

About this Unit

This standard is about preparing an individual for a healthcare activity in accordance with the requirements of the activity to be performed, the practitioner and the assessed needs of the individual.

This standard is applicable to a wide range of health contexts and roles in emergency, primary and secondary care. It may include patients in conscious or unconscious states.

Users of this standard will need to ensure that practice reflects up-to-date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this Standard are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this Standard is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> ◆ Simulation is NOT permitted for any part of this Unit. ◆ The following forms of evidence ARE mandatory: ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example, how you prepare individuals for healthcare activities in accordance with the requirements of the activity to be performed, how you work with the practitioner and the assessed needs of the individuals are met. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, your assessor may ask you to explain how you would support individuals in a variety of healthcare contexts including patients in conscious or unconscious states by discussing an example from practice.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge. ◆ Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier. ◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit. ◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.
GENERAL GUIDANCE
<ul style="list-style-type: none"> ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. ◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge. ◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work. ◆ All evidence must relate to your own work practice.

KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 Your own level of competence, authority and knowledge in relation to preparing individuals for healthcare activities.	
2 Your role and the roles and responsibilities of other team members and practitioners.	
3 Why it is important to get positive confirmation of the individual’s identity before starting the preparation and effective methods of obtaining positive identification.	
4 The importance of gaining valid consent from individuals or from others where individual’s lack capacity to do so.	
5 The importance of checking all relevant information and documentation before commencing the preparation of the individual, and the types of information contained within relevant documents.	
6 The importance of checking that the individual has complied with any prescribed pre-treatment instructions and possible implications if instructions are not followed.	
7 The importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff.	
8 The procedures and protocols relating to preparation of individuals for the relevant healthcare activities.	
9 The importance of following standard precautions relevant to the clinical activity to be undertaken and the protective clothing which may be worn for the individual’s and your protection.	
10 Contra-indications to specific procedures and risks associated with incorrect preparation of individuals for healthcare activities.	
11 The types of support and assistance individuals may require in preparation for the clinical activity to be undertaken.	
12 Correct positioning of the individual and essential resources for the clinical activity to be undertaken and the importance of ensuring this is achieved.	
13 Safe handling techniques for the resources used to prepare the individual for the healthcare activity.	
14 The importance of communicating with individuals and relevant carers in a manner that is consistent with their level of understanding, culture, background and preferred ways of communicating.	

FP06 04 (GEN4) Prepare individuals for healthcare activities

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
15 The different methods of communication you may have to use in relation to individuals with communication difficulties or differences.	
16 How to explain procedures for the preparation procedure and relevant carers in terms that they will understand.	
17 The concerns and worries which individuals or client groups may have in relation to some clinical activities and appropriate ways of responding to these concerns.	
18 The different types of needs, concerns, beliefs and preferences the individual may have and how these may affect the preparation for clinical activities and the individual's attitude.	
19 How to manage the privacy and dignity of individuals in both conscious and unconscious states.	
20 The ways in which the individual's right and choices may have to be restricted because of the nature of the preparations required for certain clinical activities.	
21 The importance of offering verbal and non-verbal support and reassurance to the individual and the methods of doing so.	
22 The importance of keeping the individual informed about what you are doing and the nature of the activity which is about to take place.	
23 Why questions that are beyond your role or knowledge need to be passed onto the appropriate member of the care team.	
24 The importance of recording information clearly, accurately and in a timely and systematic manner in line with information governance.	
25 The types of information which must be recorded in relation to different activities.	
26 Your responsibilities under national legislation and regulations, current European, international and local guidelines, codes of practice and professional standards.	
27 The duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer.	

FP06 04 (GEN4) Prepare individuals for healthcare activities

Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Work within your level of competence, responsibility and accountability throughout and respond in a timely manner to meet individual's need.					
2	Confirm the individual's identity is consistent with the records.							
3	Check that that of relevant carer has given the necessary valid consent to the activity before any action is taken and understands the activity about to take place. <i>(sentence doesn't make sense)</i>							
4	Respect the individual's rights and wishes relating to their consent, privacy, beliefs and dignity.							
5	Ensure that any information relevant to the activity obtained from the individual, from carers and from other relevant personnel, is complete, accurate and legibly.							

DO = Direct Observation
 EW = Expert Witness
 PD = Professional Discussion

RA = Reflective Account
 P = Product (Work)

Q = Questions
 WT = Witness Testimony

To be completed by the candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal verifier feedback

To be completed by the internal verifier if applicable

This section only needs to be completed if the Unit is sampled by the internal verifier

Internal verifier's name:

Internal verifier's signature:

Date: