



Level 3 Diploma in
CLINICAL HEALTHCARE SUPPORT

Qualification Specification

Qualification recognition number: 601/1081/8

Qualification Reference: L3DCHS

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- Is there an effective introduction to each topic?
- Is the lesson plan followed?
- Is the overall timetable followed?
- Is the training producing a good level of interaction?
- Does the trainer ensure that every learner achieves the stated outcomes?

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Section One

1.1 Introduction

Welcome to the FUTURE Approved Centre Guidance Pack for the Level 3 Diploma in Clinical Healthcare Support (QCF). The aim of this pack is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this pack in detail and become fully conversant with the procedures and accompanying documents.

This guidance pack is a live document and, as such, will be updated when required. Centres will be informed via email when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the guidance pack is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data protection

FUTURE is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FUTURE aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

There may be times, however, when our centres do not feel we have met these needs. In these cases, centres may complain in writing to FUTURE Centre Support. FUTURE will attempt to resolve all complaints within the published timescales, and will record and review all complaints as part of our customer service commitment.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
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Fax: 01530 836668

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Website: www.futurequals.com

2.1 Qualification Outline

The purpose of this Level 3 Diploma in Clinical Healthcare Support (QCF) is to provide the learner with the skills, knowledge and understanding in the health workforce. This qualification confirms competence in a range of clinical healthcare support skills.

The Clinical healthcare support staff can work within multiple settings of NHS and private care facilities. The role of clinical support staff is to provide assistance to healthcare professionals in diagnosing, treating and caring for patients. This qualification is aimed at post 16 learners who are employed in a role within this sector.

The qualification is based on the National Occupational Standards for Health and contains both mandatory and optional units.

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000. It is also part of the Health Apprenticeship Framework.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on Learning Aim Reference Service (LARS) Lite, where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number (Unit Reference Number), which is listed in this specification. The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with FUTURE.

2.2 Qualification Accreditation Number (QAN)

FAQ (QUALIFICATION) (QCF): 601/1081/8

2.3 Credits

Minimum credits required to achieve the qualification: 65

2.4 Qualification Level

This qualification has been listed on the Qualifications Credit Framework (QCF) at: Level 3

2.5 Guided learning hours

Each of the units in these qualifications is allocated a number of guided learning hours (GLH) which indicates the approximate number of hours for teacher supervised or directed study time and assessment. Information on unit GLH for this qualification is given in each unit.

The guided learning hours (GLH) for this qualification are: Min 373 - Max 494

2.6 Rules of Combination (RoC)

To achieve the Level 3 Diploma in Clinical Healthcare Support (QCF) Learners must achieve a minimum of 65 credits. They must gain 35 credits from Mandatory Group M and at least 30 credits from Optional Group O1. At least 39 of the credits must be achieved at Level 3 or above.

Section Two

2.7 Age ranges

Pre 16:	No
16-18:	Yes
18+:	No
19+:	Yes

2.8 Units

Group M – Mandatory		
URN	Unit Name	Credit Value
A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3
J/601/1434	Promote communication in health, social care or children's and young people's settings	3
Y/601/1437	Promote equality and inclusion in health, social care or children's and young people's settings	2
F/601/8138	Promote and implement health and safety in health and social care	6
A/601/8574	Principles of safeguarding and protection in health and social care	3
Y/601/8145	Promote person centred approaches in health and social care	6
J/601/8576	The role of the health and social care worker	2
J/601/9470	Promote good practice in handling information in health and social care settings	2
L/501/6737	The principles of Infection Prevention and Control I	3
H/501/7103	Causes and Spread of Infection	2
R/501/6738	Cleaning, Decontamination and Waste Management	2
R/601/1436	Principles for implementing duty of care in health, social care or children's and young people's settings	1

Group O1 – Optional Units		
URN	Unit Name	Credit Value
F/502/3412	Maintaining quality standards in the health sector	2
J/502/3413	Service improvement in the health sector	3
L/502/1212	Introduction to the role and responsibilities of a Health Trainer	4
R/502/1213	Establishing and developing relationships with communities while working as a Health Trainer	3

F/502/1224	Communicate with individuals about promoting their health and wellbeing while working as a Health Trainer	3
L/502/1226	Enable individuals to change their behaviour to improve their health and wellbeing while working as a Health Trainer	5
F/602/0097	Understand mental well-being and mental health promotion	3
J/602/0103	Understand mental health problems	3
J/601/3538	Understand the process and experience of dementia	3
D/504/6101	First Aid Essentials	1
J/601/8979	Undertake urethral catheterisation processes	4
M/602/2671	Care for individuals with urethral catheters	4
F/601/2551	Deliver, monitor and evaluate customer service to external customers	3
D/601/2542	Plan and organise meetings	5
F/601/2467	Manage own performance in a business environment	2
A/601/9420	Assist in the administration of medication	4
Y/501/0598	Administer medication to individuals, and monitor the effects	5
Y/601/9022	Undertake tissue viability risk assessments	3
R/602/2677	Undertake stoma care	4
A/602/3094	Carry out personal hygiene for individuals unable to care for themselves	3
J/602/3101	Undertake treatments and dressings of lesions and wounds	4
K/602/3169	Carry out wound drainage care	4
Y/602/3538	Remove wound closure materials	3
A/602/0972	Insert and secure nasogastric tubes	4
K/602/3995	Care for individuals with naso-gastric tubes	3
A/601/8980	Prepare for and carry out extended feeding techniques	4
R/601/8662	Undertake physiological measurements	3
H/602/4000	Conduct External Ear Examinations	4
F/602/4005	Conduct hearing assessments I	5
M/602/1004	Perform intravenous cannulation	4
L/602/1009	Carry out intravenous infusion	4
Y/602/1028	Carry out arterial puncture and collect arterial blood	4

