



Qualification Specification:

OCN NI Level 2 Certificate in Healthcare Support Practice (Northern Ireland)

- **Qualification No: 610/0587/3**

OCN NI Level 2 Diploma in Healthcare Support Practice (Northern Ireland)

- **Qualification No: 610/0600/2**



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	On new format	V2.0 – May 2026
Qualification	Extended to 28 February 2032	V2.0 – May 2026

2. Contents

1. Specification Updates	2
2. Contents	3
3. Introduction to Open College Network Northern Ireland (OCN NI) .	4
4. About this Specification.....	5
4.1 Additional Support	6
5. About these Qualifications	7
5.1 Qualification Regulation Information	7
5.2 Sector Subject Area	7
5.3 Grading	9
5.4 Qualifications' Aim and Objectives	9
5.5 Target Learners	9
5.6 Entry Requirements	9
5.7 Progression	9
5.8 Delivery Language	9
6. Centre Requirements for Delivering these Qualifications	10
6.1 Centre Recognition	10
6.2 Qualification Approval	10
6.3 Centre Staffing.....	10
6.4 Tutor Requirements	11
6.5 Assessor Requirements	11
6.6 Internal Quality Assurer Requirements	12
7. Qualification Structure	13
7.1 Qualification Purpose	13
7.2 Qualification Level	13
7.3 Qualification Size	13
7.4 How to Achieve the Qualifications	14
8. Assessment Structure	15
8.1 Assessment Guidance: Portfolio	15
8.2 Understanding the Units.....	15
9. Qualification Summary by Unit.....	16
10. Unit Content	20
11. Quality Assurance of Centre Performance.....	103
11.1 Internal Assessment	103
11.2 Internal Quality Assurance	104
11.3 Documentation.....	105
11.4 External Quality Assurance	105
11.5 Standardisation	106
12. Administration.....	107
12.1 Registration	107
12.2 Certification	107
12.3 Charges.....	107
12.4 Equality, Fairness and Inclusion	107
12.5 Retention of Evidence	108

3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Certificate and Diploma in Healthcare Support Practice (Northern Ireland)**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of these qualifications. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the Level OCN NI Level 2 Certificate and Diploma in Healthcare Support Practice (Northern Ireland).

- **Qualification Features:** this includes the key characteristics and features of these qualifications, such as their intended audience, purpose, and credit value.
- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess these qualifications. These include guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content:** this details the structure and content of the qualifications including units, and any specific content that learners will be required to study.
- **Assessment Requirements:** this details assessment criteria and assessment methods for these qualifications, ensuring that summative assessment approaches are clear.
- **Quality Assurance:** the quality and consistency of delivery and assessment of these qualifications are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering these qualifications must adhere to are detailed.
- **Administration:** guidance on the administrative aspects of delivering these qualifications, including registration, certification, and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Specimen Assessment Materials**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of these qualifications. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk
- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of these qualifications by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About these Qualifications

5.1 Qualification Regulation Information

OCN NI Level 2 Certificate in Healthcare Support Practice (Northern Ireland)

Qualification Number: 610/0587/3

OCN NI Level 2 Diploma in Healthcare Support Practice (Northern Ireland)

Qualification Number: 610/0600/2

Operational start date: 15 March 2022

Review date: 28 February 2032

The qualifications' operational start and end dates define the regulated qualifications' lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualifications and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk.

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for these qualifications is:

Subject Area: 1.2 Nursing, and subjects and vocations allied to medicine

NOS: SCDHSC0023 - [Develop your own knowledge and practice](#)

SCDHSC0234 - [Uphold the rights of individuals](#)

SCDHSC0024 - [Support the safeguarding of individuals](#)

SCDHSC0035 - [Promote the safeguarding of individuals](#)

SCDHSC0395 - [Contribute to addressing situations where there is risk of danger, harm or abuse](#)

SCDHSC0223 - [Contribute to moving and positioning individuals](#)

SCDHSC00243 - [Support the safe use of materials and equipment](#)

SCDHSC0246 - [Maintain a safe and clean environment](#)

SCDHSC0032 - [Promote health, safety and security in the work setting](#)

