



## **Group Award Specification for:**

**NPA Health and Social Care: Skills for Practice**

**Group Award Code: GL09 46**

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# 1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The NPA Health and Social Care: Skills for Practice is a new qualification at SCQF level 6 which has been designed to meet the needs of the changing Health and Social Care support workers role. It will enhance career progression both horizontally and vertically and promote a mobile skilled workforce of both existing employees and direct entrants across the country.

Since 2002, policy and strategic initiatives have focused on the review and development of the Care workforce. The emphasis has been on the concept of nationally transferrable roles which may be identified across the whole range of health and social care delivery and designed to support the skills needs of the changing NHS and Social Care workforce.

On Monday 24 November the report on the inquiry into the Vale of Leven Hospital was officially published. <http://www.valeoflevenhospitalinquiry.org/faq.aspx#q21>. The report recommended to Scottish Government that all Health Care Support Workers (HCSW) at Bands 1–2 (SCQF level 6) in the NHS and Health Care Support Workers within Social Care complete a mandatory qualification to demonstrate their competence. This qualification is to be applicable and transferable across both the health and social care sectors and mapped to both NOS and the HCSW induction standards.

Following failings at Mid Staffordshire NHS Foundation Trust and the subsequent inquiry carried out by Robert Frances QC <http://www.midstaffpublicinquiry.com/report>, the NHS in England implemented The Care Certificate in March 2015. The Care Certificate is a key component of the total induction which an employer must provide legally and in order to meet the essential standards laid out by the Care Quality Commission. The Care Certificate must be completed and assessed before HCSWs can practice without supervision in any setting. The Care Certificate is not being accredited as a National Qualification and there is no requirement to have it externally quality assured.

In anticipation of the Scottish Governments response, some health boards have already started delivering training based on the Care Certificate, at present NHS Lothian are delivering the certificate to 300 staff (including bank staff) on a rolling programme.

Feedback from the sector has identified that while some HCSWs can carry out a task they do not understand why it has to be done in a certain way. Therefore this qualification is made up of three new theory Units to deliver underpinning knowledge which are mapped to Social Services and Healthcare SVQ level 2

Care workers in NHS and Social Care settings play a vital role in helping deliver services and protecting patients from harm, whilst valuing equality and diversity. The role of a care worker can be challenging and the worker may find themselves carrying out demanding tasks in the home of a stranger with limited time and direction. To do this effectively requires skill, maturity and resilience which can be developed through proper education, training and assessment.

Like healthcare assistants, social care support workers are increasingly taking on more challenging tasks, eg looking after frail elderly people. Yet their training is hugely variable. Therefore, it is critical to provide a national recognised qualification that is standard throughout the services to raise the skillset and knowledge of this workforce.

One of the key drivers for this initiative is to create an integrated programme of education and training delivered across health and social care that will cover all levels of the NHS career framework, by providing colleges, employers and Higher Education Institutions with an opportunity to work together to ensure an appropriately skilled, mobile and flexible workforce. The future workforce needs a new approach to education and training, based on a national education framework. This will ensure transferable qualifications, avoid duplication of learning and promote best use of public funding.

The content covers the areas listed below, most of which we have either full Units in or Outcomes that can be used:

- ◆ Understanding your Role
- ◆ Personal Development
- ◆ Duty of Care
- ◆ Equality and Diversity
- ◆ Person Centred Approach to Care
- ◆ Communication
- ◆ Privacy and Dignity
- ◆ Fluids and Nutrition
- ◆ Safe working practice
- ◆ Safeguarding Individuals
- ◆ Infection Prevention and Control
- ◆ Multi-disciplinary team working

## 2 Qualification structure

*This Group Award is made up of 3 mandatory SQA HN Unit credits. It comprises 24 SCQF credit points. A mapping of Core Skills development opportunities is available in Section 5.3.*

For candidates to achieve the NPA Health and Social Care: Skills for Practice at SCQF level 6, they must achieve three mandatory Units, (3 credits)

### 2.1 Structure

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
H9XF	33	Person Centred Approach to Care	6	8	1
H9XD	33	Safe Practice in Care	6	8	1
H9XE	33	Practical Caring Skills	6	8	1

## 3 Aims of the qualification

The NPA Health and Social Care: Skills for Practice at SCQF level 6 will provide the opportunity for learners who are currently employed within health and social care settings to gain a nationally recognised qualification.

The NPA will facilitate school leavers or adults who are returning to education who wish to develop their skills or change direction into the Health and Social Care sector. It will also facilitate access to further study while developing employability skills. It could become the entry point for some candidates who wish to progress from school to Higher National and Degree level studies as well as undertaking work based qualifications such as SVQ/Modern Apprenticeship. The NPA is flexible allowing exit points into employment or further study.

### 3.1 General aims of the qualification:

- 1 To provide academic stimulus and challenge and foster an enjoyment of the subject.
- 2 To prepare for and enable learner progression within the Scottish Credit and Qualifications Framework (SCQF).
- 3 To facilitate progression to higher level study or to enable candidates to progress to work based qualifications.
- 4 To develop the ability to be flexible and to work cooperatively with others.
- 5 To prepare candidates to achieve a consistent level of quality of work within a given time frame.
- 6 Enhance their understanding of partnership working.
- 7 To develop personal effectiveness.

## 3.2 Specific aims of the qualification

The aim of the NPA Health and Social Care: Skills for Practice at SCQF level 6 is to equip individuals with the range of knowledge, skills and values which will enable them to support the changing workforce skills mix. The NPA will assist in developing an appropriately skilled and qualified workforce that meets both future and current needs within Health and Social Care for Workers in a supporting care role at level 2 (Knowledge and Skills Framework (KSF), (NHS Career Framework) and level 6 (SCQF) as well as the Continuous Learning Framework (CLF).

All HN Units in the NPA in Health and Social Care: Skills for Practice at SCQF level 6 have been built around the National Occupational Standards (NOS). There are agreed and potential articulation routes for the NPA. The qualification supports transferability across the Health and Social Care sectors.

### Specific aims

- 1 To provide the knowledge of how principles of care underpin the effective practice of support workers within a Health and Social Care setting.
- 2 To develop the aims of person centred care, safe practice and the benefits of maximising practical caring skills among health and social care workers.
- 3 To enable candidates to demonstrate their ability to relate theory to practice which links with the National Occupational Standards (NOS) for SVQ 2 Social Services and Healthcare, SVQ2 Healthcare Support (Clinical) and the Health Care Support Workers Induction Standards.
- 4 To develop problem solving skills.
- 5 To enhance and promote multidisciplinary team work in health and social care settings.
- 6 To develop candidates' knowledge and skills such as planning, analysing and synthesising.
- 7 To enable candidates to gain a deeper understanding of occupational performance.
- 8 To enable candidates to develop an understanding of best practice within health and social care settings.
- 9 Enable the development of reflective practice.
- 10 Promote career progression and academic pathways for and within a range of health and social care settings.
- 11 To develop transferable skills including Core Skills to the levels demanded by employers and for progression to HNC/HND Care and Administrative Practice or the new HNC Social Services.
- 12 To develop research and presentation skills.

## 4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ NQ course or relevant Units in English or communication at SCQF level 5
- ◆ Standard Grade or national course or Units in a social subject at SCQF level 5
- ◆ Standard Grade or national course or Units in a science subject at SCQF level 5
- ◆ Standard Grade or national course or Units in Social and Vocational Studies at SCQF level 5
- ◆ Work experience in Health and Social Care

Candidates wishing to undertake this award should be able to demonstrate effective communication and interpersonal skills. They should be able to use these skills to give an account of their experiences, reflect on them and make valid conclusions.

### 4.1 Core Skills entry profile

There is no automatic certification of Core Skills in the Units contained within the NPA Health and Social Care: Skills for Practice at SCQF level 6.

It is recognised that the NPA is at SCQF level 6, and where candidates who are working in the workplace may not have achieved Core Skills at SCQF level 5; it is recommended that centres can accept candidates who have achieved SCQF level 4 as a minimum. This would allow for greater access and widen opportunities.

It could be that centres may offer Core Skill profiling and provide support for employers to facilitate further development in the candidate's Core Skills profile.

It is recommended that where the NPA is incorporated within a full-time Health and Social Care programme, eg Foundation Apprenticeship in Health and Social care the achievement of the SVQ 2 Social Services and Healthcare Care Units will assist to generate the evidence for Core Skills certification.

Learners who achieve the NPA will have opportunities to develop Core Skills to the following levels as a minimum,

Core Skill	Level
Communication	5
Working with Others	5
Problem Solving	5
Information and Communication Technology (ICT)	5
Numeracy	5

## **5 Additional benefits of the qualification in meeting employer needs**

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.





## 5.2 Mapping of National Occupational Standards (NOS) (see Appendix 1) and Health Care Support Workers Induction Standards

Code	Unit title	HCSW Induction Standards									
H9XF 33	Person Centred Approach to Care	<b>Communication:</b> Working within confidentiality guidelines	<b>Quality:</b> Contributing to team work Building 'customer' relationships Managing yourself as a resource Working within your own limits	<b>Personal and people Development:</b> Developing your knowledge and practice Reviewing your working practice to improve your knowledge	<b>Equality and diversity:</b> Working in line with the equality, diversity, rights and responsibilities of people 'Whistle-blowing' in cases of harm and abuse						
H9XD 33	Safe Practice in Care	<b>Health Safety and Security:</b> Protecting the public from harm and abuse Being fit (healthy) to work Maintaining health and safety at work Assessing risks at work Reporting incidents at work	<b>Quality:</b> Contributing to team work Building 'customer' relationships Managing yourself as a resource Working within your own limits	<b>Equality and diversity:</b> Working in line with the equality, diversity, rights and responsibilities of people 'Whistle-blowing' in cases of harm and abuse							

Code	Unit title	HCSW Induction Standards									
H9XE 33	Practical Caring Skills	<b>Personal and people Development:</b> Developing your knowledge and practice Reviewing your working practice to improve your knowledge	<b>Quality:</b> Contributing to team work Building 'customer' relationships Managing yourself as a resource Working within your own limits	<b>Communication:</b> Working within confidentiality guidelines	<b>Health Safety and Security:</b> Maintaining health and safety at work Assessing risks at work Reporting incidents at work	<b>Equality and Diversity</b> Working in line with the equality, diversity, rights and responsibilities of people 'Whistle-blowing' in cases of harm and abuse					

### 5.3 Mapping of Core Skills development opportunities across the qualification

Core Skills are signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H9XF 33	Person Centred Approach to Care	x	x			x		x	x	x	x	x
H9XD 33	Safe Practice in Care	x	x			x		x	x	x	x	x
H9XE 33	Practical Caring Skills	x	x	x		x		x	x	x	x	x

## 5.4 Assessment Strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Person Centred Approach to Care	Reflective account pre-prepared integrated case study with questions, simulation. Evidence observation/discussion by a supervisor/mentor in the learners practice/placement evidenced through: <ul style="list-style-type: none"> <li>◆ Log book</li> <li>◆ Skills passport</li> <li>◆ Learning contract</li> </ul>	Reflective account, Pre-prepared integrated case study with questions, simulation. Evidence observation/discussion by a supervisor/mentor in the learners practice/placement evidenced through: <ul style="list-style-type: none"> <li>◆ Log book</li> <li>◆ Skills passport</li> <li>◆ Learning contract</li> </ul>	Reflective account, Pre-prepared integrated case study with questions, simulation. Evidence observation/discussion by a supervisor/mentor in the learners practice/placement evidenced through: <ul style="list-style-type: none"> <li>◆ Log book</li> <li>◆ Skills passport</li> <li>◆ Learning contract</li> </ul>	
Safe Practice in Care	Reflective account, pre-prepared integrated case study with questions, simulation. Evidence observation/discussion by a supervisor/mentor in the learners practice/placement evidenced through: <ul style="list-style-type: none"> <li>◆ Log book</li> <li>◆ Skills passport</li> <li>◆ Learning contract</li> </ul>	Reflective account, pre-prepared integrated case study with questions, simulation. Evidence observation/discussion by a supervisor/mentor in the learners practice/placement evidenced through: <ul style="list-style-type: none"> <li>◆ Log book</li> <li>◆ Skills passport</li> <li>◆ Learning contract</li> </ul>	Reflective account, pre-prepared integrated case study with questions, simulation. Evidence observation/discussion by a supervisor/mentor in the learners practice/placement evidenced through: <ul style="list-style-type: none"> <li>◆ Log book</li> <li>◆ Skills passport</li> <li>◆ Learning contract</li> </ul>	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Practical Caring Skills	<p>Assessment for all Outcomes should include a Record of Achievement noting the learner's ability to carry out competencies and procedures effectively using a person centred approach. Evidence of competence will be generated through a work placement and will be observed and monitored by a supervisor/mentor. Additional evidence will be supplied by the completion of:</p> <ul style="list-style-type: none"> <li>◆ Reflective logs</li> <li>◆ Skills passport</li> <li>◆ Learning contract</li> </ul>	<p>Assessment for all Outcomes should include a Record of Achievement noting the learner's ability to carry out competencies and procedures effectively using a person centred approach. Evidence of competence will be generated through a work placement and will be observed and monitored by a supervisor/mentor. Additional evidence will be supplied by the completion of:</p> <ul style="list-style-type: none"> <li>◆ Reflective logs</li> <li>◆ Skills passport</li> <li>◆ Learning contract</li> </ul>	<p>Assessment for all Outcomes should include a Record of Achievement noting the learner's ability to carry out competencies and procedures effectively using a person centred approach. Evidence of competence will be generated through a work placement and will be observed and monitored by a supervisor/mentor. Additional evidence will be supplied by the completion of:</p> <ul style="list-style-type: none"> <li>◆ Reflective logs</li> <li>◆ Skills passport</li> <li>◆ Learning contract</li> </ul>	

## 6 Guidance on approaches to delivery and assessment

### Person Centred Approach to Care:

It is recommended that when delivering this Unit could share common instruments of assessment with their partner Higher Education Institutions to allow for a straightforward accreditation of prior learning in situations where there are articulation agreements. The course has also been designed to be relevant to learners embarking on the PDA.

#### Outcome 1

The purpose of this Outcome is to assess the learner's understanding of the concepts of Person Centred care by means of providing support to individuals in both health and social care settings. Learners should consider Care values and principles including implementing the care standards of privacy, dignity and respect. They should learn about equality and diversity and relate this to their care practice.

#### Outcome 2

This Outcome should teach learners a range of care related communication skills required to practice effectively in health or social care areas. Learners should consider verbal and non-verbal communication with an emphasis on active listening. They should also learn about barriers to successful communication and undertake class based exercises to improve their skills in these areas.

#### Outcome 3

The learners should consider theories of team working and look at ways theories can be used to the advantage of those who use health and social care services. They should undertake some research in order to be able to develop their understanding of the various roles within a multidisciplinary team and tools that can be used to support best practice.

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

This Unit could be assessed through; a reflective account, a pre-prepared integrated case study with written questions and/or evidence of observation and discussion by a supervisor/mentor in the candidates' practice placement or own area of practice.

This final option could be evidenced by:

- ◆ Log book
- ◆ Skills passport
- ◆ Learning contract
- ◆ This should be included in a final portfolio of evidence for the completed NPA

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

## **Safe Practice in Care:**

### **Outcome 1**

The purpose of this Outcome is to assess the practical application of health and safety legislation including incident reporting. The learner will be expected to be familiar with the theory behind the legislation but will also be expected to apply the theory in real life situations.

### **Outcome 2**

This Outcome will teach the learner the fundamental skills required to work safely and effectively within a care setting. The learner should understand what Person Centred Care means and be able to apply this in practice, including understanding and applying the care planning process. The learner must also participate in a range of essential skills, under supervision and in keeping with organisational policy, legislation and professional standards.

### **Outcome 3**

The learner should be able to use various assessment tools to assess the individual's condition and know when and to whom to report a change or deterioration in the individual's condition. It is important that the learners understand the limitations of their role.

They should also understand the legal and professional accountability in relation to the care that they give, to communicate and exchange information safely, responsibly and effectively, in accordance with agreed procedures and to identify different sources of information.

Throughout learners are expected to promote and preserve safety in practice and its application to practice. Learners must also understand the importance of promoting equality and diversity in care by working in a fair and anti-discriminatory way.

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

This Unit could be assessed through; a reflective account, a pre-prepared integrated case study with written questions and/or evidence of observation and discussion by a supervisor/mentor in the candidates' practice placement or own area of practice.

This final option could be evidenced by:

- ◆ Log book
- ◆ Skills passport
- ◆ Learning contract
- ◆ This should be included in a final portfolio of evidence for the completed NPA



## **Practical Caring Skills:**

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

The first part of this Unit will prepare the learner to gain the necessary knowledge and understanding of how to care for individuals, assess and plan treatment that is required to care for the individual.

This Unit should provide learners with the opportunity to put theory into practice in a non-threatening simulated environment prior to practical placement.

It is recommended that theory in this Unit be linked to theory contained in other Units in the programme; values and principles, health and safety.

Learners should be given opportunities to gain confidence in their ability to perform these competences through the provision of formative assessment opportunities.

Practical placement preparation could include role-play and simulation to enable learners an opportunity to develop the ability to explain and carry out procedures safely and sensitively.

Discussions should take place about the need to have organisational policies and learners should be encouraged to locate and read policies that exist within their placement workplace. They should have the opportunity to explore issues relating to developing competences to enable a contribution to a care setting.

Experts within the field could be involved as visiting speakers to ensure current evidence based practice is delivered to provide underpinning knowledge in the following procedures.

Much of the Unit could be taught through classroom demonstration and it would be beneficial for learners to have the opportunity to become familiar with a range of equipment and procedures through classroom demonstration and practice prior to practical placement experience. They could have the opportunity to simulate situations in a practical classroom.

Assessment for all Outcomes should include a Record of Achievement noting the learner's ability to carry out competencies and procedures effectively using a person centred approach. Evidence of competence will be generated through a work placement and will be observed and monitored by a supervisor/mentor. Additional evidence will be supplied by the completion of:

- ◆ Reflective logs
- ◆ Skills passport
- ◆ Learning contract

This link contains a recording tool designed by the Social Care Institute for Excellence to be used with learners working in care situations which can be used to record the above areas:

Skills for Care: Skill Checks for Personal Assistants

All evidence should be included in a final portfolio for the completed NPA award.

College/placement liaison is essential, as learners will need access to a supervisor/mentor who will observe their practice and sign the evidence recorded in a Record of Achievement.

The acquisition of skills should be viewed as a process and the Record of Achievement used to demonstrate learners have demonstrated:

- ◆ evidence of underpinning knowledge relating to procedures.
- ◆ promoting of safe practice which complies with employer's policies and procedures.
- ◆ observed practice confirming the learner's ability to correctly undertake, three specific procedures.

## 6.1 Sequencing/integration of Units

All of the Units in the NPA must be completed to achieve the award, the Units are designed to be stand alone and could be delivered in this way however, if the learner is undertaking the full NPA it is recommend that the Units are delivered sequentially as follows:

- 1 Person Centred approach to care
- 2 Safe practice in Care
- 3 Practical caring Skills

The Units are building blocks of learning and learning from each Unit is reinforced throughout the award.

## 6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

## 6.2.1 Articulation and/or progression

On completion of the NPA in Health and Social Care: readiness for Practice SCQF level 6, candidates may be able to progress to other qualifications such as:

- ◆ SVQ Social services and Healthcare Care level 2
- ◆ HNC/HND Care and Administrative Practice
- ◆ HNC/HND Social Services
- ◆ HNC/HND Childhood Practice
- ◆ University, ie BSc Nursing or BA Social Work (Hons)

## 6.3 Opportunities for e-assessment

It is possible part or all of the taught programme could be delivered by e-learning however opportunities for e-assessment are limited due to the level of integration and the nature of the delivery of care to individuals.

## 6.4 Support materials

Assessment Support Packs may be developed for all of the Units in the NPA. The assessment support packs will be located on the SQA Secure site.

## 6.5 Resource requirements

It is recommended centres have appropriate current knowledge and understanding of health and social care services in order to deliver this NPA. Centre staff should be able to demonstrate knowledge and understanding of the Unit contents and have current relevant evidence of CPD. They should hold also a qualification relevant to the areas of the award they will deliver.

Centres should be equipped with the relevant equipment/resources to meet the in-room training delivery. In order to meet the practical element of the course centres must be able to provide appropriate placement experience for learners.

# 7 General information for centres

## Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ candidates may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

**Graded Unit:** Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

**Lapsing date:** When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period

**SQA credit value:** The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

## Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

## 9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The NPA Health and Social Care: readiness for Practice is suitable for those seeking to work in the health and social care sector in a supporting role as well as being suitable for those currently employed in this role.

This new NPA offers you the opportunity to gain knowledge and skills, which will enable you to work in a wider range of health and social care settings.

This Group Award comprises 3 SQA Unit credits and 24 SCQF credit points at SCQF level 6. The main aim of the NPA is to provide an integrated course of values, skills and knowledge to equip you to work effectively in a range of health and social care settings. It also aims to provide an award flexible enough to provide, continuous professional development opportunities.

Specific aims are:

- ◆ to provide the knowledge of how principles of care underpin the effective practice of support workers within a Health and Social Care setting.
- ◆ to develop the aims of person centred care, safe practice and the benefits of maximising practical caring skills among health and social care workers.
- ◆ to enable candidates to demonstrate their ability to relate theory and practice which link with the National Occupational Standards (NOS) for SVQ 2 Social Services and Healthcare Care.
- ◆ to develop problem solving skills.
- ◆ to enhance and promote multidisciplinary team work in health and social care settings.
- ◆ to develop candidates' knowledge and skills such as planning, analysing and synthesising.
- ◆ to enable candidates to gain a deeper understanding of occupational performance.
- ◆ to enable candidates to develop an understanding of best practice within health and social care settings.
- ◆ enable the development of reflective practice.
- ◆ promote career progression and academic pathways for and within a range of health and social care settings.
- ◆ to develop transferable skills including Core Skills to the levels demanded by employers and for progression to HNC/HND Care or HNC Social Care.
- ◆ to develop research and presentation skills.

Sound values and good communication skills are essential for working and delivering good quality health and social care. *Communication* skills may be demonstrated through achievement of certificated courses for example Core Skills *Communication* at Higher level, Higher English or other communication Units at SCQF level 4 or 5. Alternatively, you can be deemed to be at the appropriate level by references preferably from employers and/or through verbal and/or written evidence at interview.

It is preferable, but not essential, that you will have some experience of working in a care setting.

New learners would benefit from having attained the skills, knowledge and understanding required through relevant qualifications and/or experience in a health or social care setting through work or volunteering. Relevant qualifications may include NC Care, Standard grade National 4/5 in Care, Higher Care.



