

About this Unit

This standard is about identifying and specifying data and information requirements. The work covered in this competence could be carried out on a routine basis or could be for ad hoc requirements.

You will need to be able to identify the data and information requirements through consulting with colleagues and the target audience. You will also need to identify the variables that affect the data and information and agree reporting relationships.

Users of this standard will need to ensure practice reflects up to the 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 Unit 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 Unit 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.
<ul style="list-style-type: none"> ◆ The following forms of evidence ARE mandatory:
<ul style="list-style-type: none"> ◆ 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, your assessor may observe you record the details required for the specification in a structured and logical way. ◆ 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, using an example from practice, how to identify audience requirements for data and information and express how it is/is not possible to meet these.
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.

FN9N 04 (H16) Identify and specify data and information requirements in a health context

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 The relevant legislation, policies, procedures, codes of practice and guidelines in relation to information management.	
2 The reasons for adhering to information governance.	
3 Your organisation's planning cycles and objectives.	
4 The wider sensitivities of data and information relevant to your role and the requirement.	
5 The need for consistent standards regarding data and information (eg, sources, validity, reliability, completeness, terminology, acronyms, purpose and conventions).	
6 The professional codes of ethics in your area of practice.	
7 The health and business context for data and information requirements (eg, clinical impact, patient safety issues, increased productivity).	
8 The different ways in which data and information are used in a health context.	
9 The difference between routine and ad hoc data and information requirements.	
10 The different processes required for routine and ad hoc data and information.	
11 The data and information that hasn't been recorded before and the new requirements this creates.	
12 The different dimensions of data and information.	
13 The objectives and purpose of the information and data.	
14 The frequencies of routine data and information.	
15 The resources required for the provision of data and information and how to identify them.	
16 The system/s in place to provide data and information.	
17 The relevant data and information sources and how these should be accessed.	
18 The importance of accurately recording data and information requirements.	
19 The types of system limitations, limitations caused by data quality and resource limitations that may exist.	
20 How to record the details required for the specification.	
21 The various ways in which data and information is grouped.	
22 The relevant classification systems and coding classifications and terminology.	

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
23 How to identify audience requirements for data and information and express how it is/is not possible to meet these.	
24 How to establish reporting responsibilities and mechanisms with the audience.	

Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Identify and respond to the target audiences needs for the data and information.					
2	Take into account the knowledge of the target audience and the sensitivity of the data and information involved.							
3	Consult with colleagues and the target audience to identify and negotiate requirements.							
4	Identify the data and information available and any limitations which constrain the audiences requirements.							
5	Identify and select the most appropriate sources of data and information.							
6	Identify all the appropriate variables that affect the data and information to be provided.							
7	Enable the audience to understand the meaning and significance of the variables.							
8	Check conformity with information governance in accordance with legislation and organisational requirements.							
9	Identify the resources required and the limitations, assumptions, costs and timescales that will affect the work to be carried out.							
10	Gain agreement to access the sources of data and information identified.							
11	Record the details required for the specification in a structured and logical way.							
12	Ensure that all abbreviations and technical terminology used in the specification are clearly explained.							
13	Adhere to the relevant data standards.							
14	Agree reporting responsibilities and mechanisms with the audience.							

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: