

### **About this Unit**

This standard covers supporting individuals during and after a clinical or therapeutic activity. 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
<b>Simulation:</b>
<ul style="list-style-type: none"> <li>◆ Simulation is <b>NOT</b> permitted for any part of this Unit.</li> <li>◆ <b>The following forms of evidence ARE mandatory:</b></li> <li>◆ <b>Direct Observation:</b> 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. <b>For example</b>, how you support and monitor the individual during and following the clinical/therapeutic activity and respond to their needs in accordance with clinical governance.</li> <li>◆ <b>Professional discussion:</b> Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. <b>For example</b>, your assessor may ask you to give an example of how you ensure the privacy and dignity of individuals in both conscious and unconscious states.</li> </ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"> <li>◆ <b>Reflective Account:</b> 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.</li> <li>◆ <b>Questioning/professional discussion:</b> 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.</li> <li>◆ <b>Expert Witness:</b> 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.</li> <li>◆ <b>Witness Testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen.</li> <li>◆ <b>Products:</b> 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.</li> <li>◆ <b>Prior Learning:</b> 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.</li> <li>◆ <b>Simulation:</b> 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.</li> </ul>
<b>GENERAL GUIDANCE</b>
<ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge.</li> <li>◆ 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.</li> <li>◆ All evidence must relate to your own work practice.</li> </ul>

**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.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
1 The importance of checking the identity of the individual, explaining your role and gaining valid consent from individuals or from others where individual’s lack capacity to do so.	
2 Your own level of competence, authority and knowledge in relation to providing support for individuals during or following clinical or therapeutic activities.	
3 The types and levels of support and assistance individuals may require during and following the clinical/therapeutic activity, and the roles and responsibilities of other team members.	
4 Correct positioning of the individual for the clinical/therapeutic activity and the importance of ensuring this is maintained.	
5 The importance of keeping the individual informed about what you are doing and the nature of the clinical/therapeutic activity concerned and when to refer queries to other health professionals.	
6 How to manage the privacy and dignity of individual’s in both conscious and unconscious states.	
7 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.	
8 Methods and techniques for reassuring individuals who are stressed or anxious, and the importance of offering verbal and non-verbal support and reassurance to the individual.	
9 The concerns and worries that individuals or client groups may have in relation to some clinical/therapeutic activities and appropriate ways of responding to these concerns.	
10 The range of associated medical equipment and devices, their purpose and correct use within your work environment.	
11 Specific protection/precautionary measures appropriate to the procedure being carried out, how they should be applied and the implications and consequences of not doing so.	
12 Types of information which must be recorded in relation to the clinical/therapeutic activity to meet information governance.	
13 The importance of recording information clearly, accurately and in a timely and systematic manner.	

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14	Relevant anatomy and physiology related to the clinical/therapeutic activity being undertaken.	
15	Signs and symptoms of adverse reactions or contraindications to the clinical/therapeutic activity being performed.	
16	The importance of monitoring the individual's wellbeing during and following the clinical/therapeutic activity.	
17	The importance of and reasons for post procedural instructions and the implications of the individual not understanding these or these not being delivered.	
18	Problems which may occur during and following the clinical/therapeutic activity and the appropriate action to take in response, including the methods of identifying and responding to common types of adverse reactions to the clinical activity.	
19	Your responsibilities under national legislation and regulations, current European, international and local guidelines, codes of practice and professional standards.	

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<b>Performance Criteria</b>		<b>DO</b>	<b>RA</b>	<b>EW</b>	<b>Q</b>	<b>P</b>	<b>WT</b>	<b>PD</b>
1	Work within your level of competence, responsibility and accountability and respond in a timely manner to meet individual's needs.							
2	Confirm the identity of the individual and check valid consent has been obtained.							
3	Identify the nature of support that the individual needs and respect their privacy, dignity, wishes and beliefs when working with them.							
4	Ensure the individual is positioned correctly for the procedure and where appropriate assist the individual to move into the required position.							
5	Support and monitor the individual during and following the clinical/therapeutic activity and respond to their needs in accordance with clinical governance.							
6	Apply standard precautions for infection control and other necessary health and safety measures during and following the clinical/therapeutic activity.							
7	Give clear, concise and accurate information where this is within your scope of practice.							
8	Answer correctly any questions which are within your area of responsibility, at a level and pace appropriate to the individual, and refer any questions that you cannot answer to the appropriate person.							
9	Ensure the individual is provided with the appropriate facilities and support for the period of recovery from the clinical/therapeutic activity.							
10	Inform individuals and relevant others of the next steps and where appropriate any arrangements for transport and escorts when these services are required.							
11	Keep accurate, complete and legible records of your actions and the individual's condition in accordance with local policies and procedures within information governance.							

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Performance Criteria	DO	RA	EW	Q	P	WT	PD
12 Take prompt appropriate action in response to any problems which occur during or following the clinical/therapeutic activity in accordance with local policies and procedures.							
13 Ensure you maintain the confidentiality of information at all times in accordance with information governance.							

*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: .....