## **Appendix 1: Mapping of National Occupational Standards (NOS) against Higher National Units**

## Mapping of National Occupational Standards (NOS) Against Higher National Units

**Higher National Unit Person Centred Approach to Care** — SCDHSC0021, SCDHSC0022, SCDHSC0023, SCDHSC0024, SCDHSC0216, SCDHSC0224, SCDHSC0218, SFHCH S5

Higher National Unit Person Centred Approach to Care	National Occupational Standard Support the health and safety of yourself and individuals H5NB 04(SCDHSC0022) <b>Knowledge</b>	National Occupational Standard Support the health and safety of yourself and individuals H5NB 04(SCDHSC0022) <b>Performance Criteria</b>
<p><b>Outcome 1</b></p> <p>Understand the concept of Person Centred Care.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ The concept of Person Centred Care</li> <li>◆ Values and Principles</li> <li>◆ Privacy and Dignity</li> <li>◆ Equality and Diversity</li> </ul>	<p>K1, K2, K3, K4, K8, K14, K20</p>	<p>P10</p>
<p><b>Outcome 2</b></p> <p>Understand effective person centred communication.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Verbal and nonverbal communication skills</li> <li>◆ Active listening</li> <li>◆ Barriers to communication</li> </ul>	<p>K24, K25, K26</p>	<p>P10, K14</p>
<p><b>Outcome 3</b></p> <p>Explain the importance of multidisciplinary team (MDT) working in the delivery of care.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ The role of the MDT in the delivery of care</li> <li>◆ Assessment, care planning and review using the MDT approach</li> <li>◆ Professional roles, responsibilities and boundaries within the MDT</li> </ul>	<p>K4, K3, K9, K11, K12, K13, K15, K18, K20, K21</p>	<p>P14, P16, P18</p>



<b>Higher National Unit Person Centred Approach to Care</b>	<b>National Occupational Standard</b> Support Individuals with Their Personal Care Needs H5NT 04 (SCDHSC0218) <b>Knowledge</b>	<b>National Occupational Standard</b> Support Individuals with Their Personal Care Needs H5NT 04 (SCDHSC0218) <b>Performance Criteria</b>
<b>Outcome 1</b>  Understand the concept of Person Centred Care.  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ The concept of Person Centred Care</li> <li>◆ Values and Principles</li> <li>◆ Privacy and Dignity</li> <li>◆ Equality and Diversity</li> </ul>	K14, K15, K16, K8, K17, K18, K19, 23, K24, K25 K6  K1, K2, K4, K5	P1, P2, P3, P4, P5, P6, P7, P8, P16, 17, P18, P19, P21, P22, P23, P24, P25, P28, P29, P30, P31, P33, P34
<b>Outcome 2</b>  Understand effective person centred communication.  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Verbal and nonverbal communication skills</li> <li>◆ Active listening</li> <li>◆ Barriers to communication</li> </ul>	K26, K27	P1, P2, P3, P4, P5, P6, P7, P8, P16, 17, P18, P19, P21, P22, P23, P24, P25, P28, P29, P30, P31, P33, P34
<b>Outcome 3</b>  Explain the importance of multidisciplinary team (MDT) working in the delivery of care.  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ The role of the MDT in the delivery of care</li> <li>◆ Assessment, care planning and review using the MDT approach</li> <li>◆ Professional roles, responsibilities and boundaries within the MDT</li> </ul>	K9, K10, K11	P38, P14, P27

Higher National Unit Person Centred Approach to Care	National Occupational Standard Support Individuals with Their Personal Care Needs H5NT 04 (SCDHSC0218) <b>Knowledge</b>	National Occupational Standard Support Individuals with Their Personal Care Needs H5NT 04 (SCDHSC0218) <b>Performance Criteria</b>
<p><b>Evidence Requirements for this Unit</b></p> <ul style="list-style-type: none"> <li>◆ Explain the concept of Person Centred care and its benefits for the individual.</li> <li>◆ Describe the importance of confidentiality and the development of trust.</li> <li>◆ Identify individuals' rights and choices in regards to care, which includes equality and diversity.</li> <li>◆ Identify personal beliefs and values; honesty, integrity maintaining and recognising professional boundaries and professional conduct in practice.</li> <li>◆ Explain the importance of compassion and kindness when developing a caring relationship.</li> <li>◆ Explain 'Effective Communication' including barriers to achieving effective communication.</li> <li>◆ Reflect on own communication skills in the context of supporting others.</li> <li>◆ Explain the importance of good communication within the multi-disciplinary team.</li> <li>◆ Explain the role of the multi-disciplinary team in the delivery of effective care.</li> <li>◆ Describe assessment planning and review as part of the MDT approach.</li> </ul>	<p>K14, K15, K16, K8, K117, K18, K19, 23, K24, K25 K6, K1, K2, K4, K5  K2, K3, K36, K37, K38, K39, K40  K1, K2  K6, K8      K26, K27  K28, K29  K20  K20  K20</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P16, 17, P18, P19, P21, P22, P23, P24, P25, P28, P29, P30, P31, P33, P34</p>

<b>Higher National Unit Person Centred Approach to Care</b>	<b>National Occupational Standard Develop Your Own Knowledge and Practice H5L5 04 (SCDHSC0023) Knowledge</b>	<b>National Occupational Standard Develop Your Own Knowledge and Practice H5L5 04 (SCDHSC0023) Performance Criteria</b>
<p><b>Outcome 1</b></p> <p>Understand the concept of Person Centred Care.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ The concept of Person Centred Care</li> <li>◆ Values and Principles</li> <li>◆ Privacy and Dignity</li> <li>◆ Equality and Diversity</li> </ul>	<p>K5, K7, K8</p>	<p>P3, P5</p>
<p><b>Outcome 2</b></p> <p>Understand effective person centred communication.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Verbal and nonverbal communication skills</li> <li>◆ Active listening</li> <li>◆ Barriers to communication</li> </ul>		
<p><b>Outcome 3</b></p> <p>Explain the importance of multidisciplinary team (MDT) working in the delivery of care.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ The role of the MDT in the delivery of care</li> <li>◆ Assessment, care planning and review using the MDT approach</li> <li>◆ Professional roles, responsibilities and boundaries within the MDT</li> </ul>	<p>K9</p>	<p>P4, P6, P10</p>







<b>Higher National Unit Person Centred Approach to Care</b>	<b>National Occupational Standard</b> Support the Safeguarding of Individuals H5NC 04 (SCDHSC0024) <b>Knowledge</b>	<b>National Occupational Standard</b> Support the Safeguarding of Individuals H5NC 04 (SCDHSC0024) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Explain the concept of Person Centred care and its benefits for the individual.</li> <li>◆ Describe the importance of confidentiality and the development of trust.</li> <li>◆ Identify individuals' rights and choices in regards to care, which includes equality and diversity.</li> <li>◆ Identify personal beliefs and values; honesty, integrity maintaining and recognising professional boundaries and professional conduct in practice.</li> <li>◆ Explain the importance of compassion and kindness when developing a caring relationship.</li> <li>◆ Explain 'Effective Communication' including barriers to achieving effective communication.</li> <li>◆ Reflect on own communication skills in the context of supporting others.</li> <li>◆ Explain the importance of good communication within the multi-disciplinary team.</li> <li>◆ Explain the role of the multi-disciplinary team in the delivery of effective care.</li> <li>◆ Describe assessment planning and review as part of the MDT approach.</li> </ul>	<p>K14, K15, K16</p> <p>K36, K3, K38, K39, K40</p> <p>K1, K2, K3, K4, K5</p> <p>K8</p> <p>K26, K27</p> <p>K28, K29</p> <p>K20, K46</p> <p>K10, K11</p>	<p>P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29</p>

<b>Higher National Unit Person Centred Approach to Care</b>	<b>National Occupational Standard Support Effective Communication H5NA 04 (SCDHSC0021) Knowledge</b>	<b>National Occupational Standard Support Effective Communication H5NA 04 (SCDHSC0021) Performance Criteria</b>
<p><b>Outcome 1</b></p> <p>Understand the concept of Person Centred Care.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ The concept of Person Centred Care</li> <li>◆ Values and Principles</li> <li>◆ Privacy and Dignity</li> <li>◆ Equality and Diversity</li> </ul>	<p>K14, K15, K16, K17, K5 K23, K24, K25 K8 K19 K1, K2, K4</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25</p>
<p><b>Outcome 2</b></p> <p>Understand effective person centred communication.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Verbal and nonverbal communication skills</li> <li>◆ Active listening</li> <li>◆ Barriers to communication</li> </ul>	<p>K26, K27</p>	<p>P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25</p>
<p><b>Outcome 3</b></p> <p>Explain the importance of multidisciplinary team (MDT) working in the delivery of care.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ The role of the MDT in the delivery of care</li> <li>◆ Assessment, care planning and review using the MDT approach</li> <li>◆ Professional roles, responsibilities and boundaries within the MDT</li> </ul>	<p>K20</p>	<p>P6</p>

Higher National Unit Person Centred Approach to Care	National Occupational Standard Support Effective Communication H5NA 04 (SCDHSC0021) <b>Knowledge</b>	National Occupational Standard Support Effective Communication H5NA 04 (SCDHSC0021) <b>Performance Criteria</b>
<p><b>Evidence Requirements for this Unit</b></p> <ul style="list-style-type: none"> <li>◆ Explain the concept of Person Centred care and its benefits for the individual.</li> <li>◆ Describe the importance of confidentiality and the development of trust.</li> <li>◆ Identify individuals' rights and choices in regards to care, which includes equality and diversity.</li> <li>◆ Identify personal beliefs and values; honesty, integrity maintaining and recognising professional boundaries and professional conduct in practice.</li> <li>◆ Explain the importance of compassion and kindness when developing a caring relationship.</li> <li>◆ Explain 'Effective Communication' including barriers to achieving effective communication.</li> <li>◆ Reflect on own communication skills in the context of supporting others.</li> <li>◆ Explain the importance of good communication within the multi-disciplinary team.</li> <li>◆ Explain the role of the multi-disciplinary team in the delivery of effective care.</li> <li>◆ Describe assessment planning and review as part of the MDT approach.</li> </ul>	<p>K14, K15, K16</p> <p>K36, K3, K38, K39, K40, K49</p> <p>K1, K2, K3, K4, K5</p> <p>K8</p> <p>K49</p> <p>K26, K27, K41, K42, K43, K44, K45</p> <p>K28, K29, K46, K50</p> <p>K46, K48</p> <p>K20,</p> <p>K10, K11</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25</p>

<b>Higher National Unit Person Centred Approach to Care</b>	<b>National Occupational Standard</b> Help Address the Physical Comfort Needs of Individuals H5NS 04 (SCDHSC0216) <b>Knowledge</b>	<b>National Occupational Standard</b> Help Address the Physical Comfort Needs of Individuals H5NS 04 (SCDHSC0216) <b>Performance Criteria</b>
<b>Outcome 1</b>  Understand the concept of Person Centred Care.  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ The concept of Person Centred Care</li> <li>◆ Values and Principles</li> <li>◆ Privacy and Dignity</li> <li>◆ Equality and Diversity</li> </ul>	K14, K15, K16, K17, K5  K23, K24, K25 K8 K19 K1, K2, K4	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21,
<b>Outcome 2</b>  Understand effective person centred communication.  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Verbal and nonverbal communication skills</li> <li>◆ Active listening</li> <li>◆ Barriers to communication</li> </ul>	K26, K27	
<b>Outcome 3</b>  Explain the importance of multidisciplinary team (MDT) working in the delivery of care.  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ The role of the MDT in the delivery of care</li> <li>◆ Assessment, care planning and review using the MDT approach</li> <li>◆ Professional roles, responsibilities and boundaries within the MDT</li> </ul>	K20	

<b>Higher National Unit Person Centred Approach to Care</b>	<b>National Occupational Standard</b> Help Address the Physical Comfort Needs of Individuals H5NS 04 (SCDHSC0216) <b>Knowledge</b>	<b>National Occupational Standard</b> Help Address the Physical Comfort Needs of Individuals H5NS 04 (SCDHSC0216) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Explain the concept of Person Centred care and its benefits for the individual.</li> <li>◆ Describe the importance of confidentiality and the development of trust.</li> <li>◆ Identify individuals' rights and choices in regards to care, which includes equality and diversity.</li> <li>◆ Identify personal beliefs and values; honesty, integrity maintaining and recognising professional boundaries and professional conduct in practice.</li> <li>◆ Explain the importance of compassion and kindness when developing a caring relationship.</li> <li>◆ Explain 'Effective Communication' including barriers to achieving effective communication.</li> <li>◆ Reflect on own communication skills in the context of supporting others.</li> <li>◆ Explain the importance of good communication within the multi-disciplinary team.</li> <li>◆ Explain the role of the multi-disciplinary team in the delivery of effective care.</li> <li>◆ Describe assessment planning and review as part of the MDT approach.</li> </ul>	<p>K14, K15, K16, K42, K43, K44, K45 K48, 49, K50</p> <p>K36, K3, K38, K39, K40 K1, K2, K3, K4, K5</p> <p>K8, K41, K49,</p> <p>K46, K47,</p> <p>K26, K27,</p> <p>K28, K29, K46, K50</p> <p>K20,</p> <p>K10, K11</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21,</p>

<b>Higher National Unit Person Centred Approach to Care</b>	<b>National Occupational Standard</b> Monitor the Condition of Individuals H5NY 04 (SCDHSC0224) <b>Knowledge</b>	<b>National Occupational Standard</b> Monitor the Conditions of Individuals H5NY 04 (SCDHSC0224) <b>Performance Criteria</b>
<b>Outcome 1</b>  Understand the concept of Person Centred Care.  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ The concept of Person Centred Care</li> <li>◆ Values and Principles</li> <li>◆ Privacy and Dignity</li> <li>◆ Equality and Diversity</li> </ul>	K14, K15, K16, K17, K5 K23, K24, K25 K8 K19 K1, K2, K4	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19,
<b>Outcome 2</b>  Understand effective person centred communication.  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Verbal and nonverbal communication skills</li> <li>◆ Active listening</li> <li>◆ Barriers to communication</li> </ul>	K26, K27	
<b>Outcome 3</b>  Explain the importance of multidisciplinary team (MDT) working in the delivery of care.  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ The role of the MDT in the delivery of care</li> <li>◆ Assessment, care planning and review using the MDT approach</li> <li>◆ Professional roles, responsibilities and boundaries within the MDT</li> </ul>	K20	P12, P13, P15

<b>Higher National Unit Person Centred Approach to Care</b>	<b>National Occupational Standard</b> Monitor the Condition of Individuals H5NY 04 (SCDHSC0224) <b>Knowledge</b>	<b>National Occupational Standard</b> Monitor the Conditions of Individuals H5NY 04 (SCDHSC0224) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Explain the concept of Person Centred care and its benefits for the individual.</li> <li>◆ Describe the importance of confidentiality and the development of trust.</li> <li>◆ Identify individuals' rights and choices in regards to care, which includes equality and diversity.</li> <li>◆ Identify personal beliefs and values; honesty, integrity maintaining and recognising professional boundaries and professional conduct in practice.</li> <li>◆ Explain the importance of compassion and kindness when developing a caring relationship.</li> <li>◆ Explain 'Effective Communication' including barriers to achieving effective communication.</li> <li>◆ Reflect on own communication skills in the context of supporting others.</li> <li>◆ Explain the importance of good communication within the multi-disciplinary team.</li> <li>◆ Explain the role of the multi-disciplinary team in the delivery of effective care.</li> <li>◆ Describe assessment planning and review as part of the MDT approach.</li> </ul>	<p>K14, K15, K16, K41, K42, K43, K44, K45, K46</p> <p>K36, K3, K38, K39, K40</p> <p>K1, K2, K3, K4, K5 K8,</p> <p>K26, K27,</p> <p>K28, K29</p> <p>K20,</p> <p>K10, K11</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19,</p>





<b>Higher National Unit Person Centred Approach to Care</b>	<b>National Occupational Standard</b> Undertake agreed pressure area care DK94 04 (SFHCH S5) <b>Knowledge</b>	<b>National Occupational Standard</b> Undertake agreed pressure area care DK94 04 (SFHCH S5) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Explain the concept of Person Centred care and its benefits for the individual.</li> <li>◆ Describe the importance of confidentiality and the development of trust.</li> <li>◆ Identify individuals' rights and choices in regards to care, which includes equality and diversity.</li> <li>◆ Identify personal beliefs and values; honesty, integrity maintaining and recognising professional boundaries and professional conduct in practice.</li> <li>◆ Explain the importance of compassion and kindness when developing a caring relationship.</li> <li>◆ Explain "Effective Communication" including barriers to achieving effective communication.</li> <li>◆ Reflect on own communication skills in the context of supporting others.</li> <li>◆ Explain the importance of good communication within the multi-disciplinary team.</li> <li>◆ Explain the role of the multi-disciplinary team in the delivery of effective care.</li> <li>◆ Describe assessment planning and review as part of the MDT approach.</li> </ul>	<p>K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K17, K18, K19</p> <p>K23, K21, K20,</p>	<p>P3, P4, P5, P9</p> <p>P2</p>

## Mapping of National Occupational Standards (NOS) Against Higher National Units

Higher National Unit Practical caring Skills — SCDHSC0021, SCDHSC0022, SCDHSC0023, SCDHSC0024, SCDHSC0216, SCDHSC0224, SCDHSC0218, SFHCH S5

Higher National Unit Practical Caring Skills	National Occupational Standard Support the health and safety of yourself and individuals H5NB 04(SCDHSC0022) <b>Knowledge</b>	National Occupational Standard Support the health and safety of yourself and individuals H5NB 04(SCDHSC0022) <b>Performance Criteria</b>
<p><b>Outcome 1</b></p> <p>Understand and explain the skills required to deliver safe care to meet the needs of individuals.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Prevention of infection</li> <li>◆ Nutrition</li> <li>◆ Hydration</li> <li>◆ Personal care</li> <li>◆ Falls prevention</li> </ul>	<p>K35, K33, K31, K30, K28, K27, K17 K26 K26 K34, K30, K36, K32, K30, K29</p>	<p>P1, P2, P3, P4, P5, P6, P9, P10, P14, P15</p>
<p><b>Outcome 2</b></p> <p>Understand relevant organisational policies and procedures in relation to safe effective care.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Organisational policy related to safe care</li> <li>◆ Organisational procedures for reporting concerns</li> <li>◆ Role of supervision</li> <li>◆ Role of continuous professional development (CPD)</li> </ul>	<p>K29, K28, K27, K18, K16, K7, K6  K22, K23, K24, K25, K26, K19, K20, K21, K9, K5, K4, K3 K20, K15, K14, K13, K12, K11, K10  K8, K2, K1</p>	<p>P1, P6, P7, P8, P11, P16, P17, P18,</p>
<p><b>Outcome 3</b></p> <p>Deliver direct personal care to individuals</p> <p><b>Knowledge and/or skills</b></p> <ul style="list-style-type: none"> <li>◆ Intimate personal care</li> <li>◆ Continence care</li> <li>◆ Pain management</li> <li>◆ Physiological measurements</li> <li>◆ Tissue Viability/Pressure Care</li> <li>◆ Principles of assisting administration of medicine</li> <li>◆ End of Life Care</li> </ul>	<p>K17, K28 K17, K28 K30, K26, K30 K23, K26  K19, K18, K35, K30, K26 K12, K13, K9, K23  K30</p>	<p>P10, P12, P13, P14, P15, P19, P20, P21, P22, P23, P24</p>

<b>Higher National Unit Practical Caring Skills</b>	<b>National Occupational Standard</b> Support the health and safety of yourself and individuals H5NB 04(SCDHSC0022) <b>Knowledge</b>	<b>National Occupational Standard</b> Support the health and safety of yourself and individuals H5NB 04(SCDHSC0022) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Demonstrate how to prepare and dress for work in a care setting</li> <li>◆ Demonstrate effective infection control</li> <li>◆ Assist individuals to eat and drink</li> <li>◆ Explain the use of falls prevention techniques</li> <li>◆ Demonstrate continence care</li> <li>◆ Explain two organisational policies essential to the delivery of safe care</li> <li>◆ Explain two requirements for continuous professional development</li> <li>◆ Describe two signs and symptoms of pain and the appropriate response</li> <li>◆ Demonstrate an understanding of physiological measurements</li> <li>◆ Recognise three changes in skin integrity and identify the appropriate responses</li> <li>◆ Describe two requirements for assisting in the administration of medicine</li> <li>◆ Demonstrate an awareness of principles of bereavement end of life care and support for the individual.</li> </ul>	<p>K9, K7,</p> <p>K6, K9, K16, K17, K28</p> <p>K36, K34, K35, K31</p> <p>K1, K10, K11, K13</p> <p>K6, K8, K13, K14, K15</p> <p>K6, K10, K18, K19, K20, K21</p> <p>K22, K23, K24, K25, K26</p> <p>K6, K10, K30</p> <p>K6, K10</p> <p>K1, K2, K3, K4, K5, K6, K30, K29</p>	<p>P1</p> <p>P2, P3, P9</p> <p>P3, P4 P10</p> <p>P12, P5</p> <p>P10, P12</p> <p>P7, P8, P9, P10, P11, P12</p> <p>P7</p> <p>P14, 13,</p> <p>P6, P17</p> <p>P13, P18</p> <p>P17</p> <p>P19, P20, P21, P22, P23, P24</p>

<b>Higher National Unit Practical Caring Skills</b>	<b>National Occupational Standard</b> Support Individuals with Their Personal Care Needs H5NT 04 (SCDHSC0218) <b>Knowledge</b>	<b>National Occupational Standard</b> Support Individuals with Their Personal Care Needs H5NT 04 (SCDHSC0218) <b>Performance Criteria</b>
<p><b>Outcome 1</b></p> <p>Understand and explain the skills required to deliver safe care to meet the needs of individuals.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Prevention of infection</li> <li>◆ Nutrition</li> <li>◆ Hydration</li> <li>◆ Personal care</li> <li>◆ Falls prevention</li> </ul>	<p>K41, K42, K43 K23, K24, K25, K30, K31</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, P36, P37, P38</p>
<p><b>Outcome 2</b></p> <p>Understand relevant organisational policies and procedures in relation to safe effective care.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Organisational policy related to safe care</li> <li>◆ Organisational procedures for reporting concerns</li> <li>◆ Role of supervision</li> <li>◆ Role of continuous professional development (CPD)</li> </ul>	<p>K1, K2, K3, K4, K5, K7  K32, K33, K34, K35, K36, K37, K38, K39, K40, K13 K9, K28, K29, K10, K11, K12, K22, K21 K28, K29, K8, K11, K13</p>	<p>P15, P27, P38</p>
<p><b>Outcome 3</b></p> <p>Deliver direct personal care to individuals</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Intimate personal care</li> <li>◆ Continence care</li> <li>◆ Pain management</li> <li>◆ Physiological measurements</li> <li>◆ Tissue Viability/Pressure Care</li> <li>◆ Principles of assisting administration of medicine</li> <li>◆ End of Life Care</li> </ul>	<p>K14, K15, 16, K17, K18, K19, K20, K21, K22, K30, K31  K41, K42  K43</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, P36, P37, P38</p>

Higher National Unit Practical Caring Skills	National Occupational Standard Support Individuals with Their Personal Care Needs H5NT 04 (SCDHSC0218) <b>Knowledge</b>	National Occupational Standard Support Individuals with Their Personal Care Needs H5NT 04 (SCDHSC0218) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Demonstrate how to prepare and dress for work in a care setting</li> <li>◆ Demonstrate effective infection control</li> <li>◆ Assist individuals to eat and drink</li> <li>◆ Explain the use of falls prevention techniques</li> <li>◆ Demonstrate continence care</li> <li>◆ Explain two organisational policies essential to the delivery of safe care</li> <li>◆ Explain two requirements for continuous professional development</li> <li>◆ Describe two signs and symptoms of pain and the appropriate response</li> <li>◆ Demonstrate an understanding of physiological measurements</li> <li>◆ Recognise three changes in skin integrity and identify the appropriate responses</li> <li>◆ Describe two requirements for assisting in the administration of medicine</li> <li>◆ Demonstrate an awareness of principles of bereavement end of life care and support for the individual.</li> </ul>	<p>K23, K24, K25, K30, K31</p> <p>K23, K24, K25, K30, K31 K41, K42</p> <p>K14, K15, K16, K17, K18, K19, K20, K21, K22, K30, K31 K1, K2, K3, K4, K5, K7 K28, K29, K10, K11, K12, K22, K21 K32, K33, K34, K35, K36, K37, K38, K39, K40, K13</p> <p>K28, K29, K8, K11, K13</p> <p>K23, K24, K25, K30, K31</p> <p>K43</p> <p>K23, K24, K25, K30, K31</p> <p>K32, K33, K34, K35, K36, K37, K38, K39, K40, K13</p> <p>K19, K20, K21, K22, K26, K27</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, P36, P37, P38</p>

Higher National Unit Practical Caring Skills	National Occupational Standard Develop Your Own Knowledge and Practice H5L5 04 (SCDHSC0023) <b>Knowledge</b>	National Occupational Standard Develop Your Own Knowledge and Practice H5L5 04 (SCDHSC0023) <b>Performance Criteria</b>
<p><b>Outcome 1</b></p> <p>Understand and explain the skills required to deliver safe care to meet the needs of individuals.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Prevention of infection</li> <li>◆ Nutrition</li> <li>◆ Hydration</li> <li>◆ Personal care</li> <li>◆ Falls prevention</li> </ul>	K7, K8, K2	P3, P11, P12, P13, P14
<p><b>Outcome 2</b></p> <p>Understand relevant organisational policies and procedures in relation to safe effective care.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Organisational policy related to safe care</li> <li>◆ Organisational procedures for reporting concerns</li> <li>◆ Role of supervision</li> <li>◆ Role of continuous professional development (CPD)</li> </ul>	K1, K2, K3, K4,  K9  K5, K6, K7, K8, K9, K10, K11, K12	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14
<p><b>Outcome 3</b></p> <p>Deliver direct personal care to individuals</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Intimate personal care</li> <li>◆ Continence care</li> <li>◆ Pain management</li> <li>◆ Physiological measurements</li> <li>◆ Tissue Viability/Pressure Care</li> <li>◆ Principles of assisting administration of medicine</li> <li>◆ End of Life Care</li> </ul>	K2, K7, K8	P3, P11, P12, P13, P14

Higher National Unit Practical Caring Skills	National Occupational Standard Develop Your Own Knowledge and Practice H5L5 04 (SCDHSC0023) <b>Knowledge</b>	National Occupational Standard Develop Your Own Knowledge and Practice H5L5 04 (SCDHSC0023) <b>Performance Criteria</b>
<p><b>Evidence Requirements for this Unit</b></p> <ul style="list-style-type: none"> <li>◆ Demonstrate how to prepare and dress for work in a care setting</li> <li>◆ Demonstrate effective infection control</li> <li>◆ Assist individuals to eat and drink</li> <li>◆ Explain the use of falls prevention techniques</li> <li>◆ Demonstrate continence care</li> <li>◆ Explain two organisational policies essential to the delivery of safe care</li> <li>◆ Explain two requirements for continuous professional development</li> <li>◆ Describe two signs and symptoms of pain and the appropriate response</li> <li>◆ Demonstrate an understanding of physiological measurements</li> <li>◆ Recognise three changes in skin integrity and identify the appropriate responses</li> <li>◆ Describe two requirements for assisting in the administration of medicine</li> <li>◆ Demonstrate an awareness of principles of bereavement end of life care and support for the individual.</li> </ul>	<p>K1, K2, K3, K4,</p> <p>K9 K5, K6, K7, K8, K9, K10, K11, K12</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14</p>

Higher National Unit Practical Caring Skills	National Occupational Standard Support the Safeguarding of Individuals H5NC 04 (SCDHSC0024) <b>Knowledge</b>	National Occupational Standard Support the Safeguarding of Individuals H5NC 04 (SCDHSC0024) <b>Performance Criteria</b>
<p><b>Outcome 1</b></p> <p>Understand and explain the skills required to deliver safe care to meet the needs of individuals.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Prevention of infection</li> <li>◆ Nutrition</li> <li>◆ Hydration</li> <li>◆ Personal care</li> <li>◆ Falls prevention</li> </ul>	<p>K23, K24, K25, K30, K31</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P26, P27, P28, P29, P30, P31, P32, P33, P34</p>
<p><b>Outcome 2</b></p> <p>Understand relevant organisational policies and procedures in relation to safe effective care.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Organisational policy related to safe care</li> <li>◆ Organisational procedures for reporting concerns</li> <li>◆ Role of supervision</li> <li>◆ Role of continuous professional development (CPD)</li> </ul>	<p>K1, K2, K3, K4, K5, K7</p> <p>K32, K33, K34, K35, K36, K37, K38, K39, K40, K13</p> <p>K28, K29, K10, K11, K12, K22, K21</p> <p>K28, K29, K8, K11, K13, K9</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13,</p> <p>P17, P2, P3, P4, P5, P6, P7, P8, P11</p> <p>P12, P13, P11</p>
<p><b>Outcome 3</b></p> <p>Deliver direct personal care to individuals</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Intimate personal care</li> <li>◆ Continence care</li> <li>◆ Pain management</li> <li>◆ Physiological measurements</li> <li>◆ Tissue Viability/Pressure Care</li> <li>◆ Principles of assisting administration of medicine</li> <li>◆ End of Life Care</li> </ul>	<p>K14, K15, K16, K17, K18, K19, K20, K21, K22, K30, K31, K40, K43, K44 K45, K47</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P26, P27, P28, P29, P30, P31, P32, P33, P34</p>



Higher National Unit Practical Caring Skills	National Occupational Standard Support the Safeguarding of Individuals H5NC 04 (SCDHSC0024) <b>Knowledge</b>	National Occupational Standard Support the Safeguarding of Individuals H5NC 04 (SCDHSC0024) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Demonstrate how to prepare and dress for work in a care setting</li> <li>◆ Demonstrate effective infection control</li> <li>◆ Assist individuals to eat and drink</li> <li>◆ Explain the use of falls prevention techniques</li> <li>◆ Demonstrate continence care</li> <li>◆ Explain two organisational policies essential to the delivery of safe care</li> <li>◆ Explain two requirements for continuous professional development</li> <li>◆ Describe two signs and symptoms of pain and the appropriate response</li> <li>◆ Demonstrate an understanding of physiological measurements</li> <li>◆ Recognise three changes in skin integrity and identify the appropriate responses</li> <li>◆ Describe two requirements for assisting in the administration of medicine</li> <li>◆ Demonstrate an awareness of principles of bereavement end of life care and support for the individual.</li> </ul>	<p>K23, K24, K25, K30, K31</p> <p>K23, K24, K25, K30, K31</p> <p>K23, K24, K25, K30, K31</p> <p>K14, K15, K16, K17, K18, K19, K20, K21, K22, K30, K31</p> <p>K1, K2, K3, K4, K5, K7</p> <p>K28, K29, K10, K11, K12, K22, K21</p> <p>K32, K33, K34, K35, K36, K37, K38, K39, K40, K13</p> <p>K28, K29, K8, K11, K13</p> <p>K23, K24, K25, K30, K31</p> <p>K23, K24, K25, K30, K31</p> <p>K19, K20, K21, K22, K26, K27</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P26, P27, P28, P29</p>

<b>Higher National Unit Practical Caring Skills</b>	<b>National Occupational Standard Support Effective Communication H5NA 04 (SCDHSC0021) Knowledge</b>	<b>National Occupational Standard Support Effective Communication H5NA 04 (SCDHSC0021) Performance Criteria</b>
<p><b>Outcome 1</b></p> <p>Understand and explain the skills required to deliver safe care to meet the needs of individuals.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Prevention of infection</li> <li>◆ Nutrition</li> <li>◆ Hydration</li> <li>◆ Personal care</li> <li>◆ Falls prevention</li> </ul>	<p>K23, K24, K25, K30, K31</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P26, P27, P28, P29, P30, P31, P32, P33, P34</p>
<p><b>Outcome 2</b></p> <p>Understand relevant organisational policies and procedures in relation to safe effective care.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Organisational policy related to safe care</li> <li>◆ Organisational procedures for reporting concerns</li> <li>◆ Role of supervision</li> <li>◆ Role of continuous professional development (CPD)</li> </ul>	<p>K1, K2, K3, K4, K5, K7</p> <p>K32, K33, K34, K35, K36, K37, K38, K39, K40, K13</p> <p>K28, K29, K10, K11, K12, K22, K21</p> <p>K28, K29, K8, K11, K13, K9</p>	<p>P4, P6, P25, P30, P32, P33</p> <p>P23, P25, P29, P30, P32, P33</p>
<p><b>Outcome 3</b></p> <p>Deliver direct personal care to individuals</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Intimate personal care</li> <li>◆ Continence care</li> <li>◆ Pain management</li> <li>◆ Physiological measurements</li> <li>◆ Tissue Viability/Pressure Care</li> <li>◆ Principles of assisting administration of medicine</li> <li>◆ End of Life Care</li> </ul>	<p>K14, K15, 16, K17, K18, K19, K20, K21, K22, K30, K31</p>	<p>P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P26, P27, P28, P29, P30, P31, P32, P33, P34</p>

