental b. nutrition and hydration c. the care they receive 2.4 Explain the signs and symptoms that a newborn baby may be becoming unwell 2.5 Explain why parents or carers should be encouraged to engage in active parenting 2.6 Explain the importance of confirming the level of assistance required by parents or carers
3. Be able to support parents or carers in caring for, interacting with and forming bonds with their newborn babies	3.1 Discuss with parents or carers the ways in which they can meet the physical, social and emotional needs of their baby 3.2 Provide active support to the parent or carer, within the level of assistance required, to handle and interact with the baby and deal with their needs 3.3 Observe the parent or carer interacting with their baby

	3.4 Provide encouragement to parents or carers when they bond with and relate to their baby 3.5 Update records about the progress of the parent or carer, reporting any concerns to the person with responsibility to act in line with confidentiality and data protection.
4. Be able to support parents or carers in feeding and keeping their babies clean and safe	4.1 Support parents or carers to prepare themselves, the environment and the equipment prior to feeding, bathing and clothing the baby 4.2 Discuss with parents or carers approaches to feeding in line with the advice they have been given 4.3 Support parents attending to their baby's: a. comfort b. hygiene c. wellbeing 4.4 Encourage parents or carers to monitor their baby's condition and observe any changes in behaviour, feeding or content of nappy and to seek support if required 4.5 Advise parents or carers about the baby's: a. sleeping positions b. room and body temperature c. coverings d. clothing

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1, K2, K3, K4, K6, K7, K9, K18, K21, K22, K29, K30, K35, K37, K42 S1, S2, S4, S5, S7, S9, S10, S15, S21, S22, S27, S38, S43
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. L03 must be assessed in a real work environment. L04 must be assessed in a real work environment.
Additional information	**Normal state of newborn babies:** Normal state of newborn babies should be monitored by checking their temperature, skin, umbilical cord, eyes, hair, muscle tone, urine, stools and genitalia.

Unit 397 **Understand care and support planning and risk management in mental health**

Level:	3
Credit:	4
GLH:	14
Assessment type:	Portfolio
Aim:	This unit provides learners with knowledge and understanding required to care and support planning and risk management process in mental health care.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how to work within the care and support planning process in mental health.	1.1 Explain the **principles and values underpinning effective care** and support planning in mental health 1.2 Describe the tasks associated with each stage of the mental health care and support planning process: a. assessment of need b. planning goals c. monitoring progress d. reviewing plans 1.3 Explain the principles and values implemented at each stage of the mental health care and support planning process: a. assessment of need b. planning goals c. monitoring progress d. reviewing plans 1.4 Explain how to enable an individual with mental health conditions to take an active part in the care planning process 1.5 Explain how to enable carers and family members to take an effective part in the mental health care planning process

	1.6 Explain how agencies and workers should work together within the mental health care planning process, including why this is important 1.7 Describe ways of overcoming differences or conflicts that may occur between those involved in the mental health care planning process 1.8 Explain how to keep effective, accurate and concise records of the mental health care planning process
2. Understand how to work within a risk management process in mental health care.	2.1 Explain the **principles and values that underpin effective risk management** in mental health care, including how these contribute to the protection of individuals 2.2 Explain how agencies and workers should work together within the risk management process in mental health care, including the importance of it 2.3 Explain how to involve carers and family members effectively in the risk management process in mental health care 2.4 Describe the range of factors that should be considered during risk assessment for an individual in the following situations: a. risk of harm to self b. risk of harm to others c. risk of being harmed by others d. risk of being harmed by mental health services

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K61 S61
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Principles and values underpinning effective care** must include: • person-centred • needs-led • holistic approach • collaboration and full participation • building on strengths • anti-discriminatory practice • promoting social inclusion

	• recovery focused • effective record-keeping. **Principles and values that underpin effective risk management** must include: • positive risk-taking in addition to risk of harm • considering a range of types of risks • evidence-based approach • forward planning to reduce risk of harm • specifying warning signs • contingency planning • specifying roles and responsibilities • anti-discriminatory practice • regular review • effective record-keeping.

Unit 399 **Support children and young people with mental health conditions**

Level:	3
Credit:	5
GLH:	42
Assessment type:	Portfolio
Aim:	This unit provides the knowledge, understanding and skills to support children and young people with health mental conditions.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand legal and organisational requirements which protect children and young people with mental health conditions.	1.1 Explain legal and organisational requirements which protect **children and young people** with mental health conditions
2. Understand the needs of children and young people with mental health conditions.	2.1 Describe **challenges** that may be experienced by children and young people with mental health conditions 2.2 Describe the impact of challenges that may be experienced by children and young people with mental health conditions 2.3 Analyse factors that can reduce or increase the needs of children and young people with mental health conditions
3. Understand interventions available to support children and young people with mental health conditions and their parents or carers.	3.1 Describe support available for: a. children and young people with mental health conditions b. parents or carers of children and young people with mental health conditions. 3.2 Describe therapeutic interventions that support children and young people with mental health conditions and their parents or carers

	3.3 Compare and contrast a therapeutic group and a non-therapeutic group
4. Understand education provision for children and young people within a mental health setting.	4.1 Describe government guidelines in relation to education provision for children and young people within a mental health setting 4.2 Identify educational provisions which support children and young people with mental health conditions 4.3 Describe support children and young people with mental health conditions may need to return to school 4.4 Describe own role in relation to school integration 4.5 Describe information to be shared with the multi- disciplinary team when supporting children and young people with mental health conditions during school integration
5. Be able to support a child or young person with a mental health condition.	5.1 Use strategies to build self-confidence and self- esteem of a child or young person with a mental health condition 5.2 Support a child or young person with a mental health condition to develop independence in daily living 5.3 Maintain records in line with current legislation, practice and policy

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	Not applicable
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Children and young people** are from birth to nineteenth birthday. **Challenges** may include: • social • emotional • physical.

Unit 401 **Support individuals during the last days of life**

Level:	4
Credit:	5
GLH:	40
Assessment type:	Portfolio
Aim:	The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals during the last days of life.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the impact of the last days of life on the individual and others	1.1 Describe psychological effects of the dying phase on the **individual** and **others** 1.2 Describe the impact of the last days of life on the relationships between individuals and others
2. Understand how to respond to common symptoms in the last days of life	2.1 Describe the common signs of approaching death 2.2 Explain how to minimise the distress of symptoms related to the last days of life 2.3 Describe appropriate comfort measures in the final hours of life 2.4 Explain the circumstances when life-prolonging treatment can be stopped or withheld 2.5 Identify the signs that death has occurred
3. Be able to support individuals and others during the last days of life	3.1 Demonstrate a **range** of ways to enhance an individual's wellbeing during the last days of life 3.2 Describe ways to support others during an individual's last days of life 3.3 Work in partnership with others to support the individual's wellbeing 3.4 Describe how to use a range of resources for care in the last days of life according to

	agreed ways of working 3.5 Support others to understand the process following death according to agreed ways of working
4. Be able to respond to changing needs of an individual during the last days of life	4.1 Explain the importance of following the individual's advance care plan in the last days of life 4.2 Record the changing needs of the individual during the last days of life according to agreed ways of working 4.3 Support the individual when their condition changes according to agreed ways of working 4.4 Explain the importance of communicating with others during the individual's last days of life
5. Be able to work according to national guidelines, local policies and procedures, taking into account preferences and wishes after the death of the individual	5.1 Implement actions immediately after a death that respect the individual's and others' **preferences** and wishes according to agreed ways of working 5.2 Provide care for the individual after death according to national guidelines, local policies and procedures 5.3 Explain the importance of following the advance care plan to implement the individual's preferences and wishes for their after-death care 5.4 Follow agreed ways of working relating to prevention and control of infection when caring for and transferring a deceased person 5.5 Explain ways to support others immediately following the death of the individual
6. Be able to manage own feelings in relation to an individual's dying or death	6.1 Identify ways to manage own feelings in relation to an individual's death 6.2 Use **sources of support** to manage own feelings in relation to an individual's death

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K33 S33
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4, 5 and 6 must be assessed in a real work environment.

Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing. **Range** of ways may include: • managing symptoms: pharmacological and non-pharmacological • physical, psychosocial and spiritual care. **Agreed ways of working** will include standards, codes of practice, policies and procedures where these exist; they also may include less may be less formally tools documented with micro-employers. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes. **Sources of support** may include: • formal support • informal support • supervision • within the organisation • beyond the organisation.

Unit 403 **Support individuals to manage dysphagia**

Level:	4
Credit:	5
GLH:	36
Assessment type:	Portfolio
Aim:	This unit is aimed at those who support individuals who participate in therapy programmes to restore or maintain maximum independence in the management of dysphagia.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand how to support individuals to manage dysphagia in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Explain current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting **individuals** with **dysphagia** 1.2 Explain why individuals with dysphagia should be encouraged to promote their own health and wellbeing 1.3 Identify sources of information relating to an individuals' requirements for managing their dysphasia 1.4 Explain types of activities that compensate, support development or maintenance of swallowing ability

2 Understand how dysphagia affects individuals	2.1 Describe the main clinical causes of dysphagia 2.2 Explain how to recognise the main types of dysphagia 2.3 Identify major risks and secondary difficulties associated with dysphagia 2.4 Describe the anatomy and physiology relevant to maintaining a safe swallow 2.5 Explain how an individual's ability to swallow is affected by: a. sensory impairment b. physical impairment c. neurological impairment d. cognitive impairment e. previous experiences of oral feeding f. age.
3 Know the importance of nutritional intake and environment for individuals with dysphagia	3.1 Describe the impact of dysphagia on oral intake and nutrition for an individual 3.2 Describe **safe practices** with regard to preparing oral intake 3.3 Describe food or drink textures in accordance with national guidelines and how this relates to individuals with dysphagia 3.4 Explain how to implement feeding techniques within scope of own role 3.5 Identify reasons for modifying the consistency and appearance of oral intake for an individual with dysphagia 3.6 Explain the importance of providing a suitable environment for affected individuals

4 Be able to support individuals in managing dysphagia by developing skills through participating in therapy programmes	4.1 Confirm the individual's identity and gain **valid consent** prior to carrying out the therapy programme 4.2 Explain how consent would be gained from individuals who does not have the capacity to consent 4.3 Explain the skill development activities to the individual or carer 4.4 Support the individual's **active participation** with skill development activities as specified in the individual's care programme 4.5 Obtain advice from the care team if the level of support required by the individual is beyond own scope of practice 4.6 Provide oral intake in the consistency and appearance outlined in the individual's care programme 4.7 Provide the individual with sufficient time to practice newly developed skills 4.8 Monitor and record food and drink intake to ensure nutritional requirements are met 4.9 Provide the individual or carer with information and advice in regard to the management of their dysphagia, as instructed by the specialist 4.10 Carry out therapeutic feeding activities with dysphagic individuals under direction 4.11 Work with **others** in the development of: a. optimal feeding strategies b. modelling and reinforcing strategies recommended by a speech and language therapist.
5 Be able to provide information to colleagues regarding individuals' treatment	5.1 Update records regarding the support provided, in line with local policy and protocol 5.2 Provide feedback to the individual's therapist and care team to aid future care planning

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1, K3, K4, k7, K8, K9, K10, K21, K22 K29, K36, K59, K68, K71 S1, S3, S4, S7, S8, S9, S10, S21, S22, S29, S36, S59, S68, S71

Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real work environment.
Additional information	**Dysphagia** includes eating, drinking and swallowing difficulties. **Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Safe practices** could include infection control, body positioning of the individual. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing.

Unit 404 **Perform intravenous cannulation**

Level:	4
Credit:	6
GLH:	45
Assessment type:	Portfolio
Aim:	This unit will provide learners with knowledge and skills of intravenous cannulation ensuring the learners feel comfortable to perform this procedure.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation national guidelines, policies, protocols and best practice which impact on performing intravenous canulation.	1.1 Summarise the current legislation, national guidelines, policies, protocols and best practice guidelines which affect own role in relation to performing intravenous cannulation 1.2 Explain the importance of working within own role and provide examples of seeking advice when faced with situations outside this role
2. Understand the purpose and functions of intravenous cannulation.	2.1 Explain the **anatomy and physiology** of the circulatory system in relation to the insertion and maintenance of an intravenous cannula 2.2 Summarise the indications and reasons for intravenous cannulation 2.3 Explain the factors which influence the choice of a cannula and the site to be used 2.4 Explain the preparation and positioning of an **individual** for insertion of an intravenous cannula 2.5 Explain the risks associated with the insertion of an intravenous cannula

3. Be able to prepare to carry out intravenous cannulation.	3.1 Confirm the activity in line with the individual's care plan 3.2 Implement health and safety measures relevant to the procedure and environment 3.3 Confirm the individual's identity and obtain **valid consent** to carry out the procedure 3.4 Communicate information, support and reassurance to address the individual's needs, **preferences** and concerns 3.5 Prepare equipment for intravenous cannulation in line with local policy and protocol 3.6 Assess and take relevant action for risks identified prior to and during the procedure 3.7 Seek clinical advice and support when events or risks are beyond agreed level of competence
4. Be able to carry out intravenous cannulation.	4.1 Apply standard precautions for infection prevention and control 4.2 Maintain an individual's privacy and dignity at all times 4.3 Reassure the individual and observe them for contra indications during the procedure 4.4 Prepare an appropriate site for cannulation, using the cannula of correct size and type, checking for contra indications 4.5 Position and use a tourniquet to engorge the selected vein with blood 4.6 Insert the cannula into the selected vein using the approved technique and confirm correct sitting, positioning and patency of cannula 4.7 Apply an approved dressing to fix the cannula in position 4.8 Flush the cannula when in situ according to local protocols and guidelines 4.9 Attach and secure the correct giving set to where infusion is required following approved procedures
5. Be able to monitor and report on the intravenous cannulation.	5.1 Report any condition or behaviour which may signify adverse reactions to the procedure, in line with local policy and protocol 5.2 Report and record the cannulation procedure in accordance with agreed procedures 5.3 Maintain the cannulation site at regular intervals to avoid infection and maintain

	access

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K32
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes must relate to real work activities and must be observed in the work place.
Additional information	**Anatomy and physiology** may include • muscles • bones • joints • ligaments • the musculoskeletal system. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Preferences** may be based on: • beliefs • values • culture • aspirations • wishes.

Unit 405 **Provide advice on foot care for individuals with diabetes**

Level:	4
Credit:	4
GLH:	31
Assessment type:	Portfolio
Aim:	This unit is aimed at those who care for individuals who have diabetes. Learners will have the opportunity to develop the knowledge, understanding and skills required to provide advice to individuals with diabetes in order to help them care for their feet.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand good practice in diabetic foot care	1.1 Explain national and local guidelines on diabetes health care 1.2 Explain local referral pathways for foot health
2 Understand the factors affecting foot health in individuals with diabetes	2.1 Explain the causes of diabetes 2.2 Describe the signs and symptoms of diabetes 2.3 Explain the risks of diabetes to foot health 2.4 Explain the importance of footwear to foot health for **individuals** with diabetes 2.5 Explain the impact of nutrition, health and physical exercise on an individual with diabetes 2.6 Explain the **treatment options** for specific foot disorders often experienced by individuals with diabetes

3 Be able to discuss foot examination results with individuals/carers	3.1 Gain **valid consent** from individual and carer to be present if appropriate 3.2 Explain how consent would be gained from individuals who do not have the capacity to consent 3.3 Use individual's preferred method of communication 3.4 Maintain individual's privacy throughout the examination 3.5 Discuss the results of the foot examination with the individual/carer 3.6 Discuss and agree arrangements for review with the individual/carer or the need for referral on for further tests
4 Be able to advise individuals/carers on the management of foot health	4.1 Discuss with the individual/carer the best options for managing foot health 4.2 Provide written information on foot health to support the individual/carer
5 Be able to complete records	5.1 Update records in line with local policy and protocol 5.2 Record any actions to be taken by the individual/carer and **others**

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1,K8, K12,K21,K29,K30,K34,K36 S1,S8,S12,S21,S29,S30,S34,S36
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles Learning outcomes 3, 4 and 5 must relate to real work activities and be observed in the work setting
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Treatment options** may include orthotic intervention. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

	Others may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing.

Unit 407 **Understanding suicide interventions**

Level:	4
Credit:	6
GLH:	47
Assessment type:	Portfolio
Aim:	This unit provides learners with knowledge and understanding of suicide behaviours and the key components of suicide interventions.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the causes and prevalence of suicidal behaviour	1.1 Interpret information on the prevalence of suicidal behaviour 1.2 Analyse factors that may lead to suicidal behaviour 1.3 Analyse impact the media and society has on **individuals** with suicidal behaviour
2. Understand the process of suicide intervention	2.1 Describe different **suicide interventions** and the role of suicide reduction strategies 2.2 Explain the benefits of early suicide interventions. 2.3 Describe the importance of directive and non-directive approaches in suicide interventions 2.4 Explain the relationship between the components of suicide intervention 2.5 Describe the relationship between the suicide intervention tasks and the needs of the individual with suicidal behaviours. 2.6 Evaluate the use of risk assessment tools in suicide interventions 2.7 Explain how suicide reduction strategies can inform actions within a risk management process

3. Understand the role of the main caregiver and other professionals in managing suicide interventions	3.1 Evaluate the role of a population based approach to suicide prevention 3.2 Analyse the relationships between the main caregiver and professionals in suicide intervention 3.3 Explain the need to conform to legal and organisational policies and procedures when undertaking suicide interventions 3.4 Evaluate the importance of knowledge of the local network in delivering suicide interventions

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K56 K61 K62
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Suicide interventions** – including safety planning and management of suicidal ideation **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

Unit 408 **Support individuals with mental health conditions to change patterns of behaviour using coping strategies**

Level:	4
Credit:	4
GLH:	16
Assessment type:	Portfolio
Aim:	This unit provides learners with knowledge and skills required to work with individuals with mental health conditions to change their patterns of behaviour. This unit has a focus on supporting the individuals with mental health conditions to recognise their own behaviours and work with individuals to change their patterns of behaviours.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the legal, service and social context of work with individuals in relation to their behaviour	1.1 Explain how the practice of working with **individuals** with mental health conditions in relation to their behaviour is affected by: a. the purpose of the service provider b. the priorities of the service provider c. legislation 1.2 Explain how definitions of acceptable behaviour can vary in different circumstances 1.3 Describe the personal, interpersonal and social factors that may influence or trigger behaviour that is seen as non-acceptable 1.4 Describe the sources of support available to support changes in behaviour 1.5 Explain how to assess and manage risks to own and others' safety when supporting individuals with behaviour that challenges 1.6 Explain the ethical and moral issues that arise when dealing with behaviours that could harm the individual or others

2. Be able to gather and use relevant information to explore behavioural responses from an individual with mental health conditions	2.1 Identify and review information from a range of sources about the individual's background, circumstances, behaviour and needs 2.2 Use **strategies** to establish a positive working relationship with the individual with mental health conditions 2.3 Review information to confirm whether it provides an accurate basis to explore behavioural responses 2.4 Support the individual to identify patterns of behaviour that has a negative impact on themselves and others 2.5 Support the individual with mental health conditions to recognise the impact of their behaviour on themselves and others 2.6 Support the individual with mental health conditions to recognise triggers that may lead to patterns of behaviour that have a negative impact on themselves and others 2.7 Support the individual with mental health conditions to identify ways in which they could change their behavioural response and what benefits this may bring to themselves and others 2.8 Recognise limitations of own role and the point at which you need to seek further support
3. Be able to support an individual with mental health conditions to plan a strategy for changing patterns of behaviour that have a negative impact	3.1 Support the individual with mental health conditions to identify patterns of behaviour that they are willing to change 3.2 Produce a plan in partnership with the individual to support changing patterns of behaviour 3.3 Produce a record of what has been agreed with the Individual with mental health conditions
4. Be able to support an individual with mental health conditions and significant other to review a strategy for changing patterns of behaviour that have a negative impact	4.1 Conduct strategy reviews according to the individual's needs and the nature of the behaviour 4.2 Support the individual with mental health conditions and **significant others** to evaluate the effectiveness of the strategy for changing patterns of behaviour 4.3 Produce a record of the strategy review 4.4 Communicate the results of the strategy review to all those who have a right and need to receive them

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	S57 S59
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. This unit must be assessed in a real- work environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Strategies** for changing patterns of behaviour could include: • cognitive behavioural therapy (cbt) • motivational interviewing • e-health interventions • neuro-linguistic programming (nlp) • dialectic behavioural therapy (dbt) • psychodynamic therapy • family therapy or family systems therapy **Significant others** may include: • family members • related/non-related carers • close friends or colleagues • others with a responsibility for the individual such as those acting in loco parentis or power of attorney.

Unit 409 **Support children and young people with additional needs**

Level:	4
Credit:	6
GLH:	43
Assessment type:	Portfolio
Aim:	The unit is designed to assess competence in supporting children and young people with additional needs in partnership with their carers. It also includes partnership working with other agencies and professionals

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the principles of workingwith children and young people withadditional needs	1.1 Outline the legal entitlements of **children and young people with additional needs** for equality of treatment 1.2 Outline the principles of working inclusively to support additional needs 1.3 Compare service led and child and young person led models of provision for children and young people 1.4 Critically analyse the difference between the social and medical models of disability 1.5 Explain how each model of disability affects provision 1.6 Explain the importance of advocacy for children and young people who require it 1.7 Explain the importance of encouraging the participation of children and young people in all aspects of care and support.
2. Be able to work in partnership with families with children or young people with additional needs	2.1 Explain the concepts and principles of partnerships with carers of children and young people 2.2 Explain the types of support and information carers may require 2.3 Work in partnership with families to support additional needs

3. Be able to support age and developmentally appropriate learning, play or leisure opportunities for children or young people with additional needs	3.1 Engage with children or young people with additional needs 3.2 Encourage children or young people to express their preferences and aspirations using their chosen method of communication 3.3 Assess a child or young person's learning, play or leisure needs identifying solutions to any barriers according to the principles of inclusion 3.4 Develop a plan with a child or young person to support learning, play or leisure needs 3.5 Implement the learning, play or leisure plan according to own role and responsibility 3.6 Evaluate the effectiveness of the plan, suggesting changes for the future
4. Understand how to evaluate, support and develop existing practice with children and young people with additional needs	4.1 Explain how barriers which may restrict children and young people's access to services could be overcome 4.2 Explain the importance of evaluating existing practice 4.3 Explain the importance of challenging existing practice and becoming an agent of change 4.4 Explain how and when to use policies and procedures to challenge discriminatory, abusive or oppressive behaviour 4.5 Describe the impact a child or young person with additional needs has within different cultures 4.6 Outline the importance of culturally sensitive practice 4.7 Explain the importance of systems for monitoring, reviewing and evaluating service
5. Understand how to work in partnership with other agencies and professionals to support provision for children and young people with additional needs	5.1 Explain the roles and responsibilities of other professionals that are typically involved with children and young people with additional needs 5.2 Analyse examples of multi-agency and partnership working from own practice

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K34 K35 K64 K65 S29 S35 S64 S65 S66
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Assessment criteria 2.3, 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6 must be assessed in a real work environment.
Additional information	**Children and young people** are from birth to nineteenth birthday.