Section Two

R/602/0959	Carry out blood collection from fixed or central lines	4
J/602/0960	Perform routine Electrocardiograph _ECG_ Procedures	4
T/601/8850	Obtain and test capillary blood samples	4
D/601/8860	Obtain venous blood samples	3
T/602/3093	Remove wound drains	4
F/602/3095	Carry out vision screening	4
J/602/4006	Administer oral nutritional products to individuals	5
R/601/8063	Provide agreed support for foot care	3
L/602/4007	Support individuals to manage dysphagia	5
R/602/4008	Assist others to monitor individuals' progress in managing dysphagia	5
T/602/4325	Obtain a client history	3
Y/602/0963	Manufacture equipment or medical devices for individuals within healthcare	4
J/602/3521	Adapt and fit healthcare equipment, medical devices, assistive technology, or products, to meet individuals' needs	6
L/602/2676	Reprocess endoscopy equipment	4
K/602/1034	Select and wear appropriate personal protective equipment for work in health care settings	2
J/602/3096	Prepare individuals for healthcare activities I	3
L/601/8725	Support individuals undergoing healthcare activities	3
K/602/3883	Monitor and maintain the environment and resources during and after clinical / therapeutic activities	3
J/602/3924	Assist the practitioner to carry out health care activities	2
R/602/3943	Advise and inform individuals on managing their condition	5
/602/3980	Support individuals in undertaking their chosen activities	4
J/602/4071	Inform an individual of discharge arrangements	2
D/602/4092	Contribute to the discharge of individuals to carers	2
H/602/3168	Give presentations to groups	4
H/602/4188	Assist others to plan presentations	2
R/602/4011	Support carers to meet the care needs of individuals	5
Y/601/8825	Interact with and support individuals using telecommunications	5
H/602/0965	Monitor own work practice in health, social care or children's and young people's settings	3

Y/602/2678	Carry out transactions in a health facility	4
T/602/0968	Contribute to effective multidisciplinary team working	3
L/601/3430	Contribute to the effectiveness of teams	3
D/602/1029	Liaise between primary, secondary and community teams	3
D/602/1032	Collate and communicate health information to individuals	3
T/602/4521	Manage the availability of physical resources to meet service delivery needs in a health setting	5
D/602/4013	Make recommendations for the use of physical resources in a health setting	5
H/602/4014	Control the use of physical resources in a health setting	3
K/602/2720	Prepare and reproduce permanent radiographic images	4
R/602/2680	Assure the effective functioning of radiographic image processing equipment	4
H/602/1033	Perform first line calibration on clinical equipment to ensure it is fit for use	3
M/602/2685	Conduct routine maintenance on clinical equipment	4
A/602/2687	Coordinate the progress of individuals through care pathways	4
K/602/2684	Identify information requirements in a health context	4
T/602/2686	Analyse and present health related data and information	4
A/602/2690	Produce coded clinical data for external audit purposes	5
J/602/2692	Prepare, conduct and report the results of a clinical coding audit	5
Y/602/4009	Examine the feet of individuals with diabetes	4
L/602/4010	Provide advice on foot care for individuals with diabetes	3
T/601/8637	Support independence in the tasks of daily living	5
H/601/9024	Provide support for mobility	2
F/601/7927	Support individuals to access and use services and facilities	4
Y/601/7903	Support individuals to live at home	4
L/601/8028	Provide support to maintain and develop skills for everyday life	4
A/601/9028	Provide support to continue recommended therapies	3
M/601/7907	Support individuals during a period of change	4

Section Two

A/601/7909	Support individuals who are bereaved	4
T/601/9495	Support individuals at the end of life	7
H/601/8147	Work in partnership with families to support individuals	4
D/601/9491	Implement therapeutic group activities	4
H/601/9492	Support individuals to develop and run support groups	3
R/601/3526	Develop and sustain effective working relationships with staff in other agencies	4
M/601/9494	Support the development of community partnerships	5
J/601/1515	Monitor and solve customer service problems	6
M/602/4520	Deliver training through demonstration and instruction	3
D/501/3826	Influencing Others at Work	1
R/501/3774	Planning and Monitoring Work	2
J/502/1631	Contribute to the prevention of aggressive and abusive behaviour of people	4
D/504/6101	First Aid Essentials	1

2.9 Barred Units

Units with the same title at different levels or units with the same content cannot be combined in the same qualification.

Visit the Register of Regulated Qualifications <http://register.ofqual.gov.uk/> for the full list of barred units for this qualification.

2.10 Unit Specifications

Unit 1: Engage in personal development in health, social care or children's and young people's settings

2.11 Unit Reference Number: A/601/1429

Level: 3

Credit: 3

2.12 Unit Summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.

2.13 Assessment Guidance

Assessment of this unit must adhere to the requirements of Skills for Care and Development /Skills for Health assessment strategy

2.14 Relationship to Occupational Standards

CLD 304, GCU 6, GEN 12, GEN 13, HSC 33

Learning Outcome - The learner will:	Assessment Criterion - 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
2 Be able to reflect on practice	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided
	2.2 Demonstrate the ability to reflect on practice
	2.3 Describe how own values, belief systems and experiences may affect working practice
3 Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards
	3.2 Demonstrate use of 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 Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities
	4.3 Demonstrate how to 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 Demonstrate how reflective practice has led to improved ways of working
	5.3 Show how to record progress in relation to personal development

Section Two

Unit 2: Promote communication in health, social care or children's and young people's settings

2.15 Unit Reference Number: J/601/1434

Level: 3

Credit: 3

2.16 Unit Summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.

2.17 Assessment Guidance

Assessment of this unit must adhere to the requirements of Skills for Care and Development /Skills for Health assessment strategy

2.18 Relationship to Occupational Standards

CCLD 301, GCU 1, GEN 22, HSC 31

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand why effective communication is important in the work setting	1.1 Identify the different reasons people communicate
	1.2 Explain how communication affects relationships in the work setting
2 Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals
	2.2 Describe the factors to consider when promoting effective communication
	2.3 Demonstrate a range of communication methods and styles to meet individual needs
	2.4 Demonstrate how to respond to an individual's reactions when communicating
3 Be able to overcome barriers to communication	3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways
	3.2 Identify barriers to effective communication
	3.3 Demonstrate ways to overcome barriers to communication
	3.4 Demonstrate strategies that can be used to clarify misunderstandings
	3.5 Explain how to access extra support or services to enable individuals to communicate effectively
4 Be able to apply principles and practices relating to confidentiality	4.1 Explain the meaning of the term confidentiality
	4.2 Demonstrate ways to maintain confidentiality in day to day communication
	4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns

Unit 3: Promote equality and inclusion in health, social care or children's and young people's settings

2.19 Unit Reference Number: Y/601/1437

Level: 3
Credit: 2

2.20 Unit Summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

2.21 Assessment Guidance

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy.

2.22 Relationship to Occupational Standards

CCLD 305, GCU 5, HSC 34, HSC 35, HSC 3116

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by <ul style="list-style-type: none"> • Diversity • Equality • Inclusion
	1.2 Describe the potential effects of discrimination
	1.3 Explain how inclusive practice promotes equality and supports diversity
2 Be able to work in an inclusive way	2.1 Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role
	2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences
3 Be able to promote diversity, equality and inclusion	3.1 Demonstrate actions that model inclusive practice
	3.2 Demonstrate how to support others to promote equality and rights
	3.3 Describe how to challenge discrimination in a way that promotes change

Section Two

Unit 4: Promote and implement health and safety in health and social care

2.23 Unit Reference Number: F/601/8138

Level: 3
Credit: 2

2.24 Unit Summary

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 and safety in their work setting.

2.25 Assessment Guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 4, 5, 6, 7, and 8 must be assessed in a real work environment.

2.26 Relationship to Occupational Standards

HSC 32

Learning Outcome - The learner will:	Assessment Criterion - 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 health or social care work 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: <ul style="list-style-type: none"> • self • the employer or manager • 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 Support others to understand and follow safe practices
	2.3 Monitor and report potential health and safety risks
	2.4 Use risk assessment in relation to health and safety
	2.5 Demonstrate ways to minimise potential risks and hazards
	2.6 Access additional support or information relating to health and safety
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 Be able to reduce the spread of infection	4.1 Explain own role in supporting others to follow practices that reduce the spread of infection
	4.2 Demonstrate the recommended method for hand washing
	4.3 Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work
5 Be able to move and handle equipment and other objects safely	5.1 Explain the main points of legislation that relates to moving and handling

	5.2 Explain principles for safe moving and handling
	5.3 Move and handle equipment and other objects safely
6 Be able to handle hazardous substances and materials	6.1 Describe types of hazardous substances that may be found in the work setting
	6.2 Demonstrate safe practices for: <ul style="list-style-type: none"> • Storing hazardous substances • Using hazardous substances • 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: <ul style="list-style-type: none"> • starting • spreading
	7.2 Demonstrate measures that prevent fires from starting
	7.3 Explain emergency procedures to be followed in the event of a fire in the work setting
	7.4 Ensure that clear evacuation routes are maintained at all times
8 Be able to implement security measures in the work setting	8.1 Demonstrate use of agreed procedures for checking the identity of anyone requesting access to: <ul style="list-style-type: none"> • Premises • Information
	8.2 Demonstrate use of 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
	9.2 Describe signs that indicate own stress
	9.3 Analyse factors that tend to trigger own stress
	9.4 Compare strategies for managing stress

Section Two

Unit 5: Principles of safeguarding and protection in health and social care

2.27 Unit Reference Number: A/601/8574

Level: 2

Credit: 3

2.28 Unit Summary

This unit is aimed at those working in a wide range of settings. This unit introduces 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.

2.29 Assessment Guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

2.30 Relationship to Occupational Standards

HSC 24, HSC 240

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know how to recognise signs of abuse.	1.1 Define the following types of abuse: <ul style="list-style-type: none"> • Physical abuse • Sexual abuse • Emotional/psychological abuse • Financial abuse • Institutional abuse • Self neglect • Neglect by others
	1.2 Identify the signs and/or symptoms associated with each type of abuse.
	1.3 Describe factors that may contribute to an individual being more vulnerable to abuse.
2 Know how to respond to suspected or alleged abuse.	2.1 Explain the actions to take if there are suspicions that an individual is being abused.
	2.2 Explain the actions to take if an individual alleges that they are being abused.
	2.3 Identify ways to ensure that evidence of abuse is preserved.
3 Understand the national and local context of safeguarding and protection from abuse.	3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse.
	3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse.
	3.3 Identify reports into serious failures to protect individuals from abuse.
	3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse.
4 Understand ways to reduce the likelihood of abuse.	4.1 Explain how the likelihood of abuse may be reduced by: <ul style="list-style-type: none"> • working with person centred values • encouraging active participation • promoting choice and rights
	4.2 Explain the importance of an accessible complaints

	procedure for reducing the likelihood of abuse.
5 Know how to recognise and report unsafe practices.	5.1 Describe unsafe practices that may affect the well-being of individuals.
	5.2 Explain the actions to take if unsafe practices have been identified.
	5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response.

Section Two

Unit 6: Promote person centred approaches in health and social care

2.31 Unit Reference Number: Y/601/8145

Level:
Credit:

2.32 Unit Summary

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to implement and promote person-centred approaches.

2.33 Assessment Guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

2.34 Relationship to Occupational Standards

HSC 35, HSC 332, HSC 350

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the application of person centred approaches in health and social care	1.1 Explain how and why person-centred values must influence all aspects of health and social care work
	1.2 Evaluate the use of care plans in applying person centred values
2 Be able to work in a person-centred way	2.1 Work with an individual and others to find out the individual's history, preferences, wishes and needs
	2.2 Demonstrate ways to put person centred values into practice in a complex or sensitive situation
	2.3 Adapt actions and approaches in response to an individual's changing needs or preferences
3 Be able to establish consent when providing care or support	3.1 Analyse factors that influence the capacity of an individual to express consent
	3.2 Establish consent for an activity or action
	3.3 Explain what steps to take if consent cannot be readily established
4 Be able to implement and promote active participation	4.1 Describe different ways of applying active participation to meet individual needs
	4.2 Work with an individual and others to agree how active participation will be implemented
	4.3 Demonstrate how active participation can address the holistic needs of an individual
	4.4 Demonstrate ways to promote understanding and use of active participation
5 Be able to support the individual's right to make choices	5.1 Support an individual to make informed choices
	5.2 Use own role and authority to support the individual's right to make choices
	5.3 Manage risk in a way that maintains the individual's right to make choices
	5.4 Describe how to support an individual to question or challenge decisions concerning them that are made by others
6 Be able to promote individuals well-being	6.1 Explain the links between identity, self-image and self esteem
	6.2 Analyse factors that contribute to the well-being of

	individuals
	6.3 Support an individual in a way that promotes their sense of identity, self image and self esteem
	6.4 Demonstrate ways to contribute to an environment that promotes well-being
7 Understand the role of risk assessment in enabling a person centred approach	7.1 Compare different uses of risk assessment in health and social care
	7.2 Explain how risk-taking and risk assessment relate to rights and responsibilities
	7.3 Explain why risk assessments need to be regularly revised

Section Two

Unit 7: The role of the health and social care worker

2.35 Unit Reference Number: J/601/8576

Level: 2

Credit: 2

2.36 Unit Summary

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.

2.37 Assessment Guidance

This unit must be assessed in accordance with the Skills for Care and Development QCF Assessment Principles. Learning Outcomes 2 and 3 must be assessed in a real work environment.

2.38 Relationship to Occupational Standards

HSC 23, HSC 227

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand working relationships in health and social care.	1.1 Explain how a working relationship is different from a personal relationship.
	1.2 Describe different working relationships in health and social care settings.
2 Be able to work in ways that are agreed with the employer.	2.1 Describe why it is important to adhere to the agreed scope of the job role.
	2.2 Access full and up-to-date details of agreed ways of working.
	2.3 Implement agreed ways of working.
3 Be able to work in partnership with others.	3.1 Explain why it is important to work in partnership with others.
	3.2 Demonstrate ways of working that can help improve partnership working.
	3.3 Identify skills and approaches needed for resolving conflicts.
	3.4 Demonstrate how and when to access support and advice about: <ul style="list-style-type: none">• partnership working• resolving conflicts

Unit 8: Promote good practice in handling information in health and social care settings

2.39 Unit Reference Number: J/601/9470

Level:
Credit:

2.40 Unit Summary

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.

2.41 Assessment Guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2 and 3 must be assessed in a real work environment.

2.42 Relationship to Occupational Standards

HSC 31

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand requirements for handling information in health and social care settings	1.1 Identify legislation and codes of practice that relate to handling information in health and social care
	1.2 Summarise the main points of legal requirements and codes of practice for handling information in health and social care
2 Be able to implement good practice in handling information	2.1 Describe features of manual and electronic information storage systems that help ensure security
	2.2 Demonstrate practices that ensure security when storing and accessing information
	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

Section Two

Unit 9: The principles of Infection Prevention and Control

2.43 Unit Reference Number: L/501/6737

Level: 2

Credit: 3

2.44 Unit Summary

To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection. Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.

2.45 Assessment Guidance

N/A

2.46 Relationship to Occupational Standards

There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand roles and responsibilities in the prevention and control of infections	1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection
	1.2 Explain employers' responsibilities in relation to the prevention and control of infection
2 Understand legislation and policies relating to prevention and control of infections	2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection
	2.2 Describe local and organisational policies relevant to the prevention and control of infection
3 Understand systems and procedures relating to the prevention and control of infections	3.1 Describe procedures and systems relevant to the prevention and control of infection
	3.2 Explain the potential impact of an outbreak of infection on the individual and the organisation
4 Understand the importance of risk assessment in relation to the prevention and control of infections	4.1 Define the term risk
	4.2 Outline potential risks of infection within the workplace
	4.3 Describe the process of carrying out a risk assessment
	4.4 Explain the importance of carrying out a risk assessment
5 Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections	5.1 Demonstrate correct use of PPE
	5.2 Describe different types of PPE
	5.3 Explain the reasons for use of PPE
	5.4 State current relevant regulations and legislation relating to PPE
	5.5 Describe employees' responsibilities regarding the use of PPE
	5.6 Describe employers' responsibilities regarding the use of PPE
	5.7 Describe the correct practice in the application

	and removal of PPE
	5.8 Describe the correct procedure for disposal of used PPE
6 Understand the importance of good personal hygiene in the prevention and control of infections	6.1 Describe the key principles of good personal hygiene
	6.2 Demonstrate good hand washing technique
	6.3 Describe the correct sequence for hand washing
	6.4 Explain when and why hand washing should be carried out
	6.5 Describe the types of products that should be used for hand washing
	6.6 Describe correct procedures that relate to skincare

Section Two

Unit 10: Causes and Spread of Infection

2.47 Unit Reference Number: H/501/7103

Level: 2
Credit: 2

2.48 Unit Summary

This unit is to enable the learner to understand the causes of infection and common illnesses that may result as a consequence. To understand the difference between infection and colonisation and pathogenic and non-pathogenic organisms, the areas of infection and the types caused by different organisms. In addition the learner will understand the methods of transmission, the conditions needed for organisms to grow, the ways infections enter the body and key factors that may lead to infection occurring.

2.49 Assessment Guidance

N/A

2.50 Relationship to Occupational Standards

There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life.

Health and Social Care NVQ level 2 unit HCS22 Health NVQ level 2 unit GEN 3.

Core dimension 3: Health, safety and security – Monitor and maintain health, safety and security of others.
Infection Control NOS.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand the causes of infection	1.1 Identify the differences between bacteria, viruses, fungi and parasites
	1.2 Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites
	1.3 Describe what is meant by "infection" and "colonisation"
	1.4 Explain what is meant by "systemic infection" and "localised infection"
	1.5 Identify poor practices that may lead to the spread of infection
2 Understand the transmission of infection	2.1 Explain the conditions needed for the growth of micro-organisms
	2.2 Explain the ways an infective agent might enter the body
	2.3 Identify common sources of infection
	2.4 Explain how infective agents can be transmitted to a person
	2.5 Identify the key factors that will make it more likely that infection will occur

Unit 11: Cleaning, Decontamination and Waste Management

2.51 Unit Reference Number:

Level: 2

Credit: 2

2.52 Unit Summary

To explain to the learner the correct way of maintaining a clean environment in accordance with national policies; to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials.

This unit does not cover the decontamination of surgical instruments.

2.53 Assessment Guidance

N/A

2.54 Relationship to Occupational Standards

There are some relationships between this unit and those of other standards such as Key Skills, Functional Skills and Skills for Life.

General Healthcare Competence GEN3. Maintain health and safety in a clinical/therapeutic environment (K5).

Knowledge and Skills Framework Core 3 Health safety and Security.

Health and Social Care NOS HSC246, 230, 0032.

Infection Prevention and Control NOS IPC1, 3,4,6,7.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Understand how to maintain a clean environment to prevent the spread of infection	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 in the prevention of the spread of infection	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

Section Two

	collection
	3.4 Identify the legal responsibilities in relation to waste management
	3.5 State how to reduce the risk of sharps injury

Unit 12: Principles for implementing duty of care in health, social care or children's and young people's settings

2.55 Unit Reference Number: R/601/1436

Level: 3

Credit: 1

2.56 Unit Summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

2.57 Assessment Guidance

Assessment of this unit must adhere to the requirements of Skills for Care and Development/ Skills for Health assessment strategy

2.58 Relationship to Occupational Standards

CCLD 305, GCU 2, HSC 24, HSC 34, HSC 35

Learning Outcome - The learner will:	Assessment Criterion - 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 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 Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights
	2.2 Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care
	2.3 Explain where to get additional support and advice about conflicts and dilemmas
3 Know how to respond to complaints	3.1 Describe how to respond to complaints
	3.2 Explain the main points of agreed procedures for handling complaints

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2.59 Unique Learner Number

It is an OFQUAL requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all learners who have claimed. Where a learner has a ULN, you should enter their number in the ULN field of the entry form. For learners who do not have a ULN, a claim will still be accepted if you leave this field blank but FUTURE will not be able to send these achievements to the Personal Learning Record.

2.60 What level of Functional Skills will be required?

There is no specific entry requirement. Learners will need to have Minimum Core Skills in literacy, numeracy & IT skills in order to successfully complete as they will need to achieve the minimum core requirement of personal skills in these areas.

Initial assessment of minimum core of personal skills in English, Mathematics and ICT must be carried out for all learners commencing the qualification and any associated needs should be recorded in appropriate learning plans.

2.61 What physical requirements will the programme demand of the learner, such as, is this programme suitable for visually impaired learners?

Learners are not restricted on the basis of physical capacities.

Learners should be guided on the requirements of employment in the sector, and on whether the qualification will contribute to the achievement of their career goals. Learners must be able to meet the required assessment criteria for this qualification.

2.62 Language

FUTURE qualifications and assessment materials will be provided through the medium of English. The language used within this qualification is subject to scrutiny to ensure that it is plain, clear, free from bias and appropriate to the level. Further information on language requirements can be found in the document 'Position statement on Welsh and Irish' on the FUTURE website www.futurequals.com

2.63 Learners with proven Special Consideration

The FUTURE procedures can be found in the Guidance on Reasonable Adjustments and Special Consideration document which is available for download from the FUTURE website at: www.futurequals.com.

2.64 Guidance notes on delivery

There are detailed requirements for the delivery and assessment of these qualifications specified in this document. Therefore delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

The programme may be applied flexibly, in accordance with learners' needs and local circumstances. Facilitators/assessors are encouraged to repeat sessions that learners have not fully grasped or introduce additional sessions to ensure understanding and competence. It is recommended that where possible the theoretical sessions are interspersed with practical aspects.

Delivery via Blended learning

Centres may choose to deliver this qualification via blended learning. 'Blended learning' means the combination of delivery by face-to-face methods and learner self-study.

When delivering blended learning, personnel competency requirements must be met and learner support systems must be provided in line with the Centre Guidance contained in this document. Such requirements include the allocation of a mentor to actively support each learner, the usage of qualified and experienced teachers for delivery and assessment and the initial assessment of learners prior to commencement of the course. Learners should be given access to an adequately resourced centre where they will be given this support and where they can complete.

It is important to note that delivery entirely via distance learning is not appropriate, due to these requirements.

If you are delivering these courses via blended learning, you may be using learning and assessment materials produced by a training provider. Any training materials used for assessment purposes must either be endorsed by FUTURE beforehand or approved by the FUTURE External Quality Assurer prior to their usage.

Likewise, plans of assessment and assignment tasks must be approved to FUTURE prior to the first assessment being undertaken by the learners. This approval process will be carried out by the External Quality Assurer either electronically (or using other forms of correspondence), or at an initial moderation visit.

Materials for approval can be sent directly to the Qualifications Manager. A standard FUTURE observation form is available for use by centres and can be downloaded from the FUTURE website at: www.futurequals.com.

2.65 Grading

Assessment is competent / not competent. There is no grading.

2.66 Determining and Reporting of Results

The FUTURE procedures on registration and certification, assessment and internal quality control are available in the following document:

- Centre Guidance Pack – Guidance for the delivery and assessment of qualifications awarded by Future (Awards and Qualifications) Ltd

This document can be found on the FUTURE website: www.futurequals.com

2.67 Opportunities for progression

QCF units may appear in other larger qualifications on the QCF, you can check this by visiting The Register of Regulated Qualifications at <http://register.ofqual.gov.uk>, use the URN to search for the unit and click on linked unit to view the units other qualifications.

2.68 Pre-course procedures

FUTURE qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

There are no formal requirements for entry to these qualifications.

Section Two

2.69 Interview procedure

All centre staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them as learners for one of these qualifications.

2.70 Initial Assessment

It is important that centres carry out some form of initial assessment that identifies what competence and knowledge a learner already has and any proven and documented needs which should be taken into account. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Initial assessment of minimum core of personal skills in English, Mathematics and ICT must be carried out for all learners commencing the qualification. This should be recorded so that centres can identify any associated needs and record this in appropriate plans.

2.71 Learner Support

Support for literacy, numeracy and language

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- The support available to the learner within the centre during his/her programme of study
- Any specific support that might be necessary to allow the learner to access the assessment for the qualification
- Diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate.

During the recruitment process centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

Reasonable adjustments to assessment and special considerations to accommodate individual learner needs are allowed by FUTURE procedures and must be notified to FUTURE in advance of the assessment. See the FUTURE document "Guidance on Reasonable adjustments and Special Consideration" which can be downloaded at www.futurequals.com.

2.72 Individual learning plans

All learners must have an individual learning plan that records their needs, prior learning and progress on the learning programme. The learning plan provides the basis for action planning to enable the learner to work towards their qualification. It should identify any learning and professional needs and a plan to address these needs. Learning plans should be negotiated and agreed with individual learners and recorded in a format that details:

- Learner details
- Existing relevant qualifications e.g. literacy and numeracy qualifications, subject specialist qualifications
- Details of any evidence offered for prior learning
- Results of initial assessments in literacy and numeracy
- Details of those supporting the learner e.g. tutor, mentor, subject specialist
- Any additional support required by the learner

- Action planning
- Feedback and monitoring
- Record of progress.

In addition, individual learning plans should cover the personal development of minimum core requirements for skills in English, Mathematics and ICT and address any needs identified.

2.73 Mentor support

It is good practice for centres to appoint a mentor to support learners throughout the programme. The mentor must understand the requirements of the programme and must be a qualified and experienced teacher. Mentors should be subject specific and provide learners with specific guidance on teaching their specialist subject. Mentors should have some training in mentoring skills.

2.74 Subject specialist support

It is good practice for learners to have access to subject specialist resources at the appropriate level and other teachers and mentors who should be able to offer specialist support.

2.75 Learning resources

Centres will need to ensure that learners have access to all appropriate resources to support their learning on the programme. Resources are likely to include:

- Appropriate general and subject specific texts
- ICT resources
- A suitably equipped venue and resources
- Other resources to support identified needs of learners.

2.76 Tutorial support

Tutorial support should be provided to learners whether on classroom based, work-based or distance learning programmes. Learners should be provided with details of how to contact their tutor and arrange tutorials as appropriate.

2.77 Legal Considerations

Learners and centers should be aware of regulations affecting those who deal with children, young people and vulnerable adults.

Section Three

Parnassus: Centre Management Information System

3.1 Registration & Certification - Introduction to Parnassus

Parnassus is our online Centre Management Information System, which all our approved centres are required to use as part of the administration processes.

In Parnassus you will be able to:

- Register your learners
- Review the progress of your learners
- Register grade results for certification

Only appointed persons authorised by the Centre Coordinator will be granted access to Parnassus. The named person(s) will be given a username and password in order to gain access to Parnassus and they will receive full training and support from a member of the administration team at FUTURE.

For further information on Parnassus, a Centre Guidance pack, including a User Guide for Parnassus, is available for download at www.futurequals.com.

3.2 Learner Registration

The Centre must register learners onto Parnassus prior to the start date of the event and must ensure all details are complete and correct to avoid possible amendment charges.

Centres must provide the following learner information:

- First Name
- Surname
- Date of Birth
- Ethnic Origin
- Disability
- Unique Learner Number (ULN)
- Special Considerations

Upon registration with FUTURE, each Learner will be issued with a FUTURE Learner Identification Number. This number will record the complete Learner journey from qualification through to certification. All subsequent qualifications will be linked to the Learner number with FUTURE systems.

The Approved Centre will receive email confirmation of the FUTURE Identification Learner Number for each Learner registered and also a confirmation of registration on to the requested qualification.

3.3 Certification

FUTURE will ensure all certificates are sent to print and dispatched within 5 working days after the grade results have been submitted into Parnassus. The Approved Centre will be notified immediately if there is any reason for a delay.

FUTURE delivers all certificates to the Approved Centre's examinations office using the Royal Mail Recorded Delivery service, where a signature is required upon receipt. In the unlikely event that certificates have been lost during delivery, the centre must inform FUTURE as soon as they are aware.

3.4 Replacement Certificates

In the event that Replacement Certificates are required, the Approved Centre must complete and return the Replacement Certificate form which can be downloaded from the FUTURE website at: www.futurequals.com

Any associated fees are detailed in the FUTURE Qualification and Price List which can also be found on the FUTURE website.

3.5 Unit Certification

With multiple unit qualifications, the learner may ask for unit Certification. However all assessment components must be passed within the unit and pass the centre quality assurance process before the unit certificate will be released.

Section Four

Assessment Overview

All assessment will be carried out according to the assessment strategy and principles of Skills for Care and Development and Skills for Health Assessment Principles.

The evidence can be presented in the form of a portfolio of evidence. See section 4.3 for examples of evidence.

4.1 Planning for evidence

Assessors must take responsibility for assessment planning with learners. This will involve agreeing a number of issues with learners including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing the learner
- confirming the best times, dates and places for the assessments to take place.

Assessors must make a note of their assessment planning and regularly give feedback to learners

4.2 Assessing the evidence

It is not necessary for learners to meet all the criteria every time they carry out an activity but it is necessary that all learners produce their own evidence to meet all assessment criteria. They must consistently provide enough evidence for assessors to believe that the learner is competent in their working environment.

They must:

- plan with the learners
- assess learner performance, knowledge and understanding
- look at the evidence
- question and give feedback to the learner working towards these qualifications.

They should also be satisfied that the learner has demonstrated competence when meeting the assessment criteria. All criteria must be completed before the assessor can sign the unit off as complete.

4.3 Assessment Methods

Where appropriate, qualifications can be assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Evidence can take many forms including:

Observation

Observation at work is a common method used in assessment within the QCF. Observation can be organised in a variety of ways:

- By continuously working alongside the assessor/witness
- By arranging to work alongside the assessor at specific times
- By the assessor planning to visit when particular activities are planned
- By arranging with the assessor for particular activities to take place before a visit.

Observation or other types of evidence, e.g. personal statements, records of question and answers or witness testimonies may be used. It is also possible to use tape recordings, video or other technologies to record performance.

Work products

Work products refer to any work the learner has undertaken themselves that shows a level of understanding or skill. This work may have been done as part of a job or, where permissible, it may have come from a simulation that is as close to a real working environment (RWE) as possible.

Product evidence may be used a great deal. The exact nature of this evidence will depend on the nature of the learner's work. Examples of product evidence include letters, memos, lists, spread-sheets, presentations and reports. Certificates showing achievement are also considered to be product evidence.

Work products must be wholly or partially the result of work the learner has undertaken. To ensure authenticity, the products may need to be countersigned by a person in a position of responsibility who is able to vouch that the products are the learner's unaided work.

Simulation

For this qualification simulation is not allowed unless specified in the unit criteria.

Throughout the QCF the emphasis is on the learner being able to carry out real work activities so assessment will normally be carried out in the workplace itself. The QCF standards will indicate any units where simulation may be used.

Simulation is any structured exercise involving a specific task that reproduces real-life situations. If simulation is used, care must be taken to ensure that the conditions in which the learner is assessed in mirror the work environment, i.e., that it is a realistic working environment (RWE).

Questioning

The learner will have to prove that they have the required knowledge and understanding for each unit. They will often demonstrate it through the production of evidence, though in some cases this will not be possible.

Questioning is the ideal way of proving whether or not they have the necessary knowledge and understanding. Questions may be asked in many forms such as short-answer questions, through projects, multiple-choice tests, case studies, or assignments.

There is likely to be more emphasis on questioning to prove knowledge in areas where evidence is generated through practical working activities, and where there may be no product evidence. Sometimes, the assessor will need to discuss with the learner the work they have done and record it on a question and answer form. This is known as professional discussion.

Personal and witness accounts

The assessor will not be able to observe everything a learner does. On such occasions, statements (testimonies) from other people who have observed the learner working can be useful sources of evidence for the QCF as they can describe each activity in detail. Generally, testimonies are used to support other evidence produced.

Assignments and projects

Assignments and projects are also useful ways to collect evidence. However, the learner should ensure they are not being asked for a competence that is not required by the standards.

Section Four

Recognition of Prior Achievement (RPL)

RPL is a method of assessment leading to the award of credit that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so not need to develop through a course of learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be:

- valid
- reliable.
- Safe
- Fair

Expert witness statements

An expert witness might be the learner's line manager, a colleague or a customer. The learner will need to work with the assessor to make sure that the provided witness statements are acceptable.

4.4 Evidence

All evidence should be:

- Valid.
It relates to the Learning outcomes and Assessment criteria the learner is trying to achieve and claim.
- Authentic.
The evidence, or an identified part of it (e.g. a report), was produced by the learner.
- Sufficient.
It must cover all the areas of competence being claimed for.

The learner should check carefully that their evidence meets all of the above. If they are in any doubt about whether to use a piece of evidence, the learner should ask their assessor for guidance.

Evidence may be collected through a range of sources, such as employment, voluntary work, training programmes and interests/activities that the learner performs outside of work. It can also be produced in various formats, e.g. the learner's own reports, testimonies from colleagues, supervisors or members of the public, projects, models, audio tapes, photographs, video.

4.5 SSC Assessment Strategies

The FAQ Level 3 Diploma in Clinical Healthcare Support (QCF) must be assessed according to the Sector Skills Council Assessment Principles, which can be downloaded from the Qualifications section of the FUTURE website at www.futurequals.com.

The units within this qualification have been developed in line with the Assessment principles developed by Skills for Health and Skills for Care and Development

Centres must ensure that Assessors and Internal Quality Assurers adhere to the SSC assessment principles for all units they are assessing or quality assuring.

Centre Staffing

5.1 Centre Staffing

Approved centres must ensure that there are a sufficient number of people either trained or qualified to assess the number of learners they anticipate to register. They must also ensure that there are a sufficient number of people either trained or qualified to internally verify for the number of learners and assessors.

Approved centres must have verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient, and also provide quality assured training for those people identified as being responsible for verification. There must be a standardisation system in place to ensure that all assessments are consistent and fair

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance.

Therefore, centres must ensure that those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification.

Centres must also ensure that there is sufficient time to conduct effective assessment and internal verification.

5.2 Criteria for Assessors

Assessors must demonstrate that they:

- have credible expertise in their subject area relevant to the level(s)/units they are assessing or verifying.
- keep themselves up-to-date with developments in practice within their subject area;
- have a thorough understanding of the NOS for their subject area at the unit(s)/level(s) they are assessing or verifying.

In addition Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, *or*
- A related qualification in assessment and/or verification that has been mapped to the national Occupational Standards for assessment and/or verifications, *or*
- Evidence of undertaking an employer assessment programme that has been mapped to the national Occupational Standards for assessment and/or verifications

Hold one of the following qualifications or their recognised equivalent

- Level 3 Award in Assessing Competence in the Work Environment *or*
- Level 3 Certificate in Assessing Vocational Achievement, *or*
- A1 Assess Learner Performance Using a Range of Methods, *or*
- D32 Assess Learner Performance and D33 Assess Learner Using Differing Sources of Evidence.

Show current evidence of continuing professional development in assessment and quality assurance.

5.3 Criteria for Verifiers

All those who quality-assure these qualifications internally must:

- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance.
- Show current evidence of continuing professional development in assessment and quality assurance.

Section Five

Hold one of the following assessor qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment, *or*
- Level 3 Certificate in Assessing Vocational Achievement, *or*
- A1 Assess Learner Performance Using a Range of Methods, *or*
- D32 Assess Learner Performance and D33 Assess Learner Using Differing Sources of Evidence.

Hold one of the following internal quality assurance qualifications or their recognised equivalent

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice,
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, *or*
- V1 Conduct Internal Quality Assurance of the Assessment Process, *or*
- D34 Internally Verify the Assessment Process.