Higher National Unit Practical Caring Skills	National Occupational Standard Support Effective Communication H5NA 04 (SCDHSC0021) <b>Knowledge</b>	National Occupational Standard Support Effective Communication H5NA 04 (SCDHSC0021) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Demonstrate how to prepare and dress for work in a care setting</li> <li>◆ Demonstrate effective infection control</li> <li>◆ Assist individuals to eat and drink</li> <li>◆ Explain the use of falls prevention techniques</li> <li>◆ Demonstrate continence care</li> <li>◆ Explain two organisational policies essential to the delivery of safe care</li> <li>◆ Explain two requirements for continuous professional development</li> <li>◆ Describe two signs and symptoms of pain and the appropriate response</li> <li>◆ Demonstrate an understanding of physiological measurements</li> <li>◆ Recognise three changes in skin integrity and identify the appropriate responses</li> <li>◆ Describe two requirements for assisting in the administration of medicine</li> <li>◆ Demonstrate an awareness of principles of bereavement end of life care and support for the individual.</li> </ul>	<p>K23, K24, K25, K30, K31</p> <p>K23, K24, K25, K30, K31</p> <p>K23, K24, K25, K30, K31</p> <p>K14, K15, K16, K17, K18, K19, K20, K21, K22, K30, K31 K1, K2, K3, K4, K5, K7 K28, K29, K10, K11, K12, K22, K21 K32, K33, K34, K35, K36, K37, K38, K39, K40, K13 K28, K29, K8, K11, K13</p> <p>K23, K24, K25, K30, K31</p> <p>K23, K24, K25, K30, K31</p> <p>K19, K20, K21, K22, K26, K27</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P26, P27, P28, P29, P30, P31, P32, P33, P34</p>

<b>Higher National Unit Practical Caring Skills</b>	<b>National Occupational Standard</b> Help Address the Physical Comfort Needs of Individuals H5NS 04 (SCDHSC0216) <b>Knowledge</b>	<b>National Occupational Standard</b> Help Address the Physical Comfort Needs of Individuals H5NS 04 (SCDHSC0216) <b>Performance Criteria</b>
<b>Outcome 1</b>  Understand and explain the skills required to deliver safe care to meet the needs of individuals.  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Prevention of infection</li> <li>◆ Nutrition</li> <li>◆ Hydration</li> <li>◆ Personal care</li> <li>◆ Falls prevention</li> </ul>	K30, K31, K23, K24, K25	P1, P2, P3, P4, P6, P7, P12, P13, P14, P17, P18, P19
<b>Outcome 2</b>  Understand relevant organisational policies and procedures in relation to safe effective care.  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Organisational policy related to safe care</li> <li>◆ Organisational procedures for reporting concerns</li> <li>◆ Role of supervision</li> <li>◆ Role of continuous professional development (CPD)</li> </ul>	K1, K2, K3, K4, K5, K7  K32, K33, K34, K35, K36, K37, K38, K39, K40, K13  K9, K28, K29, K10, K11, K12, K22, K21  K28, K29, K8, K11, K13	P8, P4, P6  P9, P10, P15, P16, P21
<b>Outcome 3</b>  Deliver direct personal care to individuals  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Intimate personal care</li> <li>◆ Continence care</li> <li>◆ Pain management</li> <li>◆ Physiological measurements</li> <li>◆ Tissue Viability/Pressure Care</li> <li>◆ Principles of assisting administration of medicine</li> <li>◆ End of Life Care</li> </ul>	K14, K15, K16, K17, K18, K19, K20, K21, K22, K30, K31 K41, K42, K43, K44, K45, K46, K47, K48, K49, K50	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21

Higher National Unit Practical Caring Skills	National Occupational Standard Help Address the Physical Comfort Needs of Individuals H5NS 04 (SCDHSC0216) <b>Knowledge</b>	National Occupational Standard Help Address the Physical Comfort Needs of Individuals H5NS 04 (SCDHSC0216) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Demonstrate how to prepare and dress for work in a care setting</li> <li>◆ Demonstrate effective infection control</li> <li>◆ Assist individuals to eat and drink</li> <li>◆ Explain the use of falls prevention techniques</li> <li>◆ Demonstrate continence care</li> <li>◆ Explain two organisational policies essential to the delivery of safe care</li> <li>◆ Explain two requirements for continuous professional development</li> <li>◆ Describe two signs and symptoms of pain and the appropriate response</li> <li>◆ Demonstrate an understanding of physiological measurements</li> <li>◆ Recognise three changes in skin integrity and identify the appropriate responses</li> <li>◆ Describe two requirements for assisting in the administration of medicine</li> <li>◆ Demonstrate an awareness of principles of bereavement end of life care and support for the individual.</li> </ul>	<p>K23, K24, K25, K30, K31</p> <p>K23, K24, K25, K30, K31</p> <p>K23, K24, K25, K30, K31</p> <p>K14, K15, K16, K17, K18, K19, K20, K21, K22, K30, K31</p> <p>K1, K2, K3, K4, K5, K7</p> <p>K28, K29, K10, K11, K12, K22, K21</p> <p>K32, K33, K34, K35, K36, K37, K38, K39, K40, K13</p> <p>K28, K29, K8, K11, K13</p> <p>K23, K24, K25, K30, K31</p> <p>K23, K24, K25, K30, K31</p> <p>K19, K20, K21, K22, K26, K27</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21</p>

<b>Higher National Unit Practical Caring Skills</b>	<b>National Occupational Standard</b> Monitor the Condition of Individuals H5NY 04 (SCDHSC0224) <b>Knowledge</b>	<b>National Occupational Standard</b> Monitor the Conditions of Individuals H5NY 04 (SCDHSC0224) <b>Performance Criteria</b>
<p><b>Outcome 1</b></p> <p>Understand and explain the skills required to deliver safe care to meet the needs of individuals.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Prevention of infection</li> <li>◆ Nutrition</li> <li>◆ Hydration</li> <li>◆ Personal care</li> <li>◆ Falls prevention</li> </ul>	<p>K23, K24, K25, K30, K31</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19,</p>
<p><b>Outcome 2</b></p> <p>Understand relevant organisational policies and procedures in relation to safe effective care.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Organisational policy related to safe care</li> <li>◆ Organisational procedures for reporting concerns</li> <li>◆ Role of supervision</li> <li>◆ Role of continuous professional development (CPD)</li> </ul>	<p>K1, K2, K3, K4, K5, K7</p> <p>K32, K33, K34, K35, K36, K37, K38, K39, K40, K13</p> <p>K28, K29, K10, K11, K12, K22, K21</p> <p>K28, K29, K8, K11, K13, K9</p>	<p>P11, P12, P13, P14, P15, P16, P17, P18, P19</p> <p>P11, P12, P13, P14, P15, P16, P17, P18, P19</p>
<p><b>Outcome 3</b></p> <p>Deliver direct personal care to individuals</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Intimate personal care</li> <li>◆ Continence care</li> <li>◆ Pain management</li> <li>◆ Physiological measurements</li> <li>◆ Tissue Viability/Pressure Care</li> <li>◆ Principles of assisting administration of medicine</li> <li>◆ End of Life Care</li> </ul>	<p>K14, K15, 16, K17, K18, K19, K20, K21, K22, K30, K31, K41, K42, K43, K44, K45, K46</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19,</p>

Higher National Unit Practical Caring Skills	National Occupational Standard Monitor the Condition of Individuals H5NY 04 (SCDHSC0224) <b>Knowledge</b>	National Occupational Standard Monitor the Conditions of Individuals H5NY 04 (SCDHSC0224) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Demonstrate how to prepare and dress for work in a care setting</li> <li>◆ Demonstrate effective infection control</li> <li>◆ Assist individuals to eat and drink</li> <li>◆ Explain the use of falls prevention techniques</li> <li>◆ Demonstrate continence care</li> <li>◆ Explain two organisational policies essential to the delivery of safe care</li> <li>◆ Explain two requirements for continuous professional development</li> <li>◆ Describe two signs and symptoms of pain and the appropriate response</li> <li>◆ Demonstrate an understanding of physiological measurements</li> <li>◆ Recognise three changes in skin integrity and identify the appropriate responses</li> <li>◆ Describe two requirements for assisting in the administration of medicine</li> <li>◆ Demonstrate an awareness of principles of bereavement end of life care and support for the individual.</li> </ul>	<p>K23, K24, K25, K30, K31</p> <p>K23, K24, K25, K30, K31</p> <p>K23, K24, K25, K30, K31</p> <p>K14, K15, K16, K17, K18, K19, K20, K21, K22, K30, K31</p> <p>K1, K2, K3, K4, K5, K7</p> <p>K28, K29, K10, K11, K12, K22, K21</p> <p>K32, K33, K34, K35, K36, K37, K38, K39, K40, K13</p> <p>K28, K29, K8, K11, K13</p> <p>K23, K24, K25, K30, K31</p> <p>K41, K42, K43, K44, K45, K46</p> <p>K23, K24, K25, K30, K31</p> <p>K41, K42, K43, K44, K45, K46</p> <p>K19, K20, K21, K22, K26, K27</p> <p>K41, K42, K43, K44, K45, K46</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19,</p>





<b>Higher National Unit Practical Caring Skills</b>	<b>National Occupational Standard</b> Undertake agreed pressure area care DK94 04 (SFHCH S5) <b>Knowledge</b>	<b>National Occupational Standard</b> Undertake agreed pressure area care DK94 04 (SFHCH S5) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Demonstrate how to prepare and dress for work in a care setting</li> <li>◆ Demonstrate effective infection control</li> <li>◆ Assist individuals to eat and drink</li> <li>◆ Explain the use of falls prevention techniques</li> <li>◆ Demonstrate continence care</li> <li>◆ Explain two organisational policies essential to the delivery of safe care</li> <li>◆ Explain two requirements for continuous professional development</li> <li>◆ Describe two signs and symptoms of pain and the appropriate response</li> <li>◆ Demonstrate an understanding of physiological measurements</li> <li>◆ Recognise three changes in skin integrity and identify the appropriate responses</li> <li>◆ Describe two requirements for assisting in the administration of medicine</li> <li>◆ Demonstrate an awareness of principles of bereavement end of life care and support for the individual.</li> </ul>	<p>K5, K2, K1</p> <p>K8, K9</p> <p>K14, K15</p> <p>K21, K22, K23, K13.1, K13.2, K12, K3, K20</p> <p>K16, K17, K18, K19, K4</p> <p>K10, K11, K12, K7, K6, K1, K2, K3</p>	

## Mapping of National Occupational Standards (NOS) Against Higher National Units

Higher National Unit **Safe Practice in Care** — SCDHSC0021, SCDHSC0022, SCDHSC0023, SCDHSC0024, SCDHSC0216, SCDHSC0224, SCDHSC0218, SFHCH S5

<b>Higher National Unit</b> <b>Safe Practice in Care</b>	<b>National Occupational Standard</b> Support the health and safety of yourself and individuals H5NB 04(SCDHSC0022) <b>Knowledge</b>	<b>National Occupational Standard</b> Support the health and safety of yourself and individuals H5NB 04(SCDHSC0022) <b>Performance Criteria</b>
<b>Outcome 1</b>  Understand safe and effective practice in care settings.  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Current Health and Safety legislation relevant to the care setting</li> <li>◆ Risk assessment and the need to preserve safety</li> <li>◆ Application of health and safety legislation in a care context</li> <li>◆ Role boundaries in care settings</li> </ul>	K6, K7, K27, K29, K36  K9, K10, K11, K12, K13  K16, K17, K23, K28, K35, K34, K33, K32  K9, K31, K33, K15, K14	P1  P2, P3, P4, P8, P11 , P12  P5, P8, P12  P7
<b>Outcome 2</b>  Explain skills required to uphold safety in the delivery of care  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Standards for care practice</li> <li>◆ Respond to individual's needs</li> <li>◆ Practice safely in a care setting</li> <li>◆ Communicate effectively</li> <li>◆ Record and report using relevant documentation</li> </ul>	K6  K1, K2, K6, K5  K16 K15  K22, K23, K24, K25, K26	P9  P10  P14  P14  P6, P16, P17, P24
<b>Outcome 3</b>  Understand the need to seek assistance in unsafe situations  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Factors that may lead to danger, harm and abuse</li> <li>◆ Safeguarding and protecting</li> <li>◆ Reducing risk of harm</li> <li>◆ Seeking help and assistance</li> <li>◆ Dealing with emergencies</li> </ul>	K18  K18, K19, 20, 21, K3, K4  K33 K33, K35, K15  K30, K31, K32	P13  P16  P9 P18, P24  P19, P20, P21, P22, P23, P24

<b>Higher National Unit Safe Practice in Care</b>	<b>National Occupational Standard</b> Support the health and safety of yourself and individuals H5NB 04(SCDHSC0022) <b>Knowledge</b>	<b>National Occupational Standard</b> Support the health and safety of yourself and individuals H5NB 04(SCDHSC0022) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Describe the importance of applying health and safety legislation in the care context.</li> <li>◆ Explain how to uphold health and safety relevant to one specific care setting.</li> <li>◆ Understand and describe the risk assessment process</li> <li>◆ Follow the standards for Care to apply the assessment of risk in a Care setting.</li> <li>◆ Provide an example of the limitations of the role.</li> <li>◆ Demonstrate the application of safe practice.</li> <li>◆ Understand how and when to report any concerns about abuse and discriminatory practice.</li> <li>◆ Recognise when an individual requires specialist care.</li> <li>◆ Demonstrate accurate record keeping and reporting skills.</li> </ul>	<p>K16, K17, K23, K28, K35, K34, K33, K32</p> <p>K9, K31, K33, K15, K14</p> <p>K9, K10, K11, K12, K13</p> <p>K6</p> <p>K9, K31, K33, K15, K14</p> <p>K16, K17, K23, K28, K35, K34, K33, K32</p> <p>K18, K19, 20, 21, K3, K4</p> <p>K33, K35, K15</p> <p>K22, K23, K24, K25, K26</p>	<p>P1</p> <p>P1</p> <p>P2, P3, P4, P5</p> <p>P2, P3, P4, P5</p> <p>P7</p> <p>P1, P2, P3, P4, P5, P7, P8, P9, P10, P11, P12, P13, P14, P15, P17, P18</p> <p>P10</p> <p>P18, P24</p> <p>P6, P16, P17, P24</p>

Higher National Unit Safe Practice in Care	National Occupational Standard Support Individuals with Their Personal Care Needs H5NT 04 (SCDHSC0218) <b>Knowledge</b>	National Occupational Standard Support Individuals with Their Personal Care Needs H5NT 04 (SCDHSC0218) <b>Performance Criteria</b>
<p><b>Outcome 1</b></p> <p>Understand safe and effective practice in care settings.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Current Health and Safety legislation relevant to the care setting</li> <li>◆ Risk assessment and the need to preserve safety</li> <li>◆ Application of health and safety legislation in a care context</li> <li>◆ Role boundaries in care settings</li> </ul>	<p>K7, K1, K30, K31</p> <p>K43</p> <p>K30, K31</p> <p>K10, K11, K12, K41, K42</p>	<p>P4, P24</p> <p>P10, P11, P12, P13, P20, P22, P26 P37</p> <p>P15, P27, P35, P38</p>
<p><b>Outcome 2</b></p> <p>Explain skills required to uphold safety in the delivery of care</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Standards for care practice</li> <li>◆ Respond to individual's needs</li> <li>◆ Practice safely in a care setting</li> <li>◆ Communicate effectively</li> <li>◆ Record and report using relevant documentation</li> </ul>	<p>K6</p> <p>K14, K15, K16, K17, K18, K19</p> <p>K30, K31</p> <p>K26, K27</p> <p>K36, K37, K38, K39, K40</p>	<p>P36, P16</p> <p>P1, P2, P3, P4, P5, P6, P7, P8, P16, 17, P18, P19, P21, P22, P23, P24, P25, P28, P29, P30, P31, P33, P34</p> <p>P4, P9, P13, P37</p> <p>P38, P14, P27</p> <p>P38, P14, P27</p>
<p><b>Outcome 3</b></p> <p>Understand the need to seek assistance in unsafe situations</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Factors that may lead to danger, harm and abuse</li> <li>◆ Safeguarding and protecting</li> <li>◆ Reducing risk of harm</li> <li>◆ Seeking help and assistance</li> <li>◆ Dealing with emergencies</li> </ul>	<p>K32, K33, K34, K35,</p>	<p>P38, P27, P15</p>

<b>Higher National Unit Safe Practice in Care</b>	<b>National Occupational Standard</b> Support Individuals with Their Personal Care Needs H5NT 04 (SCDHSC0218) <b>Knowledge</b>	<b>National Occupational Standard</b> Support Individuals with Their Personal Care Needs H5NT 04 (SCDHSC0218) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Describe the importance of applying health and safety legislation in the care context.</li> <li>◆ Explain how to uphold health and safety relevant to one specific care setting.</li> <li>◆ Understand and describe the risk assessment process</li> <li>◆ Follow the standards for Care to apply the assessment of risk in a Care setting.</li> <li>◆ Provide an example of the limitations of the role.</li> <li>◆ Demonstrate the application of safe practice.</li> <li>◆ Understand how and when to report any concerns about abuse and discriminatory practice.</li> <li>◆ Recognise when an individual requires specialist care.</li> <li>◆ Demonstrate accurate record keeping and reporting skills.</li> </ul>	K30, K31  K42, K43   K6, K1, K2, K7   K30, K31  K32, K33, K34, K35  K22  K3, K37, K38, K39, K40	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, P35, P36, P37, P38

<b>Higher National Unit Safe Practice in Care</b>	<b>National Occupational Standard Develop Your Own Knowledge and Practice H5L5 04 (SCDHSC0023) Knowledge</b>	<b>National Occupational Standard Develop Your Own Knowledge and Practice H5L5 04 (SCDHSC0023) Performance Criteria</b>
<p><b>Outcome 1</b></p> <p>Understand safe and effective practice in care settings.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Current Health and Safety legislation relevant to the care setting</li> <li>◆ Risk assessment and the need to preserve safety</li> <li>◆ Application of health and safety legislation in a care context</li> <li>◆ Role boundaries in care settings</li> </ul>	<p>K6, K9</p>	<p>P12, P13</p>
<p><b>Outcome 2</b></p> <p>Explain skills required to uphold safety in the delivery of care</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Standards for care practice</li> <li>◆ Respond to individual's needs</li> <li>◆ Practice safely in a care setting</li> <li>◆ Communicate effectively</li> <li>◆ Record and report using relevant documentation</li> </ul>	<p>K1, K2, K3</p>	
<p><b>Outcome 3</b></p> <p>Understand the need to seek assistance in unsafe situations</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Factors that may lead to danger, harm and abuse</li> <li>◆ Safeguarding and protecting</li> <li>◆ Reducing risk of harm</li> <li>◆ Seeking help and assistance</li> <li>◆ Dealing with emergencies</li> </ul>		

<b>Higher National Unit Safe Practice in Care</b>	<b>National Occupational Standard</b> Develop Your Own Knowledge and Practice H5L5 04 (SCDHSC0023) <b>Knowledge</b>	<b>National Occupational Standard</b> Develop Your Own Knowledge and Practice H5L5 04 (SCDHSC0023) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Describe the importance of applying health and safety legislation in the care context.</li> <li>◆ Explain how to uphold health and safety relevant to one specific care setting.</li> <li>◆ Understand and describe the risk assessment process</li> <li>◆ Follow the standards for Care to apply the assessment of risk in a Care setting.</li> <li>◆ Provide an example of the limitations of the role.</li> <li>◆ Demonstrate the application of safe practice.</li> <li>◆ Understand how and when to report any concerns about abuse and discriminatory practice.</li> <li>◆ Recognise when an individual requires specialist care.</li> <li>◆ Demonstrate accurate record keeping and reporting skills.</li> </ul>	K6, K9	P12, P13

<b>Higher National Unit Safe Practice in Care</b>	<b>National Occupational Standard</b> Support the Safeguarding of Individuals H5NC 04 (SCDHSC0024) <b>Knowledge</b>	<b>National Occupational Standard</b> Support the Safeguarding of Individuals H5NC 04 (SCDHSC0024) <b>Performance Criteria</b>
<b>Outcome 1</b>  Understand safe and effective practice in care settings.  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Current Health and Safety legislation relevant to the care setting</li> <li>◆ Risk assessment and the need to preserve safety</li> <li>◆ Application of health and safety legislation in a care context</li> <li>◆ Role boundaries in care settings</li> </ul>	K7, K1, K30, K31  K43  K30, K31  K10, K11, K12, K41, K42	P1, P2, P3, P4, P5, P6, P7, P8
<b>Outcome 2</b>  Explain skills required to uphold safety in the delivery of care  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Standards for care practice</li> <li>◆ Respond to individual's needs</li> <li>◆ Practice safely in a care setting</li> <li>◆ Communicate effectively</li> <li>◆ Record and report using relevant documentation</li> </ul>	K6 K14, K15, K16, K17, K18, K19  K30, K31 K26, K27 K36, K37, K38, K39, K40	P14, P15, P16, P19, P20, P21, P22, P23, P24  P14, P15, P16, P19  P13, P18
<b>Outcome 3</b>  Understand the need to seek assistance in unsafe situations  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Factors that may lead to danger, harm and abuse</li> <li>◆ Safeguarding and protecting</li> <li>◆ Reducing risk of harm</li> <li>◆ Seeking help and assistance</li> <li>◆ Dealing with emergencies</li> </ul>	K32, K33, K34, K35, K41 K42, K43, K44, K45, K46, K47	P1, P2, P3, P4, P5, P6, P7, P8 P26, P27, P28



<b>Higher National Unit Safe Practice in Care</b>	<b>National Occupational Standard</b> Support the Safeguarding of Individuals H5NC 04 (SCDHSC0024) <b>Knowledge</b>	<b>National Occupational Standard</b> Support the Safeguarding of Individuals H5NC 04 (SCDHSC0024) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Describe the importance of applying health and safety legislation in the care context.</li> <li>◆ Explain how to uphold health and safety relevant to one specific care setting.</li> <li>◆ Understand and describe the risk assessment process</li> <li>◆ Follow the standards for Care to apply the assessment of risk in a Care setting.</li> <li>◆ Provide an example of the limitations of the role.</li> <li>◆ Demonstrate the application of safe practice.</li> <li>◆ Understand how and when to report any concerns about abuse and discriminatory practice.</li> <li>◆ Recognise when an individual requires specialist care.</li> <li>◆ Demonstrate accurate record keeping and reporting skills.</li> </ul>	K30, K31  K42, K43   K6, K1, K2, K7   K30, K31  K32, K33, K34, K35 K44, K45,  K22  K3, K37, K38, K39, K40	P26, P27, P28