	Additional needs may include: • behavioural, emotional and social development needs • cognition and learning needs • communication and interaction needs • physical and sensory needs.

Unit 410 **Enable children and young people to understand their health and wellbeing**

Level:	4
Credit:	5
GLH:	38
Assessment type:	Portfolio
Aim:	This unit is about helping children and young people to understand their situation in relation to their health and wellbeing.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies and good practice guidelines related to supporting parents/carers to care for babies during their first year	1.1 Summarise current legislation, national guidelines, policies, procedures and good practice guidelines related to supporting parents/carers to care for babies during their first year 1.2 Describe local policies for child safety and protection 1.3 Explain how to work in partnership with parents/carers and **significant others** in order to support them to care for babies during their first year 1.4 Explain the rights and responsibilities of parents/carers for their child and own role in relation to this 1.5 Explain how to obtain advice and information to **support** own practice 1.6 Explain how to report any concerns about the parent/carer or child's health, safety or wellbeing in line with local policy and protocol 1.7 Explain how to access records and information on the needs and preferences of babies, parents andcarers, in line with local policy and protocol 1.8 Explain the importance of confidentiality when

	accessing records and information
2. Understand factors which impact upon enabling children and young people tounderstand their health and wellbeing	2.1 Explain how self-directed play and recreation help **children and young people** to: a. understand themselves b. understand the world around them c. promote their health and wellbeing d. realise their potential 2.2 Explain the impact of **transitions** on child development from birth to 19 years 2.3 Explain how to recognise signs of possible developmental delay, disability, or undiagnosed health conditions 2.4 Explain the referral process for posible developmental delay, disability or undiagnosed health conditions 2.5 Describe the contributing **factors** that increase the risk of harm to children and young people 2.6 Describe the triggers for reporting incidents or unexpected behaviour from children and young people
3. Be able to establish positive relationships with children, young people and relevant others to enable children and young people to understand their health and wellbeing	3.1 Communicate information about health and wellbeing in a way that is sensitive to the age, understanding and preferences of the child or young person 3.2 Observe the child or young person's behaviour and note any unexpected changes or concerns 3.3 Support the child, young person and relevant others to communicate with each other through a **partnership based** approach 3.4 Describe how children and young people see and experience the world and the implications for the way in which support is provided to help them understand their health and wellbeing
4. Be able to develop a care plan in partnership with the child or young person to help them to achieve an understanding of the nature of theirneeds and preferences	4.1 Explain the options available to the child or young person and how to access support 4.2 Provide **evidence based** information about the effectiveness, benefits and risks of the different options 4.3 Support the child or young person to take an active part in any decisions that affect them 4.4 Provide information about the people, organisations and written resources that can

	assist the child or young person in understanding and promoting their health and wellbeing 4.5 Maintain records in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K34 K35 K64 K65 K66 K67 S29 S35 S64 S65 S66
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Assessment criteria 3.1, 3.2 3.3, 4.1, 4,2, 4.3, 4.4 and 4.5 must come from real work activities.
Additional information	**Significant others** may include: • family members • related/non-related carers • close friends or colleagues • others with a responsibility for the individual such as those acting in loco parentis or power of attorney. **Support** in relation to: • advice, guidance, and counselling • equipment • mobility aids • communication aids • toys and games • health, development or disability assessment • treatment & management of health conditions • self-care • lifestyle changes • housing/environment • access to education, training or employment. **Children and young people** are from birth to nineteenth birthday. **Transitions** could include: • physical • psychological • cognitive • emotional • family

	• social • between services • at school. **Factors** may include: • abuse • drugs • grooming/exploitation • family breakdown • unemployment/socio-economic status. **Partnership based** Work with others towards a common goal, sharing power and responsibility. **Evidence based** The best current research information available based on a systematic analysis of the effectiveness of a treatment, service or other intervention and its use, in order to produce the best outcome, result or effect for the individual. In the absence of independent, large scale research, the evidence base may be derived from locally agreed good practice.

Unit 411 **Develop and agree individualised care plans for babies and families**

Level:	4
Credit:	5
GLH:	38
Assessment type:	Portfolio
Aim:	This unit is aimed at practitioners who develop and agree individualised care plans for babies and families. It is relevant to practitioners who deliver services to babies, their families and those involved in the care of babies.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines related to supporting parents/carers to care for babies during their first year 1.2 Describe local policies for child safety and protection and explain how these are addressed in the care plan 1.3 Explain how to work in partnership with parents/carers and **significant others** in order to develop person centred care plans 1.4 Explain the rights and responsibilities of parents/carers for their child and own role in integrating this within the care plan 1.5 Explain how to obtain advice and information to support own practice regarding development of care plans 1.6 Explain how to report deviations from the agreed care plan in line with local policy and protocol 1.7 Explain how to gather information on the needs and preferences of babies, parents

	and carers, in line with local policy and protocol 1.8 Explain the importance of confidentiality when accessing care plans and information
2. Understand how to access and gather relevant information for care planning	2.1 Explain the importance of gathering relevant information to inform care planning 2.2 Describe ways to access information held by other practitioners and agencies
3 Understand the factors which impact on care planning needs	3.1 Describe how babies communicate by behaviour 3.2 Describe how different behaviours can be interpreted 3.3 Evaluate the main issues and debates relating to the health and wellbeing of babies 3.4 Describe a range of conditions affecting babies in own area of practice 3.5 Describe the risk factors for premature birth, including: a. foetal b. maternal c. social influencing d. factors relative to birth history 3.6 Explain aspects of **neonatal development** 3.7 Explain the impact of parenting, family and environment on the health and wellbeing of a baby 3.8 Describe the interdependent relationship of the health and wellbeing of a mother and that of their baby/babies
4. Be able to develop and agree individualised care plans for babies and families	4.1 Confirm the identity of the person legally responsible for the baby and gain **valid consent** 4.2 Explain the preliminary and preparatory actions when carrying out care planning for babies and families 4.3 Communicate and interact with the baby and those involved in the baby's care 4.4 Provide information for those involved in the care of the baby 4.5 Support those involved in the care of the baby to take an active part in decisions affecting them 4.6 Explain the options for addressing the health and wellbeing needs of the baby, including any benefits and risks with the parent/carers

	4.7 Agree an individualised care plan with those involved in the care of the baby 4.8 Maintain records in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K2 K3 K4 K5 K6 K7 K8 K10 K15 K21 K22 K24 K34 K35,K36 S1 S3 S4 S5 S6 S7 S10 S21 S22 S29, S34
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. LO4 must be assessed in a real work environment
Additional information	**Significant others** may include: • family members • related/non-related carers • close friends or colleagues • others with a responsibility for the individual such as those acting in loco parentis or power of attorney. **Neonatal development** e.g. physiological, physical, psychological and social development, taking into account gestational age or delivery **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

Unit 702 **Care for the physical and nutritional needs of babies and young children**

Level:	3
Credit:	5
GLH:	35
Assessment type:	Portfolio
Aim:	The unit is designed to assess competence in caring for the physical and nutritional needs of babies and young children. This would normally cover children from birth to their 3rd birthday.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Be able to provide physical care forbabies and young children	1.1 Provide physical care for babies and young children in relation to their: a. skin b. hair c. teeth d. nappy area 1.2 Explain the importance of taking into account preferences of carers in the provision of physical care 1.3 Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal care
2. Be able to provide routines for babies and young children that support their health and development	2.1 Implement planned daily and weekly routines for babies and young children to meet individual needs 2.2 Treat babies or young children with respect and sensitivity during everyday care routines 2.3 Explain the principles of effective toilet training
3. Be able to provide opportunities forexercise and physical activity	3.1 Explain the importance of exercise and physical activity for babies and young children 3.2 Provide opportunities for babies or young children to engage in exercise and physical

	activity
4. Be able to provide safe and protective environments for babies and young children	4.1 Explain policies and procedures that cover health, safety and protection of babies and young children 4.2 Review the environment's safety features and ensure they provide a safe and protective environment for babies and young children 4.3 Apply a balanced approach to risk management when supervising babies or young children 4.4 Explain current advice on minimising sudden infant death syndrome in everyday routines for babies
5. Be able to provide for the nutritionalneeds of babies under 18 months	5.1 Identify, using current government guidance, the nutritional needs of babies until they are fully weaned 5.2 Plan a **programme of weaning** using information from carers 5.3 Prepare formula feeds hygienically following current guidance 5.4 Evaluate the benefits of different types of formula that are commonly available
6. Be able to provide meals to meet the nutritional needs of young children from18-36 months	6.1 Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers 6.2 Explain food allergies and intolerances that a young child may experience and the importance of following carers' instructions on the needs of their child

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K43 K61 K62 K66 S29 S43 S61 S62 S66
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Assessment criteria 1.1, 1.3, 2.1, 2.2, 3.2, 4.2, 4.3, 5.2, 5.3 and 6.1 must be assessed in a real work environment
Additional information	**Programme of weaning** may include supporting mothers to breast feed whilst weaning.

Unit 703 **Support individuals with speech and language disorders to develop their communication skills**

Level:	3
Credit:	5
GLH:	32
Assessment type:	Portfolio
Aim:	This unit is aimed at those who work under the direction of a speech and language therapist to support individuals with speech and language disorders to develop their communication skills across the lifespan.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with speech and language disorders to develop their communication skills	1.1 Identify key legislation, national guidelines, policies, protocols and good practice related to supporting **individuals** with speech and language disorders to develop their communication skills 1.2 Explain own responsibilities and accountability in relation to providing support to individuals with speech and language disorders to develop their communication skills
2 Understand range of developmental, progressive and acquired disorders that can impact on developing or developed communication across the lifespan	2.1 Describe the range of developmental, progressive and acquired disorders that can impact on developing or developed communication across the lifespan
3 Understand factors affecting individuals' ability to communicate	3.1 Outline how speech sounds are produced. 3.2 Explain how common speech and language disorders can affect an individual's ability to communicate and learn 3.3 Explain the effect that developmental delay and acquired disorders can have upon an individual's communication 3.4 Explain the effects the following will have on communication and social interaction:

	a. unusual patterns of interaction b. psychological changes c. stress and distress d. familiar communication environments e. employment f. education g. health 3.5 Explain the stages in verbal comprehension 3.6 Explain how situational understanding impacts on functional understanding 3.7 Outline the role of the communication partner in making reasonable adjustments 3.8 Explain the impact of social communication impairment
4 Understand how therapeutic programmes and activities are used to support and enhance communication	4.1 Identify factors which affect attention span, memory and the ability to learn for different client groups accessing speech and language therapy 4.2 Explain the nature and purpose of different therapeutic activities 4.3 Explain how **therapeutic activities** can be adapted for use within the boundaries of a specified therapy programme 4.4 Explain the meaning and uses of augmentative sign and symbol systems for communication disorders and social interaction
5 Be able to prepare to support individuals with speech and language disorders during agreed therapeutic activities	5.1 Provide a model for the individual in terms of verbal and non-verbal communication 5.2 Gain **valid consent** from the individual, or a third party where the individual is not in a position to provide this consent independently 5.3 Explain and agree the therapeutic activities with the individual
6 Be able to support the implementation of agreed therapeutic programmes and activities to help individuals with speech and language disorders to develop their communication skills	6.1 Carry out therapeutic activities using **methods** as directed and detailed within the individual's care plan, seeking advice when an activity is beyond own scope of practice 6.2 Use motivators and provide levels of stimulation that are appropriate to the age and communication ability of the individual 6.3 Provide the individual with sufficient time, opportunity and encouragement to practise existing and newly developed skills 6.4 Provide encouragement to the individual to promote their own communication skills by taking advantage of opportunities to integrate

	skills and implement the programme into their normal daily activities. 6.5 Provide support to **relevant others** to enable them to develop skills which they can use with the individual in a functional setting 6.6 Provide feedback to the individual's care team to support future planning of the individual's care 6.7 Record outcomes of the programme activities, taking any necessary action in response to factors which indicate adverse reaction to the programme

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K68 K71 S68 S71
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Methods,** including comprehension, communication partners, functional understanding. **Therapeutic activities** are those devised by the speech and language therapist and agreed with the individual to address developmental needs such as: • language (development or recovery of words and concepts to convey meaning) • phonological/articulatory (development or recovery of patterns and systems of speech sound) • social communication (development or recovery of social communication • skills, including parent/child interactions) • comprehension • augmentative and alternative communication (AAC). **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice

	• the individual must not be pressured into making a decision and must give consent freely. **Relevant others** may include: • parent/s • carer • those with parental responsibility • practitioner • supervisor • advocates • peers • therapists.