5.4 Criteria for Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance *or* a professional work role which involves evaluating the everyday practice of staff.

5.5 Criteria for External Quality Assurers

The External Quality Assurer will need to hold the same qualification requirements as the Assessor and Verifiers as well as:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 V2 or D35

5.6 Centre Internal Quality Assurance

Internal quality assurance is the key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

5.7 Facilities/Resources/Safety Considerations

Any training or assessment site must meet the requirements of health and safety and accepted safe practice in the delivery of FUTURE Qualifications. Training and assessment must be able to provide a suitable teaching area/environment conducive to learners' learning i.e. well lit, well ventilated and of adequate size

5.8 Monitoring the skills of trainers

There should be a quality assurance plan, which includes provision for monitoring the skills of trainers at least once a year. A copy of the monitoring assessment should be put in the relevant trainer's portfolio.

There should be a course evaluation procedure, based on learner feedback, covering at least:

- the ability of trainers;
- structure and content of the course;
- the equipment used;
- the training premises used.

5.9 Centre Complaints procedure

Training centres should have a complaints procedure which is given to each learner before training begins.

5.10 Syllabus

The course content is made up of the learning outcomes and assessment criteria for the units that make up the qualification. The training should include all these elements but where practicable, can be tailored to meet the needs of individuals and/or their employers.

5.11 Lesson plans

There needs to be a lesson plan for each syllabus topic, containing aims, objectives and outcomes. A combination of theory and practical tests will help the trainer assess each learner's understanding of a given topic.

5.12 Training equipment

It is important there is a sufficient range of equipment to support all elements of the training. Where appropriate, there should be procedures in place for maintaining hygiene when using equipment.

5.13 Training venue

The premises should be conducive to learning. Training centres do not need to use their own training premises; the use of hired premises or client facilities is acceptable. Training centres should ensure that all premises used are fit for purpose.

5.14 Preparation and planning

Are there adequate and sufficient training aids for the course?

Training aids should be appropriate and clearly contribute towards achievement of the stated objectives. All learners should benefit from the training aids used.

Is the classroom conducive to effective teaching and learning?

All learners require their own working area. They should be able to hear and see the trainer at all times.

There should be adequate space for theory and practical work to facilitate effective learning.

Section Five

Are lesson plans of sufficient quality and detail?

If a lesson plan has no strict format, it is recommended that it includes:

- time allocated for each session;
- learning objectives (a statement to show what the learner is expected to achieve by the end of the session);
- trainer and learner activities during the session;
- teaching methods and equipment to be used;
- a method of assessing the learner's understanding.

5.15 Effective delivery

Is there an effective introduction to each topic?

The trainer should introduce each topic effectively. This will enable the learner to understand the objectives of each session.

Is the lesson plan followed?

It is important to follow the lesson plan. Every learner group has different learning needs and abilities. The trainer should be aware of this and make allowances when applying the constraints of the lesson plan.

Is the overall timetable followed?

The trainer should ensure that all training follows the specified timescales. Session times should follow the lesson plans and course syllabus. Overrunning may affect subsequent sessions and proper delivery of their content.

Is training producing a good level of interaction?

The trainer should encourage and ensure full participation and involvement of all learners in all aspects of the training. It is recommended that a single trainer teaches no more than 12 learners so each individual receives an appropriate level of support.

Does the trainer ensure that every learner achieves the stated outcomes?

Assessments should be continuous to make sure the learner has gained the relevant knowledge, skills and understanding relating to each element of the course. Only when they can demonstrate this, should they move to the next subject area. Assessment methods recorded in lesson plans may include theory tests, practical work or question and answer sessions, as appropriate.

6.1 Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc
Apply	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc, of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of to make a detailed plan of to make a chart of
Classify	to arrange or order by classes; categorise
Collect	to gather together or be gathered together
Communicate	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc
Compare	to regard or represent as analogous or similar; liken
Compile	to make or compose from other materials or sources
Complete	to make whole or perfect to end; finish
Conduct	to do or carry out
Contrast	to distinguish by comparison of unlike or opposite qualities
Contribute	to give (support, money, etc) for a common purpose or fund to supply (ideas, opinions, etc) as part of a debate or discussion
Cook	to prepare (food) by the action of heat, as by boiling, baking, etc, or (of food) to become ready for eating through such a process
Define	to state precisely the meaning of (words, terms, etc)
Deliver	to carry (goods, etc) to a destination, esp. to carry and distribute (goods, mail, etc) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
Demonstrate	to show, manifest, or prove, esp. by reasoning, evidence, etc
Describe	to give an account or representation of in words
Design	to work out the structure or form of (something)
Detail	to list or relate fully to include all or most particulars
Develop	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
Devise	to work out, contrive, or plan (something) in one's mind
Discuss	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
Estimate	to form an approximate idea of (distance, size, cost, etc); calculate roughly;

Section Six

Evaluate	to ascertain or set the amount or value of to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others to impart or communicate
Identify	to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc
Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	to show the way to (an individual or a group) by going with or ahead to guide or be guided by holding, pulling, etc to phrase a question to (a witness) that tends to suggest the desired answer
Measure	to determine the size, amount, etc, of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose to make a plan of (a building)
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc to put together using parts or ingredients; compose or construct to equip or outfit
Present	to show, exhibit to put forward; submit to bring or suggest to the mind
Produce	to bring (something) into existence; yield to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of
Promote	to further or encourage the progress or existence of to raise to a higher rank, status degree etc

Provide	to put at the disposal of; furnish or supply
Recognise	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
Recommend	to advise as the best course or choice; counsel
Research	to carry out investigations into (a subject, problem etc)
Review	to look at or examine again to look back upon
Select	to choose (someone or something) in preference to another or others
Serve	to render or be of service to (a person, cause, etc); help to distribute or provide
Show	to make, be, or become visible or noticeable to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc) for consideration
Summarise	to make or be a summary of; express concisely
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or to do (something)
Use	to put into service or action; employ for a given purpose

Section Six

6.2 Definitions

Occupationally competent:

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

Occupationally knowledgeable:

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

Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance

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