Higher National Unit Safe Practice in Care	National Occupational Standard Support Effective Communication H5NA 04 (SCDHSC0021) <b>Knowledge</b>	National Occupational Standard Support Effective Communication H5NA 04 (SCDHSC0021) <b>Performance Criteria</b>
<p><b>Outcome 1</b></p> <p>Understand safe and effective practice in care settings.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Current Health and Safety legislation relevant to the care setting</li> <li>◆ Risk assessment and the need to preserve safety</li> <li>◆ Application of health and safety legislation in a care context</li> <li>◆ Role boundaries in care settings</li> </ul>	<p>K7, K1, K30, K31</p> <p>K30, K31</p> <p>K10, K11, K12</p>	
<p><b>Outcome 2</b></p> <p>Explain skills required to uphold safety in the delivery of care</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Standards for care practice</li> <li>◆ Respond to individual's needs</li> <li>◆ Practice safely in a care setting</li> <li>◆ Communicate effectively</li> </ul> <p>◆ Record and report using relevant documentation</p>	<p>K6</p> <p>K14, K15, K16, K17, K18, K19</p> <p>K30, K31</p> <p>K26, K27</p> <p>K36, K37, K38, K39, K40</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34</p>
<p><b>Outcome 3</b></p> <p>Understand the need to seek assistance in unsafe situations</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Factors that may lead to danger, harm and abuse</li> <li>◆ Safeguarding and protecting</li> <li>◆ Reducing risk of harm</li> <li>◆ Seeking help and assistance</li> <li>◆ Dealing with emergencies</li> </ul>	<p>K32, K33, K34, K35,</p>	

Higher National Unit Safe Practice in Care	National Occupational Standard Support Effective Communication H5NA 04 (SCDHSC0021) <b>Knowledge</b>	National Occupational Standard Support Effective Communication H5NA 04 (SCDHSC0021) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Describe the importance of applying health and safety legislation in the care context.</li> <li>◆ Explain how to uphold health and safety relevant to one specific care setting.</li> <li>◆ Understand and describe the risk assessment process</li> <li>◆ Follow the standards for Care to apply the assessment of risk in a Care setting.</li> <li>◆ Provide an example of the limitations of the role.</li> <li>◆ Demonstrate the application of safe practice.</li> <li>◆ Understand how and when to report any concerns about abuse and discriminatory practice.</li> <li>◆ Recognise when an individual requires specialist care.</li> <li>◆ Demonstrate accurate record keeping and reporting skills.</li> </ul>	<p>K30, K31</p> <p>K6, K1, K2, K7</p> <p>K30, K31</p> <p>K32, K33, K34, K35</p> <p>K22</p> <p>K3, K37, K38, K39, K40</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34</p>

<b>Higher National Unit Safe Practice in Care</b>	<b>National Occupational Standard Help Address the Physical Comfort Needs of Individuals H5NS 04 (SCDHSC0216) Knowledge</b>	<b>National Occupational Standard Help Address the Physical Comfort Needs of Individuals H5NS 04 (SCDHSC0216) Performance Criteria</b>
<p><b>Outcome 1</b></p> <p>Understand safe and effective practice in care settings.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Current Health and Safety legislation relevant to the care setting</li> <li>◆ Risk assessment and the need to preserve safety</li> <li>◆ Application of health and safety legislation in a care context</li> <li>◆ Role boundaries in care settings</li> </ul>	<p>K7, K1, K30, K31</p> <p>K30, K31</p> <p>K10, K11, K12</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21,</p>
<p><b>Outcome 2</b></p> <p>Explain skills required to uphold safety in the delivery of care</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Standards for care practice</li> <li>◆ Respond to individual's needs</li> <li>◆ Practice safely in a care setting</li> <li>◆ Communicate effectively</li> <li>◆ Record and report using relevant documentation</li> </ul>	<p>K6</p> <p>K14, K15, K16, K17, K18, K19</p> <p>K30, K31</p> <p>K26, K27 K36, K37, K38, K39, K40</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21,</p> <p>K10, K21</p>
<p><b>Outcome 3</b></p> <p>Understand the need to seek assistance in unsafe situations</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Factors that may lead to danger, harm and abuse</li> <li>◆ Safeguarding and protecting</li> <li>◆ Reducing risk of harm</li> <li>◆ Seeking help and assistance</li> <li>◆ Dealing with emergencies</li> </ul>	<p>K32, K33, K34, K35, K41, K42, K43, K44, K45, K46, K47, K48, K49, K50</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21,</p>

<b>Higher National Unit Safe Practice in Care</b>	<b>National Occupational Standard</b> Help Address the Physical Comfort Needs of Individuals H5NS 04 (SCDHSC0216) <b>Knowledge</b>	<b>National Occupational Standard</b> Help Address the Physical Comfort Needs of Individuals H5NS 04 (SCDHSC0216) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Describe the importance of applying health and safety legislation in the care context.</li> <li>◆ Explain how to uphold health and safety relevant to one specific care setting.</li> <li>◆ Understand and describe the risk assessment process</li> <li>◆ Follow the standards for Care to apply the assessment of risk in a Care setting.</li> <li>◆ Provide an example of the limitations of the role.</li> <li>◆ Demonstrate the application of safe practice.</li> <li>◆ Understand how and when to report any concerns about abuse and discriminatory practice.</li> <li>◆ Recognise when an individual requires specialist care.</li> <li>◆ Demonstrate accurate record keeping and reporting skills.</li> </ul>	<p>K30, K31</p> <p>K6, K1, K2, K7</p> <p>K30, K31</p> <p>K32, K33, K34, K35 K40</p> <p>K22</p> <p>K3, K37, K38, K39, K40</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19,P20, P21</p>

<b>Higher National Unit Safe Practice in Care</b>	<b>National Occupational Standard Monitor the Condition of Individuals H5NY 04 (SCDHSC0224) Knowledge</b>	<b>National Occupational Standard Monitor the Conditions of Individuals H5NY 04 (SCDHSC0224) Performance Criteria</b>
<p><b>Outcome 1</b></p> <p>Understand safe and effective practice in care settings.</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Current Health and Safety legislation relevant to the care setting</li> <li>◆ Risk assessment and the need to preserve safety</li> <li>◆ Application of health and safety legislation in a care context</li> <li>◆ Role boundaries in care settings</li> </ul>	<p>K7, K1, K30, K31</p> <p>K30, K31</p> <p>K10, K11, K12</p>	<p>P13</p>
<p><b>Outcome 2</b></p> <p>Explain skills required to uphold safety in the delivery of care</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Standards for care practice</li> <li>◆ Respond to individual's needs</li> <li>◆ Practice safely in a care setting</li> <li>◆ Communicate effectively</li> <li>◆ Record and report using relevant documentation</li> </ul>	<p>K6</p> <p>K14, K15, K16, K17, K18, K19</p> <p>K30, K31</p> <p>K26, K27</p> <p>K36, K37, K38, K39, K40</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19</p>
<p><b>Outcome 3</b></p> <p>Understand the need to seek assistance in unsafe situations</p> <p><b>Knowledge and/or Skills</b></p> <ul style="list-style-type: none"> <li>◆ Factors that may lead to danger, harm and abuse</li> <li>◆ Safeguarding and protecting</li> <li>◆ Reducing risk of harm</li> <li>◆ Seeking help and assistance</li> <li>◆ Dealing with emergencies</li> </ul>	<p>K32, K33, K34, K35, K41, K42, K43, K44, K45, K46, K47, K48, K49, K50</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19</p>

Higher National Unit Safe Practice in Care	National Occupational Standard Monitor the Condition of Individuals H5NY 04 (SCDHSC0224) <b>Knowledge</b>	National Occupational Standard Monitor the Conditions of Individuals H5NY 04 (SCDHSC0224) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Describe the importance of applying health and safety legislation in the care context.</li> <li>◆ Explain how to uphold health and safety relevant to one specific care setting.</li> <li>◆ Understand and describe the risk assessment process</li> <li>◆ Follow the standards for Care to apply the assessment of risk in a Care setting.</li> <li>◆ Provide an example of the limitations of the role.</li> <li>◆ Demonstrate the application of safe practice.</li> <li>◆ Understand how and when to report any concerns about abuse and discriminatory practice.</li> <li>◆ Recognise when an individual requires specialist care.</li> <li>◆ Demonstrate accurate record keeping and reporting skills.</li> </ul>	<p>K30, K31</p> <p>K6, K1, K2, K7</p> <p>K30, K31</p> <p>K32, K33, K34, K35</p> <p>K40 K41, K42, K43, K44, K45, K46 K22</p> <p>K41, K42, K43, K44, K45, K46,</p> <p>K3, K37, K38, K39, K40</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19</p>

<b>Higher National Unit</b> <b>Safe Practice in Care</b>	<b>National Occupational Standard</b> Undertake agreed pressure area care DK94 04 (SFHCH S5) <b>Knowledge</b>	<b>National Occupational Standard</b> Undertake agreed pressure area care DK94 04 (SFHCH S5) <b>Performance Criteria</b>
<b>Outcome 1</b>  Understand safe and effective practice in care settings.  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Current Health and Safety legislation relevant to the care setting</li> <li>◆ Risk assessment and the need to preserve safety</li> <li>◆ Application of health and safety legislation in a care context</li> <li>◆ Role boundaries in care settings</li> </ul>	K1, K2, K3  K6, K7, K15  K5  K4	P7   P1, P2, P3, P4, P5, P6, P7, P8, P9
<b>Outcome 2</b>  Explain skills required to uphold safety in the delivery of care  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Standards for care practice</li> <li>◆ Respond to individual's needs</li> <li>◆ Practice safely in a care setting</li> <li>◆ Communicate effectively</li> <li>◆ Record and report using relevant documentation</li> </ul>	K9 K10, K14, K17  K8, K9 K23, K22, K21	P3   P10, P7
<b>Outcome 3</b>  Understand the need to seek assistance in unsafe situations  <b>Knowledge and/or Skills</b> <ul style="list-style-type: none"> <li>◆ Factors that may lead to danger, harm and abuse</li> <li>◆ Safeguarding and protecting</li> <li>◆ Reducing risk of harm</li> <li>◆ Seeking help and assistance</li> <li>◆ Dealing with emergencies</li> </ul>	K11, K12, 13.1, K13.2, K14,  K18, K19, K20	P1, P2, P3, P4, P5, P6, P7, P8, P9.



<b>Higher National Unit</b> <b>Safe Practice in Care</b>	<b>National Occupational Standard</b> Undertake agreed pressure area care DK94 04 (SFHCH S5) <b>Knowledge</b>	<b>National Occupational Standard</b> Undertake agreed pressure area care DK94 04 (SFHCH S5) <b>Performance Criteria</b>
<b>Evidence Requirements for this Unit</b> <ul style="list-style-type: none"> <li>◆ Describe the importance of applying health and safety legislation in the care context.</li> <li>◆ Explain how to uphold health and safety relevant to one specific care setting.</li> <li>◆ Understand and describe the risk assessment process</li> <li>◆ Follow the standards for Care to apply the assessment of risk in a Care setting.</li> <li>◆ Provide an example of the limitations of the role.</li> <li>◆ Demonstrate the application of safe practice.</li> <li>◆ Understand how and when to report any concerns about abuse and discriminatory practice.</li> <li>◆ Recognise when an individual requires specialist care.</li> <li>◆ Demonstrate accurate record keeping and reporting skills.</li> </ul>	<p>K1, K2, K3</p> <p>K6, K7, K15</p> <p>K11, K12, 13.1, K13.2, K14</p> <p>K18, K19, K20</p> <p>K23, K22, K21</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9</p> <p>P1, P2, P3, P4, P5, P6, P7, P8, P9</p> <p>P1, P2, P3, P4, P5, P6, P7, P8, P9</p> <p>P10, P7</p> <p>P2</p> <p>P7, P10</p>