Unit 704 **Carry out vision screening**

Level:	3
Credit:	4
GLH:	34
Assessment type:	Portfolio
Aim:	This unit is about assessing the visual acuity of individuals as a routine element of locally planned child health surveillance programmes, or other community/health settings, as part of a health assessment for individuals of all ages.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, policy and good practice related to carrying out vision screening	1.1 Describe the current legislation, national guidelines and local policies, protocols and guidance which affect own role 1.2 Identify the procedures related to carrying out vision screening 1.3 Summarise when good practice suggests it may be necessary to seek assistance
2. Understand the factors related to vision screening	2.1 Describe the structure and function of the eyes 2.2 Identify the types, purpose and function of materials and equipment required in relation to carrying out vision screening 2.3 Explain the methods and techniques for carrying out vision screening
3. Be able to prepare to carry out vision screening	3.1 Select equipment and check that it is fit for purpose 3.2 Identify any needs the **individual** has which may affect the accuracy of screening and describe the relevant actions to take to meet these needs

4. Be able to carry out vision screening	4.1 Confirm the individual's identity and obtain **valid consent** 4.2 Explain the procedure to the individual according to their level of understanding, age and development 4.3 Apply health and safety measures relevant to the procedure and the environment 4.4 Apply **standard precautions for infection control** 4.5 Communicate accurate information in a way that is sensitive to the personal beliefs and preferences of the individual 4.6 Carry out vision screening in accordance with local policy and protocol
4. Be able to support individuals during and after the procedure	5.1 Reassure the individual throughout the activity 5.2 Refer the individual to the relevant service in accordance with local policy and protocol 5.3 Record and report outcomes of the activity in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K2 K28 S3 S5 S12 S22
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing

	• cleaning equipment.

Unit 706 **Implement hydrotherapy programmes for individuals and groups**

Level:	3
Credit:	5
GLH:	35
Assessment type:	Portfolio
Aim:	This unit aims to develop the learner's ability to implement hydrotherapy programmes under the overall direction of the therapist. Knowledge and understanding of the musculo skeletal anatomy of the human body and the principles and practices of hydrotherapy underpin work practice.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand current legislation, national guidelines, policies, protocols and good practice related to implementing hydrotherapy programmes	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role when implementing hydrotherapy programmes 1.2 Explain the importance of only working within own scope of practice
2 Know musculoskeletal aspects of the body	2.1 Identify the main bones, muscle groups and joints of the body 2.2 Describe the functions of muscle, ligaments and tendons 2.3 Describe the normal ranges of movement of the main joints in the body
3 Understand principles of hydrotherapy practice	3.1 Describe principles and main benefits of hydrotherapy 3.2 Identify potential dangers and adverse reactions related to hydrotherapy and actions to be taken 3.3 Describe response procedures to follow in emergency situations in hydrotherapy

	3.4 Explain reasons for respecting the vulnerability of individuals in the hydrotherapy environment 3.5 Explain the importance of taking refreshment and rest during hydrotherapy programmes 3.6 Describe applications of hydrotherapy equipment
4 Be able to implement hydrotherapy programmes	4.1 Check the environment is suitable for hydrotherapy programmes 4.2 Obtain **valid consent** from the **individual** before starting the hydrotherapy programme 4.3 Assist the individual to enter/exit the pool 4.4 Carry out specified activities under direction of the practitioner as outlined in the treatment goals 4.5 Monitor the safety and wellbeing of the individual during and after treatment in line with national/local policy and protocol 4.6 Explain the importance of monitoring an individual's condition during hydrotherapy programmes 4.7 Ensure self and individual take rest and refreshment as appropriate
5 Be able to report to the practitioner on the outcomes of the hydrotherapy programme	5.1 Make records of the programme activities and the individual's condition in line with national/local policy and protocol 5.2 Feed back information to the practitioner to inform future planning

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K77 S77
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision

	• the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

Unit 707 **Deliver exercise sessions to improve individuals' health and wellbeing**

Level:	3
Credit:	5
GLH:	32
Assessment type:	Portfolio
Aim:	This unit aims to develop the learner's ability to deliver exercise sessions for individuals or groups. Knowledge of the roles of exercise in promoting health and wellbeing is required as well as an understanding of exercise programme rationales

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand current legislation, national guidelines, policies, protocols and good practice related to delivering exercise sessions	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which inform own practice in delivering exercise sessions
2 Understand the role of exercise and its physical effects on the body	2.1 Describe the physical effects of exercise 2.2 Outline main aspects of cardiovascular **anatomy and physiology** which are relevant to exercise 2.3 Explain the role of exercise in improving self-esteem, confidence and motivation
3 Understand the principles and rationales for exercise programmes	3.1 Explain what is meant by **FITT principles** and their application to exercise sessions 3.2 Describe principles used in designing and developing exercise sessions 3.3 Explain the importance of using warm up and cool down exercises as part of a session 3.4 Describe potential adverse reactions to exercise and the procedure for dealing with them

	3.5 Explain factors in risk assessment for exercise sessions for individuals and groups 3.6 Describe ways to measure and evaluate **individuals**' responses to exercise
4 Understand the use of exercise equipment	4.1 Describe the functions and limitations of exercise equipment encountered in own work practice
5 Be able to deliver exercise sessions	5.1 Instruct individuals to carry out exercise activities 5.2 Adapt exercise sessions in response to changes in the individuals' condition, needs, abilities and goals 5.3 Give encouragement and feedback to promote individuals' confidence and motivation 5.4 Collaborate with individuals to agree on intended outcomes of exercise sessions within scope of own role 5.5 Plan future goals with individuals to meet their needs and abilities within scope of own role 5.6 Make records of all aspects of exercise sessions in line with national/local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K36 S29 S36
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Anatomy and physiology** may include: • muscles • bones • joints • ligaments • the musculoskeletal system. **FITT principles** are rules that relate to the frequency, intensity, type and time of exercise. These four principles of fitness training are applicable to individuals exercising at low to moderate training levels and may be used to establish guidelines for both cardiorespiratory and resistance training.

	Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

Unit 709 **Reprocess endoscopy equipment**

Level:	3
Credit:	4
GLH:	30
Assessment type:	Portfolio
Aim:	This unit is aimed at those who reprocess endoscopy equipment. This involves preparing and testing the endoscopic equipment prior to use, and then reprocessing the endoscopy equipment, including the endoscope itself.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols, and good practice related to the reprocessing of endoscopy equipment	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines related to the **reprocessing** of **endoscopy equipment** 1.2 Explain own responsibilities and accountability in relation to current legislation, national guidelines, organisational policies and protocols which affect work practice when carrying out the reprocessing of endoscopy equipment
2. Understand the procedures involved in reprocessing endoscopy equipment	2.1 Explain the **endoscopic procedures**, equipment and sedations that are used 2.2 Describe the receiving and return procedures for reprocessing endoscopic equipment 2.3 Identify the sources of authoritative information on endoscopic procedures, including evidence-based information

3. Be able to carry out the reprocessing procedure	3.1 Confirm all endoscopy equipment is accounted for after the endoscopic procedure 3.2 Maintain compliance with health and safety guidance at all times relevant to reprocessing endoscopy equipment 3.3 Test reprocessing equipment is fit for purpose prior to use 3.4 Reprocess the endoscopy equipment in accordance with local policy and protocol 3.5 Dispose of any used, damaged, or out-of-date items in accordance with local policy and protocol 3.6 Restore the endoscopy equipment and environmental conditions in preparation for the next procedure in accordance with local policy and protocol
4. Report on and record the reprocessing of endoscopy equipment	4.1 Report any endoscopy or reprocessing equipment that is not functioning correctly or requires maintenance in accordance with local policy and protocol 4.2 Keep records in accordance with local policy and procedure 4.3 Liaise with the **individual, others,** and agencies in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K12 K13 K24 K34 K47 K51 K53. S1 S12 S13 S24 S34 S47 S51 S52 S53
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles
Additional information	**Reprocessing** includes: • cleaning • decontamination • disposal • preparation for re-use • storage. **Endoscopy equipment** may include: • accessories • diathermy • disposable items • emergency

	• endoscopes • luoroscopy • imaging systems • lasers • light sources • monitoring systems • oxygen supply • recording systems • suction devices • ultrasound. **Endoscopic procedures** could be one of the following: • colonoscopy • enteroscopy • endoscopic Retrograde Cholangio-Pancreatography (ERCP) • endoscopic ultrasound (EUS) • flexible sigmoidoscopy • gastroscopy • percutaneous Endoscopic Gastrostomy (PEG) insertion. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing.

Unit 711 **Provide support for individuals with communication and interaction difficulties**

Level:	3
Credit:	4
GLH:	39
Assessment type:	Portfolio
Aim:	This unit requires the learner to have an understanding of different communication methods, communication impairments and disorders that cause communication and interaction difficulties and factors in interacting with individuals with communication and interaction difficulties. This unit enables the learner to support learning tasks and activities in work practice.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand current legislation, national guidelines, policies, protocols and good practice to related to supporting **individuals** with communication and interaction difficulties	1.1 Summarise the current legislation, national guidelines, policies, protocols, and good practice guidelines that inform own role
2 Understand roles and responsibilities of those supporting individuals with communication and interaction difficulties	2.1 Describe the roles and responsibilities of **relevant others within own work environment** 2.2 Describe the roles and responsibilities of **others external to own work environment**
3 Understand communication impairments and disorders that cause communication and interaction difficulties	3.1 Explain how communication differs between individuals with and without communication disorders 3.2 Identify the role of communication in developing self-esteem and expression

	3.3 Describe how oral, emotional and physical factors can affect an individual's communication 3.4 Describe how oral, emotional and physical factors may be minimised or overcome 3.5 Explain the relationship between different communication impairments relevant to own role 3.6 Describe the communication impairments and disorders encountered in own role and the effects these have on: a. social interaction b. learning c. physical health d. mental health e. environment
4 Understand methods of interacting with individuals with communication and interaction difficulties	4.1 Explain how to adapt vocabulary to meet the needs of **individuals** with communication and interaction difficulties 4.2 Describe visual and auditory teaching approaches that can be used for individuals with communication and interaction difficulties 4.3 Explain the importance of recognising how different cultures, upbringing and home circumstances can affect communication and interaction 4.4 Explain the use of educational/behaviour support plans for individuals with communication and interaction difficulties
5 Be able to support individuals with communication and interaction difficulties to carry out learning tasks and activities	5.1 Describe the language and communication needs of an individual encountered in own work role 5.2 Obtain information about the individual's competence in communication and the therapist's planned **learning tasks and activities** 5.3 Organise the environment and equipment to facilitate participation in planned learning tasks and activities 5.4 Use modes of communication to encourage and assist the individual to participate in learning tasks and activities 5.5 Assist the individual to use **augmented and alternative means of communication**

6 Be able to support individuals with communication and interaction difficulties to communicate with others	6.1 Encourage the individual to converse with relevant others 6.2 Provide opportunities for the individual to initiate, respond and maintain communication and relationships with relevant others 6.3 Encourage and support relevant others to respond to the individual with communication and interaction difficulties 6.4 Promote the individual's autonomy with regard to expressive and receptive language 6.5 Provide constructive feedback to the individual on their participation and progress 6.6 Provide feedback to the therapist/supervisor on significant aspects of the individual's participation levels and progress

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K10, K22 K68 K71 K72 S1 S10 S22 S68 S71 S72
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcome 5 and 6 should be assessed in a real work environment.
Additional information	**Relevant others within the work environment** could include friends, relatives, peers, advocates, other therapists, carers. **Others external to the working environment** could include, external agencies, charities, public sector organisations. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Learning tasks and activities** may include: • physical • creative • cognitive. **Augmented and alternative means of communication** includes the supplementary or alternative ways in which individuals communicate such as gestures, signs and symbols and voice output communication aids.

Unit 712 **Provide support to individuals to continue recommended therapies**

Level:	3
Credit:	3
GLH:	20
Assessment type:	Portfolio
Aim:	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals to continue recommended therapies. It covers encouraging and supporting individuals to continue recommended therapies, carrying out observations and reviewing the therapy.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand the importance of supporting individuals to continue recommended therapies	1.1 Analyse benefits of recommended therapies to an **individual's** health and wellbeing 1.2 Describe barriers that prevent individuals from continuing recommended therapies 1.3 Discuss consequences of individuals discontinuing recommended therapies
2 Be able to encourage individuals to continue recommended therapies	2.1 Agree individual's **needs, wishes and preferences** in relation to continuing a recommended therapy 2.2 Enable individuals to access information in relation to benefits of continuing the recommended therapy 2.3 Describe how to overcome an individual's fears or concerns in relation to continuing the recommended therapy 2.4 Explain how to motivate the individual to continue the recommended therapy

3	Be able to support individuals to continue recommended therapy	3.1	Clarify information required prior to providing support
		3.2	Promote **active participation** during therapy
		3.3	Manage concerns encountered during therapy
		3.4	Provide constructive feedback and encouragement to the individual during therapy
4	Be able to monitor, record and report on observations during recommended therapy	4.1	Establish with the individual and **others** the observations to be made during therapy sessions
		4.2	Carry out agreed observations within scope of own role
		4.3	Record agreed observations within scope of own role
		4.4	Report on the findings of observations to individuals and others
5	Be able to contribute to evaluation and review of recommended therapies.	5.1	Work with others to establish processes and criteria for evaluating the effectiveness of the therapy and the support provided
		5.2	Carry out agreed role to support the evaluation, using observations and feedback from the individual and others
		5.3	Agree changes to therapy sessions or the support provided with others
		5.4	Record agreed actions

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	S58 S68
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Needs, wishes and preferences** can include: • importance of recognising individual needs • age and stage of development of child or young person • home language • preferred method • additional learning needs • physical disabilities

	• cognitive and communication difficulties • alternative methods of communication, e.g. language: British Sign Language, Makaton, Braille, the use of signs, symbols, pictures and writing; objects of reference, finger spelling, communication passports, human and technological aids to communication. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. **Others** may include: • team members • other colleagues • line manager • those who use or commission their own health or social care services • families, carers and advocates • outside services and organisations • those with power of attorney • other professionals • others who are important to the individual's wellbeing.

Unit 713 **Collaborate in the assessment of environmental and social support in the community**

Level:	3
Credit:	4
GLH:	23
Assessment type:	Portfolio
Aim:	This unit is aimed at those who work together with others in the assessment of the need for, and provision of, environmental and social support in the community.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand current legislation, national guidelines, policies, protocols and good practice guidelines related to the provision of environmental and social support in the community	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which affect work related to the provision of environmental and social support in the **community** 1.2 Identify when good practice suggests it may be necessary to seek assistance related to the provision of environmental and social support in the community
2 Understand how to assess the need for, and provision of, environmental and social support in the community	2.1 Describe situations when individuals may need to be provided with environmental or social support 2.2 Describe types, purpose and function of materials, equipment and support that may be required in relation to assessing environmental and social support in the community 2.3 Describe the purpose of the assessment tools used in the workplace in relation to environmental and social support in the community

	2.4 Explain the procedures relating to carrying out an assessment of environmental and social support in the community 2.5 Explain the roles of those involved in assessing environmental and social support in the community
3 Be able to carry out assessments in collaboration with others to establish the need for, and provision, of environmental and social support in the community	3.1 Communicate with the **individual** and **relevant others** in a way that encourages personal choice 3.2 Undertake the assessment in line with local policy and protocol 3.3 Identify and prioritise the individual's needs, in conjunction with relevant others if necessary 3.4 Record the outcomes of the assessment in line with local policy and protocol 3.5 Pass on the outcomes of the assessment in line with local policy and protocol
4 Be able to plan changes to be made to the environment and social support with individuals and relevant others	4.1 Confirm the availability of the resources required for the environmental or social support 4.2 Communicate options for support and equipment to the individual and relevant others 4.3 Identify any difficulties with providing the support or equipment, discussing possible solutions 4.4 Agree any proposed changes to the environment and social support and gain **valid consent** to carry these out 4.5 Record the agreed actions in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K36: S29 S36
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Community** could be the individual's own home, a community home, a day centre or the individual's place of work. **Individual** refers to someone requiring care or support; it will usually mean the person or people

	supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Relevant others** may include: • parent/s • carer • those with parental responsibility • practitioner • supervisor • advocates • peers • therapists. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

Unit 715 **Provide information and advice to individuals on eating to maintain optimum nutritional status**

Level:	3
Credit:	4
GLH:	38
Assessment type:	Portfolio
Aim:	This unit is aimed at those who provide advice and information to individuals on how to maintain optimum nutritional status.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Know factors which can affect the nutritional status of individuals	1.1 Identify factors which can affect an **individual's** nutritional intake 1.2 Describe the relationship between exercise and weight management 1.3 Describe the relationship between different foods and their nutritional composition 1.4 Outline basic anatomy and physiology in relation to maintaining optimum nutritional status
2 Know how to advise individuals on maintaining optimal nutritional status	2.1 Identify local and national services for an individual who needs information and support about changing their health behaviour 2.2 Identify contact details of registered dietitians. 2.3 Identify when to seek advice from a qualified practitioner 2.4 Outline the components of an ideal nutritional plan to meet the specific needs of an individual 2.5 Outline the importance of gaining specific **body measurements** from an individual, to inform the type of support needed to obtain optimum nutritional status

3 Be able to obtain specific body measurements from individual	3.1 Prepare an environment which is suitable for confidential discussions and for taking body measurements 3.2 Gain **valid consent** from the individual prior to taking body measurements 3.3 Obtain **background information** from the individual 3.4 Take an individual's body measurements 3.5 Interpret results against standard measures in line with local policy and protocol
4 Be able to provide individuals with information and advice on eating to maintain optimum nutritional status	4.1 Explain the **nutritional composition** of different foods to the individual/carer 4.2 Support an individual to assess their eating habits and set nutritional objectives 4.3 Provide information to the individual/carer on how to maintain optimum nutritional status 4.4 Update records in line with local policy and protocol 4.5 Record any actions to be taken by the individual/carer

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K36 S36
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Body measurements** should include waist circumference, skinfold thickness, weight and height but may also include Body Mass Index (BMI), percentage weight loss, Bioelectrical impedance, Waist-hip ratio and calculation of nutritional requirements. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

	Background information may include: any medical, cultural, financial, or social information pertinent to managing the individual's body weight; blood health, eating habits, diet history. **Nutritional composition:** Nutritional composition may include: fibre, salt content, sugar content, calories/ energy values, proteins, saturated and unsaturated fat content, carbohydrate vitamins and minerals, additives and preservatives, fluid.

Unit 716 **Assist in the implementation of programmes to increase mobility, movement and functional independence**

Level:	3
Credit:	4
GLH:	28
Assessment type:	Portfolio
Aim:	This unit aims to develop the learner's ability to apply knowledge and understanding of health topics and treatment programmes to implementing programmes to restore mobility, movement and functional independence. The learner supports the practitioner.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand current legislation, national guidelines, policies, protocols and good practice related to the implementation of programmes to restore mobility, movement and functional independence	1.1 Summarise current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role and accountability when assisting in programmes to restore mobility, movement and functional independence
2 Understand health topics related to restoring movement and functional independence	2.1 Describe physical and psychological benefits of functional exercise 2.2 Identify and describe the functions of the main muscle groups and joints in the body 2.3 Describe a range of psychological effects of physical disability on individuals 2.4 Describe conditions which can cause difficulties in movement and mobility, in relation to those encountered in own role
3 Understand treatment programmes related to restoring movement and functional independence	3.1 Describe treatment programmes for **individuals** with restricted movement and mobility encountered in own role 3.2 Explain the functions of equipment and materials used in own role

	3.3 Identify and explain hazards associated with using the equipment and materials 3.4 Describe potential signs of adverse reactions to mobility and movement programmes
4 Be able to assist in implementing programmes to restore mobility, movement and functional independence	4.1 Obtain **valid consent** from the individual for the therapeutic activities 4.2 Position the individual for the therapeutic activities 4.3 Carry out therapeutic activities which fulfil the individual's needs and goals as outlined in the treatment plan 4.4 Support and encourage the individual to practise existing and newly developed skills during the treatment programme 4.5 Encourage the individual to practise skills developed during treatment in their daily life 4.6 Monitor the individual during and after treatment in line with the treatment plan 4.7 Describe monitoring processes used and their importance in treatment programmes
5 Be able to make records and provide information to the practitioner	5.1 Feed back information to the practitioner to inform future treatment in line with local policy and protocol 5.2 Make records of treatment activities and the individual's condition in line with national/local policy and protocol 5.3 Explain the importance of seeking advice and guidance when the treatment activity is beyond own competence 5.4 Explain the importance of reporting adverse reactions 5.5 Explain potential consequences of poor practice

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K29 K68 K74 K77 S29 S68 S74 S75 S77
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

	Valid consent (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

Unit 717 **Conduct hearing assessment**

Level:	3
Credit:	4
GLH:	30
Assessment type:	Portfolio
Aim:	This unit is aimed at those who conduct hearing tests in a variety of care settings, under the direction of a health care professional. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare for and undertake hearing assessments in a safe manner.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how to conduct hearing assessments in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Summarise how current legislation, national guidelines, policies, protocols and good practice guidelines affect practice related to assessing an individual's hearing 1.2 Explain how to maintain the privacy, safety, dignity and comfort of **individuals** throughout the hearing assessment 1.3 Explain how to prepare for and administer a hearing assessment in line with local policy and protocol 1.4 Identify reasons for not conducting a hearing assessment on an individual 1.5 Identify potential adverse reactions to hearing assessments
2. Know the anatomy and physiology of the ear related to hearing	2.1 Describe the anatomy and physiology of the ear 2.2 Explain the reasons for hearing impairment 2.3 Describe the levels of hearing loss 2.4 Describe the effects that hearing loss can have on an individual

3. Understand how to maintain equipment required to assess individuals' hearing	3.1 Identify materials and equipment required to assess an individual's hearing 3.2 Explain how to maintain equipment 3.3 Describe procedures and timescales for the calibration of equipment
4. Be able to prepare to conduct hearing assessments	4.1 Confirm the individual's identity and gain **valid consent** prior to beginning the hearing assessment 4.2 Explain the procedure to the individual/carer in a way that is sensitive to the individual's personal beliefs and preferences 4.3 Apply **standard precautions for infection control** 4.4 Apply health and safety measures relevant to the procedure and the environment 4.5 Prepare equipment for the hearing assessment 4.6 Position the individual and self so that the assessment can be conducted safely and comfortably
5. Be able to conduct hearing assessments	5.1 Conduct the hearing assessment 5.2 Monitor the individual for adverse reactions throughout the assessment, taking action in line with local policy and protocols 5.3 Provide follow-up advice and instructions, referring to health care professionals in line with local policy and protocol
6. Be able to record and report the results of hearing assessments	6.1 Complete the audiology report in line with local policy and protocol 6.2 Update the individual's records 6.3 Report results to the referring clinician, carrying out any post procedural instructions in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K28 S5 S12 S22 S28
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by

	the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 719 **Give presentations to groups**

Level:	3
Credit:	3
GLH:	26
Assessment type:	Portfolio
Aim:	This unit develops the learner's ability to give presentations. It requires an understanding of the principles of presentations and how these can be adapted to suit the needs of the audience.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand policies, protocols and good practice related to group presentations	1.1 Summarise policies, protocols and good practice guidelines which inform own practice in giving presentations
2 Understand factors which contribute to effective group presentations	2.1 Explain how to devise aims and objectives for a presentation 2.2 Explain how to choose from a **range** of presentation techniques to meet the needs of the audience 2.3 Appraise emerging developments in technology and the relevance of technology to presentation techniques and materials
3 Be able to plan a presentation to facilitate learning	3.1 Explain how to structure presentations to maximise understanding 3.2 Explain how to anticipate **barriers** to understanding and how they can be overcome 3.3 Plan presentation delivery taking account of the audience's needs and context of delivery 3.4 Choose and prepare **materials and resources** 3.5 Adapt presentation content to suit the needs of the audience

4 Be able to present information to a group	4.1 Use materials and resources to support understanding 4.2 Present clear information in a manner and pace in line with the group's needs 4.3 Encourage the group to ask questions 4.4 Reiterate key points at suitable intervals 4.5 Monitor the group's understanding and adapt own presentation style in line with audience responses 4.6 Summarise information to conclude the presentation 4.7 Gain feedback from audiences and evaluate their understanding from the presentation to inform future delivery

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	S18 S20 S23 S24 S25 S26 S27 S72
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Range** formal, informal, use of IT **Barriers** internal and external barriers. May also include: • learning difficulties, • sensory issues of learners • fear of failure, • previous experience of learning, • lack of goals/reasons. **Materials and resources:** can be paper based and /or electronic equipment, learning environment.

Unit 720 **Conduct external ear examinations**

Level:	3
Credit:	4
GLH:	32
Assessment type:	Portfolio
Aim:	This unit is aimed at those who conduct examinations of the external ear in a variety of care settings. It provides learners with the opportunity to develop knowledge, understanding and skills required to prepare for and undertake examinations in a safe manner.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how to conduct external ear examinations in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Summarise how current legislation, national guidelines, policies, protocols and good practice affect practice related to conducting ear examinations 1.2 Describe how to prepare an environment for ear examinations in line with local policy and protocol 1.3 Describe how to prepare individuals for external ear examinations in line with requirements 1.4 Explain the importance of positioning the **individual** and self correctly prior to undertaking the ear examination 1.5 Describe how to maintain the privacy, safety, dignity and comfort of individuals throughout the examination 1.6 Explain how to use an otoscope to examine the external ear
2. Know the anatomy of the ear as related to conducting ear examinations	2.1 Identify the main components of the external ear 2.2 Identify the main components of the middle and inner ear

3. Understand reasons for conducting an examination of the external ear	3.1 Describe potential effects of abnormalities of the external ear 3.2 Describe the signs and symptoms which may indicate an abnormality of the external ear 3.3 Explain why it is important to examine the external ear only
4. Be able to prepare to conduct external ear examinations	4.4 Maintain a safe and healthy working environment, using infection prevention and control techniques including hand washing, sanitisation, disinfection and personal protective equipment (PPE) 4.2 Prepare equipment for the ear examination 4.3 Confirm the individual's identity and gain **valid consent** prior to beginning the examination 4.4 Position the individual and self so that the examination can be conducted safely and comfortably
5. Be able to conduct external ear examinations	5.1 Explain the procedure to the individual/carer in a way that is sensitive to their personal beliefs andpreferences 5.2 Conduct an examination of the external ear 5.3 Recognise and respond to the signs and symptoms that the individual is in pain, or discomfort during the examination and respond accordingly 5.4 Explain findings to the individual/carer
6. Be able to record and report results from external ear examinations	6.1 Record findings using the appropriate paperwork 6.2 Report any further actions to the appropriate member of staff in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K2 K3 K8 K10 K12 S1 S2 S8 S10 S13
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 4,5 (5.3 excluded) and 6 must be assessed in a real working environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by

	the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • The individual must have the mental capacity to make the decision • The individual must have sufficient non-bias information to make an informed choice • The individual must not be pressured into making a decision and must give consent freely.

Unit 721 **Manage the use of physical resources in a health setting**

Level:	3
Credit:	3
GLH:	20
Assessment type:	Portfolio
Aim:	This unit is aimed at those who are responsible for controlling the use of physical resources in a health service.The learner will have the opportunity to develop knowledge, understanding and skills required to manage and monitor expenditure and resource usage, in line with local policy and protocol.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how to control the use of physical resources in a health setting in line with local policy and protocol	1.1 Explain the legislation, policies, standards, local ways of working, systems and codes of conduct that apply to own role in relation to expenditure control 1.2 Explain organisational requirements for expenditure control, authorisation procedures and record keeping, including standing financial instructions 1.3 Describe corrective action to take in response to actual variations from agreed budget 1.4 Describe corrective action to take in response to potential variations from agreed budgets 1.5 Describe how to respond to requests for additional expenditure, in line with local policy and protocol 1.6 Explain the importance of effective expenditure control 1.7 Explain the importance of accurate and comprehensive record keeping to expenditure control and systems to achieve this

2. Be able to advise team members on the control of expenditure and physical resource usage in a health setting	2.1 Prepare advisory information for team members on the control of expenditure and resource usage 2.2 Set targets for team members to take responsibility for monitoring and controlling expenditure
3. Be able to monitor expenditure and physical resource usage in a health setting	3.1 Monitor expenditure and physical resource use against local targets 3.2 Control expenditure and physical resource use in line with budgets and local requirements 3.3 Take action in response to actual or potential variations from budget

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K39 S39
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real working environment.
Additional information	Not applicable

Unit 723 **Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs**

Level:	3
Credit:	6
GLH:	37
Assessment type:	Portfolio
Aim:	This unit aims to develop the learner's ability to adapt and fit prescribed items. Knowledge and understanding of technical specifications and requirements informs work practice.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand relevant legislation, policy and good practice related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs	1.1 Describe current legislation, national guidelines, local policies, protocols and good practice guidelines related to adapting and fitting healthcare equipment, medical devices, assistive technology, associated systems or products. 1.2 Outline own role, responsibilities and accountability when adapting and fitting **prescribed items.** 1.3 Outline the procedures and systems used within own workplace for authorising prescribed items. 1.4 Explain the importance of handover procedures for the prescribed item.
2 Understand anatomy and physiology relevant to adapting and fitting prescribed items to meet individuals' needs	2.1 Outline the aspects of anatomy and physiology which impact on adapting and fitting prescribed items within own role.
3 Understand specialist technical requirements of healthcare equipment, medical devices, assistive technology, associated systems or products	3.1 Identify the measurements and limits of use for the prescribed items encountered in own work practice to ensure any adaptation maintains its: a. integrity

	b. safety c. fitness for purpose. 3.2 Identify the range of measurements used in adaptations of prescribed items encountered in own work practice, to ensure specification of the original prescription is met. 3.3 Explain the importance of checking the impact of a prescribed item on other devices and systems used by the **individual**. 3.4 Identify the parameters used when assessing the fit of prescribed items encountered in own role. 3.5 Describe the process of making minor adjustments to ensure best fit and comfort for prescribed items.
4 Be able to adapt prescribed items to meet individuals' needs	4.1 Liaise with **those involved** in the adaptation and check authorisation for the work 4.2 Check that the prescribed item conforms to required **standards** 4.3 Make adaptations in line with prescribed recommendations, in accordance with national/local policy and protocol 4.4 Confirm the prescribed item is in safe working order within expected performance parameters 4.5 Explain the action to take if any faults are identified outside of expected performance parameters 4.6 Inform those involved and the individual that the prescribed item is ready for fitting 4.7 Record details of the adjustments in line with national/local policy
5 Be able to fit prescribed items to meet the needs of individuals	5.1 Confirm the individual's identity and gain **valid consent** before fitting the prescribed item 5.2 Explain the purpose of the prescribed item to the individual and instruct in its use 5.3 Maintain compliance with health and safety guidance at all times 5.4 Apply **standard precautions for infection control** 5.5 Fit the prescribed item and activate, if necessary 5.6 Check the safety and performance measurements of the prescribed item

	5.7 Ensure the item is comfortable, acceptable and meets the individual's needs and clinical requirements 5.8 Give the prescribed item to the individual with documentation, instructions on maintenance and how to report malfunction 5.9 Record details of the fitting and instruction process in line with national/local policy

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K74 K77 S74 S77
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Prescribed items** are defined as healthcare equipment, medical devices, assistive technology, associated systems or products to meet individuals' needs. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Those involved** may include: key stakeholders, families, interdisciplinary team or agencies. **Standards** may include: quality, manufacturer's guidelines, prescription, effective operation standards. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 724 **Support individuals to retain, regain and develop skills for everyday life**

Level:	3
Credit:	4
GLH:	28
Assessment type:	Portfolio
Aim:	The aim of this unit is to provide learners with the knowledge, understanding and skills required to support individuals to retain, regain and develop skills for everyday life.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the context of supporting skills for everyday life	1.1 Describe factors across life stages that impact the retention and development of skills for everyday living 1.2 Analyse reasons why **individuals** may need support to maintain, regain or develop skills for everyday life 1.3 Explain how maintaining, regaining or developing skills can impact individuals
2. Understand how to support individuals to retain, regain and develop skills for everyday life	2.1 Compare **methods** for developing and maintaining skills for everyday life 2.2 Explain how fluctuations in an individual's ability may impact support provided 2.3 Explain the role of relationships and support networks in encouraging skills development for everyday life 2.4 Explain how to resolve conflicts when supporting individuals to plan for retaining, regaining and developing
3. Be able to support individuals to plan for retaining, regaining and developing skills for everyday life	3.1 Support an individual to communicate and identify their current skills, aptitudes and abilities 3.2 Work with an individual and **others** to

	communicate and identify skills for everyday life that need to be retained 3.3 Identify when specialist support may be required to retain, regain or develop skills 3.4 Agree goals and methods of support for retaining, regaining or developing skills with individuals and others 3.5 Agree a care and support plan with individuals and others 3.6 Support an individual to select methods of support to achieve progress
4. Be able to support individuals to retain, regain or develop skills for everyday life	4.1 Support individuals to retain, regain and develop skills, in a way that builds on strengths and promotes **active** 4.2 Support individuals to carry out activities in ways that ensure safety 4.2 Modify approaches in response to distress or expressed wishes of an individual 4.3 Encourage individuals to recognise progress and identify additional support needs 4.4 Give constructive feedback to an individual in relation to progress and achievement
5. Be able to evaluate support for retaining, regaining or developing skills for everyday life	5.1 Work with an individual and others to agree criteria and processes for evaluating support 5.2 Evaluate progress towards goals and the effectiveness of methods used 5.3 Agree revisions to the plan for retaining, regaining or developing skills 5.4 Record and report outcomes

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K68 S4 S5 S6 S7 S8 S68 S71
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Additional information	**Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Methods** Should be person-led and may include: • demonstration

	• discussion • coaching • instruction • repetition • cognitive exercises. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 725 **Support individuals with cognition or learning difficulties**

Level:	3
Credit:	5
GLH:	34
Assessment type:	Portfolio
Aim:	This unit aims to develop the learner's ability to support individuals with cognition or learning difficulties at the direction of the therapist. Knowledge of cognition and learning difficulties is paramount in order to apply theory to practice.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand current legislation, national guidelines, policies, protocols and good practice related to supporting individuals with cognition or learning difficulties	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform own role
2 Understand cognitive or learning difficulties	2.1 Identify the cognitive skills required for learning 2.2 Explain how global learning difficulties and specific learning difficulties affect learning 2.3 Explain how cognitive difficulties affect language development and communication 2.4 Explain the effects of learning difficulties on perception, memory and information processing 2.5 Describe the cognition or learning difficulties encountered in own practice and the implications on providing support for **learning activities** 2.6 Explain the importance of active learning for **individuals** with cognition or learning difficulties and how this can be promoted

	2.7 Explain the potential effects of medication on individuals with cognition or learning difficulties
3 Be able to assist the therapist/supervisor to prepare learning activities	3.1 Obtain information about the individual's cognition or learning needs and the planned learning activities 3.2 Work with the therapist/supervisor to identify approaches to enable and motivate the individual to develop learning strategies 3.3 Obtain and use suitable equipment and materials to support the individual's learning needs 3.4 Adapt teaching and learning materials at the direction of the therapist/supervisor to suit the individual's learning needs 3.5 Describe modifications to learning activities which can be made to improve an individual's progress
4 Be able to support individuals with learning activities	4.1 Support, encourage, praise and reassure the individual to help them with learning activities 4.2 Follow instructions using **agreed methods of communication** 4.3 Provide information, advice and opportunities to enable and encourage the individual to decide on own learning 4.4 Monitor the individual's responses to learning activities and use appropriate strategies to improve achievement 4.5 Use a range of methods to help the individual understand the environment and the use of objects 4.6 Sequence and structure learning activities and the environment as directed by the therapist/supervisor so the individual develops: a. organisational skills b. information processing skills c. problem-solving skills. 4.7 Explain the use of educational/behaviour support plans
5 Be able to assist in reviewing learning	5.1 Feedback to the therapist/supervisor on the individual's learning achievements and any problems encountered 5.2 Help individuals to review their achievements and plan for future learning.

	5.3 Record and report in line with **agreed ways of working**

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K10 K11 K21 K22 K70 S1 S10 S11 S21 S22 S70
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Learning activities** could include: • physical • creative • cognitive. **Agreed methods of communication** will have been identified in collaboration with the individual and others. **Agreed ways of working** will include standards, codes of practice, policies and procedures where these exist; they also may include less may be less formally tools documented with micro-employers.

Unit 726 **Assist in testing individuals' abilities prior to planning physical activities**

Level:	3
Credit:	5
GLH:	38
Assessment type:	Portfolio
Aim:	The unit develops the learner's ability to assist the practitioner in preparing and administering tests to assess individuals' ability to exercise

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols, and good practice relating to assisting in testing individuals' abilities prior to planning physical activities	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines and how they inform own role
2. Understand health related issues and how these may impact physical activities	2.1 Outline cardiovascular anatomy and musculo-skeletal anatomy in relation to: a. physiology b. biochemistry 2.2 Explain the bio-physical model of health and how it applies to testing an **individual**'s physical abilities. 2.3 Identify factors which may cause limitations to physical activity
3. Understand motivation factors for physical activities	3.1 Explain how to motivate individuals to become involved in exercise regimes 3.2 Explain factors which could motivate individuals to change behaviour and/or lifestyle

4. Be able to carry out preparations for assessments of individuals' ability to exercise	4.1 Obtain the individual's **valid consent** to the assessment process 4.2 Explain how consent would be gained from individuals who do not have the capacity to consent 4.3 Prepare environment for carrying out assessment in line with national/local policy and protocol 4.4 Take account of information from previous assessments/ medication history which may influence the progress or process of the planned testing 4.5 Explain the importance of accessing previous assessments and medication history
5. Be able to assist the practitioner to administer tests to assess individuals' ability to exercise	5.1 Outline the tests used in own work practice to assess individuals' physical abilities 5.2 Identify barriers to exercise for individuals 5.3 Identify the individual's present and former levels of physical activity 5.4 Work with the individual to identify their goals in relation to physical activity. 5.5 Assist the practitioner to administer tests to assess the individual's ability to exercise 5.6 Report any medical limitation on the individual's physical activity. 5.7 Explain methods for calculating and interpreting an individual's **rating of perceived exertion.** 5.8 Explain how to respond to an individual's rating of perceived exertion. 5.9 Identify the individual's rating of perceived exertion 5.10 Record the individual's exercise capacity in line with national/local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K2 K3 K7 K8: K10 K35 K68 K71 S1 S2 S3 S4 S5: S6: S7:S8 S10 S12 S21 S22 S29 S68 S71
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. Learning outcomes 4 and 5 must be assessed in a real working environment.
Additional information	**Rating of perceived exertion** (RPE) is a method of monitoring exercise intensity that allows exercisers to rate how they feel while exercising using a numerical scale. In

	most RPE scales the higher the number the higher the exertion. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

Unit 728 **Deliver training through demonstration and instruction**

Level:	3
Credit:	3
GLH:	21
Assessment type:	Portfolio
Aim:	The unit provides learners with the knowledge and skill to train others using demonstration and instruction as a teaching strategy. It is particularly suitable for the training of others where there may be a requirement for learners to develop practical skills and techniques involving the hand-eye co-ordination and manual dexterity for the manipulation/handling of clients, objects, tools or equipment. The unit covers the training of individuals or groups of learners and the training of single or multiple-tasked practical activities.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand how to deliver training through demonstration and instruction	1.1 Identify key current national guidelines, policies or protocols relevant to the subject area in which the training is to be delivered 1.2 Describe the **resources** required to deliver the training 1.3 Describe what constitutes an appropriate environment for the delivery of the training 1.4 Explain how to overcome **barriers** that delegates/attendees may encounter whilst undertaking training 1.5 Evaluate the use of demonstration and instruction as a teaching strategy 1.6 Explain the skills required for the effective delivery of demonstration and instruction as a teaching method

2 Be able to deliver training by demonstration and instruction	2.1 Explain the learning aims and objectives of the training session to delegates/attendees 2.2 Deliver the training programme to delegates/attendees through demonstration and instruction 2.3 Maintain communication with delegates/attendees during demonstration and instruction 2.4 Check delegates'/attendees' understanding at regular interval 2.5 Encourage delegates/attendees to ask questions and seek clarification during training 2.6 Provide delegates/attendees with opportunities and support to demonstrate the learning achieved through the training 2.7 Respond to the delegates'/attendees' **needs** during the training 2.8 Provide constructive feedback to delegates/attendees on their progress
3 Be able to review learning and training	3.1 Gather feedback from delegates/attendees on the effectiveness of the training 3.2 Assess whether the training programme delivers the required learning outcomes 3.3 Review the effectiveness of the training 3.4 Identify ways to improve or adapt the training

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K10 K20 S1 S2 S17 S20 S23 S76
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Resources** refers to any physical resource that supports demonstration and instruction-led training. This may include technical equipment, people or simulation devices, handouts, workbooks or IT-based aides. **Barriers** could include: • fear of failure • low self-esteem • low motivation • limited resourcing • inaccessible learning platforms.

	Needs should include physical, intellectual, emotional and social.

Unit 732 **Monitor individuals' progress in relation to managing their body weight and nutrition**

Level:	3
Credit:	3
GLH:	26
Assessment type:	Portfolio
Aim:	This unit is aimed at those who support and monitor adults and/or young peoples progress in managing their body weight and nutrition. There will be opportunities to develop the knowledge, understanding and skills related to assessing an individuals current body weight and nutritional status and to work with them to re-establish goals for further progress.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand how to monitor individuals progress in relation to managing their weight and nutrition in line with current legislation, national guidelines, policies, protocols and good practice guidelines	1.1 Explain how to develop weight and nutritional management plans in line with current legislation, national guidelines, policies, protocols, and good practice guidelines 1.2 Outline the types of information to gather from an **individual** in order to assess their progress 1.3 Explain how to provide constructive feedback and encouragement to an individual regarding their progress in line with policy and protocol 1.4 Explain how to interpret **body measurements** to inform the type of support provided in line with policy and protocol 1.5 Explain when to refer the individual to other practitioners for modifications of plans

2	Be able to monitor individuals progress in managing their body weight	2.1	Prepare a suitable environment for open and confidential discussions and for taking body measurements
		2.2	Confirm the individuals identity and gain **valid consent** prior to taking body measurements
		2.3	Explain how consent would be gained from individuals who do not have the capacity to consent
		2.4	Take the individuals body measurements in line with local policy and protocol
		2.5	Interpret body measurements to inform the type of advice to give
		2.6	Discuss, with the individual/carer, the progress they have made and any difficulties they have experienced
		2.7	Support the individual to identify factors which have adversely affected their plan
		2.8	Evaluate the effectiveness of current interventions in achieving agreed goals
3	Be able to support individuals in re-establishing goals for further progress	3.1	Agree new goals with the individual/carer that will achieve further progress
		3.2	Agree review dates with the individual/carer
		3.3	Provide encouragement to the individual by reinforcing the benefits of adhering to a weight management plan
		3.4	Update records in line with local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K3 K5 K7 K8 K9 K10 K21 K22 K28 K29 K35 K36 K68 K69 K70 K71 S1 S3 S7 S8 S9 S10 S21 S2 S28 S29 S34 S35 S36 S68 S69 S70 S71
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles. LO2 and LO3 must be assessed in a real working environment.
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. The use of individuals in this unit refers only to adults and young people (not infants or children). **Body measurements** should include waist circumference, skinfold thickness, weight and height, but may also include Body Mass Index (BMI), percentage weight loss, bioelectrical impedance, waist-hip ratio and calculation of nutritional requirements

	Valid consent (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely.

Unit 733 **Assist in implementing treatment programmes for individuals with severely reduced movement mobility**

Level:	3
Credit:	4
GLH:	29
Assessment type:	Portfolio
Aim:	This unit develops the learner's ability to assist the practitioner to implement treatment programmes. A knowledge of the rationale for the programmes and associated anatomy and physiology is required

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand current legislation, national guidelines, policies, protocols and good practice which inform own role in assisting in treatment programmes for individuals with severely reduced movement/mobility	1.1 Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines and how these inform own role and practice
2. Understand anatomical and physiological issues related to providing treatment programmes for individuals with severely reduced movement/mobility	2.1 Describe the normal range of movements of the major joints and what can cause restrictions for movement in individuals 2.2 Describe the physiological benefits of movement 2.3 Describe the aspects of **the anatomy and physiology** of the skin and lungs which inform treatment programmes for **individuals** with severely reduced mobility 2.4 Describe the basic reaction to pain within the body

	2.5 Explain the principles of asymmetric practice and pressure area care
3. Understand treatment programmes for individuals with severely reduced movement/mobility	3.1 Describe the types and purpose of treatment programmes used for different conditions 3.2 Identify the functions of equipment and materials used in different treatment programmes 3.3 Identify the potential dangers associated with: a. treatment programmes for individuals with severely reduced movement/mobility b. the equipment and the materials used 3.4 Identify potential adverse reactions to different treatment programmes 3.5 Explain the actions to be taken when adverse reactions occur and the potential consequences of not taking action 3.6 Explain the rationale for and importance of monitoring an individual's condition
4. Be able to implement treatment programmes for individuals with severely reduced movement/mobility	4.1 Position the individual appropriately for the treatment programme 4.2 Obtain **valid consent** from the individual before commencing treatment 4.3 Explain how consent would be gained from individuals who do not have the capacity to consent 4.4 Carry out activities specified in the individual's treatment plan within scope of own role 4.5 Monitor the individual's condition during and after treatment 4.6 Provide verbal and physical support and encouragement during and after treatment 4.7 Give feedback to **relevant others** on the progress of the treatment programme in line with local policy or protocol 4.8 Explain the importance of seeking advice and assistance on problems beyond own scope of competence

	4.9 Make records of the treatment in line with national/local policy and protocol

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K35 K36 K68 K69 K70 K71 K75 K76 K77 S35 S68 S69 S70 S71
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	**Anatomy and physiology** may include • muscles • bones • joints • ligaments • the musculoskeletal system. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Relevant others** may include: • parent/s • carer • those with parental responsibility • practitioner • supervisor • advocates • peers • therapists.

Unit 734 **Examine the feet of individuals with diabetes**

Level:	3
Credit:	4
GLH:	26
Assessment type:	Portfolio
Aim:	This unit is aimed at those who conduct foot examinations on individuals who have diabetes. Learners will have the opportunity to develop the knowledge, understanding and skills required to conduct a foot examination and to communicate with individuals regarding how diabetes can affect foot health.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand best practice in diabetic foot care	1.1 Summarise national and local guidelines on diabetes health care 1.2 Describe local referral pathways for foot health 1.3 Explain how to inform the **individual**/carer about the relationship between diabetes and foot health 1.4 Explain how to work in partnership with individuals/carers
2 Understand the factors affecting foot health in individuals with diabetes	2.1 Explain the causes of diabetes 2.2 Describe the signs and symptoms of diabetes 2.3 Identify the risks of diabetes to foot health 2.4 Explain the importance of footwear to foot 2.5 Explain how to look after footwear and check for wear 2.6 Explain the impact of nutrition, health and physical exercise on an individual with diabetes

3 Be able to prepare to conduct an examination on the feet of individuals who have diabetes	3.1 Explain how to gather information from the individual prior to conducting a foot examination 3.2 Confirm the individual's identity 3.3 Gain **valid consent** prior to beginning the examination 3.4 Explain how consent would be gained from individuals who do not have the capacity to consent 3.5 Gather information about the individual's general health, including any relevant symptoms 3.6 Explain the procedures used for examining foot health and identifying risks to foot health linked to diabetes
4 Be able to conduct an examination on the feet of an individual with diabetes	4.1 Apply health and safety measures relevant to the procedure and environment 4.2 Apply **standard precautions for infection control** 4.3 Explain the foot examination process to the individual 4.4 Select the appropriate equipment used to examine foot health 4.5 Use tools to assess for peripheral sensory neuropathy 4.6 Palpate pedal pulses to assess for peripheral vascular disease 4.7 Check individual's feet are free from gross deformities, trauma, current infection and ulcerations 4.8 Examine the individual's footwear to assess suitability and risk status
5 Be able to advise individuals with diabetes about foot health	5.1 Assess factors which may limit an individual's ability to self-care 5.2 Advise the individual/carer about how diabetes can affect foot health
6 Be able to report the outcome of foot examinations	6.1 Record outcomes of activities in line with local policy and protocol, seeking advice for any concerns identified 6.2 Pass on information about an individual's care requirements to **others** in line with local policy and protocol

Additional information about the unit

Senior HCSW Apprenticeship Standard Reference	K1 K8 K12 K2 K29 K30 K34 K36 S1 S8 S12 S21 S29 S30 S34 S36
Assessment requirements	There are no specific assessment requirements for this unit
Additional information	**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Valid consent** (must be in line with agreed UK country definition) may include: • the individual must have the mental capacity to make the decision • the individual must have sufficient non-bias information to make an informed choice • the individual must not be pressured into making a decision and must give consent freely. **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing. **Standard precautions for infection control** may include use of: • personal protective equipment (PPE) • hand washing • cleaning equipment.

Unit 735 **Human structure and functionality**

Level:	3
Credit:	3
GLH:	20
Assessment type:	Portfolio
Aim:	This unit covers knowledge about human structure and functionality relevant to the learner's role. This unit should be applied in the context of where the learner works.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1 Understand the structure and function of the human body	1.1 Describe the structure of the body's major systems 1.2 Describe the function of the body's major systems 1.3 Describe how the body maintains a constant internal environment (homeostatic state). 1.4 Describe how the body's major systems develop across the lifespan
2 Understand factors that affect the function of the human body	2.1 State the normal observation ranges for **individuals** 2.2 Outline how the normal observation ranges change across the lifespan 2.3 Describe factors which affect normal functioning of the body's systems 2.4 Outline the links between physiological malfunction and ill health observed within individuals in own workplace

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K28
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.

	For Assessment Criteria 2.4, the learner must choose two physiological malfunctions and outline the signs and symptoms that are reflected as ill health. The learner should relate the changes to the normal observational ranges covered in 2.1 and changes to the homeostatic state outlined in 1.3.
Additional information	**Individuals** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults.

Unit 740 **Dementia awareness**

Level:	2
Credit:	2
GLH:	7
Assessment type:	Portfolio
Aim:	The aim of the unit is to enable learners to gain knowledge of what dementia is, the different forms of dementia and how others can have an impact on the individual with dementia.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand dementia	1.1 Define the term 'dementia' 1.2 Describe **key functions** of the brain that are affected by dementia 1.3 Explain why depression, delirium, high temperature and age related memory impairment may be mistaken for dementia 1.4 Define mental capacity and explain the impact that this has on someone living with dementia
2. Understand models of dementia	2.1 Outline the medical model of dementia 2.2 Outline the social model of dementia 2.3 Explain why dementia should be viewed as a disability
3. Know types of dementia and theircauses	3.1 List possible causes of dementia 3.2 Describe signs and symptoms of dementia 3.3 Identify causal risk factors for types of dementia 3.4 Identify prevalence rates for types of dementia
4. Understand an individual's experience of dementia	4.1 Describe how **individual**s may **experience living with dementia** 4.2 Outline the impact that the attitudes and behaviours of **others** may have on an individual with dementia

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K35 K60
Assessment requirements	This unit must be assessed in accordance with Skills for Health Assessment Principles
Additional information	**Key functions** may include: • communication • cognitive • memory • emotions • behaviour • functions.. **Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the learner. Individuals may be neonates, infants, children, young people or adults. **Experience living with dementia**: depending on age, type of dementia, and level of ability and disability **Others** may include: • team members • other colleagues • those who use or commission their own health or social care services • families • carers and advocates • outside services and organisations • those with power of attorney • line manager, other professionals • others who are important to the individual's wellbeing.

Unit 741 **Contribute to the effectiveness of teams**

Level:	2
Credit:	2
GLH:	5
Assessment type:	Portfolio
Aim:	The aim of this unit is to introduce candidates to the skills and knowledge that will ensure that they contribute to the effectiveness of teams. The unit also addresses time management.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand the importance of own role and how it contributes to the team performance	1.1 Describe the team's overall objectives and purpose 1.2 Explain how own role and responsibilities contribute to team activities, objectives and purposes 1.3 Identify other team members, their roles and responsibilities within the team 1.4 Explain ways to share activities and ideas with other members of the team
2. Be able to reflect on own performance	2.1 Use feedback or suggestions from others to enable them to improve own practice within the team 2.2 Propose suggestions or ideas to benefit team members and improve team working 2.3 Undertake development and learning to interact with the team more effectively
3. Be able to manage time and commitments effectively	3.1 Fulfil own commitments to other team members within agreed timescales and according to overall work priorities 3.2 Inform appropriate team members when commitments cannot be fulfilled within specified timescales

4. Be able to establish effective working relationships with all members of the team	4.1 Behave towards other team members in a way that supports the effective functioning of the team 4.2 Resolve differences of opinion and conflicts within the team in ways which respects other team members' points of view

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K1 K2 S18 S17
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles.
Additional information	Not applicable

Unit 845 **Perform the non-scrubbed circulating role for perioperative procedures**

Level:	3
Credit:	4
GLH:	28
Assessment type:	Portfolio
Aim:	This unit is aimed at those who work in a non-scrubbed role to support perioperative teams during perioperative procedures. Learners will have the opportunity to develop knowledge, understanding and skills to maintain the sterile field and work safely with medical devices and equipment underpins practice.

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*
1. Understand how to perform the non-scrubbed circulating role for perioperative procedures in line with policies, protocols and good practice	1.1 Explain **standard precautions** used for the provision and monitoring of medical equipment, devices and items, 1.2 Explain potential consequences of not following these standard precautions 1.3 Explain local systems and protocols for team timeout, sign out and debriefing 1.4 Explain local policies and procedures regarding the correct handling of contaminated items 1.5 Describe how to avoid compromising the **sterile field** 1.6 State the procedures which must be followed when there is a breakdown in the sterile field 1.7 State how to dispose of contaminated or potentially hazardous waste in line with local and national policies and protocols
2. Be able to perform the non-scrubbed **circulating role** for perioperative procedures in line with policies, protocols and good practice	2.1 Apply **standard precautions** used for the provision and monitoring of medical equipment, devices and items 2.2 Apply local systems and protocols for team timeout, sign out and debriefing

	2.3 Demonstrate local policies and procedures regarding the correct handling of contaminated items 2.4 Dispose of contaminated or potentially hazardous waste in line with local and national policies and protocols
3 Know how medical devices are used for surgical interventions	2.1 State the purpose and function of medical devices used for surgical interventions 2.2 Identify potential hazards of medical devices 2.3 Describe the suitability of different types of surgical instrumentation for different procedures 2.4 Identify the equipment to be used for weighing swabs and counting instruments 2.5 Explain the actions to be taken when there is a problem with a medical device 2.6 Explain potential consequences of not following procedures
4 Be able to work with medical devices and equipment for clinical procedures in accordance with requirements	**3.1** Apply standard **precautions for infection control** 3.2 Implement health and safety measures relevant to the procedure and environment 3.3 Obtain, prepare and position medical devices and equipment in line with local policies and protocols 3.4 Use, care for and store medical devices and equipment in line with manufacturers' instructions and local policies and protocols 3.5 Monitor and count surgical instruments, swabs and sharps with the **appropriate person** in line with national and local policies and protocols 3.6 Maintain tracking and traceability requirements for sterile items 3.7 Dispose of clinical and hazardous waste safely, according to local policies and protocols

Additional information about the unit	
Senior HCSW Apprenticeship Standard Reference	K51 K52 K53 S48 S52 S53
Assessment requirements	This unit must be assessed in line with Skills for Health Assessment Principles
Additional information	**Circulating role** is someone in a clinical role assisting the practitioner during perioperative procedures **Standard precautions for infection control** may include use of:

	• personal protective equipment (PPE) • hand washing • cleaning equipment. **Sterile field** is a specified area that is considered free of viable microorganisms. This is often an area immediately around an individual that has been prepared for a surgical procedure. The sterile field includes the scrubbed team members, and all furniture and fixtures in the area. **Appropriate person** is the designated member of the team responsible for counting the surgical instruments.

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the ***Centre Document Library*** on ***www.cityandguilds.com*** or click on the links below:

Quality Assurance Standards: Centre Handbook
This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on

- Centre quality assurance criteria and monitoring activities
- Administration and assessment systems
- Centre-facing support teams at City & Guilds / ILM
- Centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the Centre Contract.

Quality Assurance Standards: Centre Assessment
This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements, or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre-assessments.

Access arrangements - When and how applications need to be made to City & Guilds
provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The ***Centre Document Library*** also contains useful information on such things as:

- Conducting examinations
- Registering learners
- Appeals and malpractice

Useful contacts

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City & Guilds

For almost 150 years we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability, because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Kineo and The Oxford Group.

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