SCDHSC0022 - [Support the health and safety of yourself and individuals](#)
SCDHSC00243 - [Support the safe use of materials and equipment](#)
SCDHSC0230 - [Manage environments and resources for healthcare procedures in social care settings](#)
SCDHSC3122 - [Support individuals to use medication in social care settings](#)
SCDHSC0214 - [Support individuals to eat and drink](#)
SFHCHS159 - [Provide support to individuals to develop their skills in managing dysphagia](#)
SFHCHS160 - [Assist others to monitor individuals' attempts at managing dysphagia](#)
PPLHSL30 - [Make sure food safety practices are followed in the preparation and serving of food and drink](#)
SCDHSC0213 - [Provide food and drink to promote individuals' health and well being](#)
SFHCHS35 - [Provide first aid to an individual needing emergency assistance](#)
SCDCCLD0201 - [Support effective communication](#)
SCDHSC0031 - [Promote effective communication](#)
SCDHSC0025 - [Contribute to implementation of care or support plan activities](#)
SCDHSC0233 - [Develop effective relationships with individuals](#)
SCDHSC0234 - [Uphold the rights of individuals](#)
SCDHSC0022 - [Support the health and safety of yourself and individuals](#)
SCDHSC0032 - [Promote health, safety and security in the work setting](#)
SCDHSC0033 - [Develop your practice through reflection and learning](#)

5.3 Grading

Grading for these qualifications is pass/fail.

5.4 Qualifications' Aim and Objectives

Qualifications' Aim

The aim of the OCN NI Level 2 Certificate and Diploma in Healthcare Support Practice (Northern Ireland) is to provide learners with knowledge and skills related to healthcare roles.

Qualifications' Objectives

The objectives of the OCN NI Level 2 Certificate and Diploma in Healthcare Support Practice (Northern Ireland) are to provide learners with a wide range of options to enable induction and development of career pathways in healthcare related functions and job roles.

5.5 Target Learners

These qualifications are targeted at learners who have recently commenced or intend to work in a range of healthcare sector settings and roles.

5.6 Entry Requirements

Learners must be at least 16 years of age and either currently work in or can access substantial placement in healthcare settings.

Learners must be able to evidence competencies in a real work environment.

Learners will be required to have sufficient literacy and numeracy skills to enable them to successfully complete the qualifications.

5.7 Progression

The OCN NI Level 2 Certificate in Healthcare Support Practice (Northern Ireland) will enable learners to progress to the OCN NI Level 2 Diploma in Healthcare Support Practice (Northern Ireland). The OCN NI Level 2 Diploma in Healthcare Support Practice (Northern Ireland) will enable learners to progress to higher level qualifications in healthcare specialist and related areas such as the OCN NI Level 3 Diploma in Healthcare Support Practice (Northern Ireland).

5.8 Delivery Language

These qualifications are exclusively available in English. If there is a desire to offer these qualifications in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering these Qualifications

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver these qualifications prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualifications
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for these qualifications it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer these qualifications centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering these qualifications are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of three years' experience in the specific healthcare area being taught. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold a minimum of a Level 5 qualification in a health specific area. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of these qualifications takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **Assessment Expertise:** Assessors should have a minimum of one year's experience in the area they are assessing. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised level 3 assessor's qualification.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Quality Assurer for these qualifications must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of verification and have at least three years' occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQA Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification; or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQA are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The OCN NI Level 2 Certificate and Diploma in Healthcare Support Practice (Northern Ireland) are unitised qualifications on a scale of pass or fail. Learners are expected to demonstrate a comprehensive understanding of the subject matter, ensuring a level of proficiency. These qualifications prepare learners to deliver safe, compassionate and person-centred care across health and social care settings. It develops core skills in communication, infection prevention, basic clinical support, record keeping and assisting individuals within healthcare settings. Learners gain an understanding of their role within multidisciplinary teams and the importance of safeguarding, dignity and professional conduct.

7.2 Qualification Level

In the context of the OCN NI Level 2 Certificate and Diploma in Healthcare Support Practice (Northern Ireland) it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. These qualifications align with Level 2, which signify a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 2 Certificate in Healthcare Support Practice (Northern Ireland)	
Total Qualification Time (TQT):	140 hours
Total Credits Required:	14 credits
Guided Learning Hours (GLH):	91 hours
OCN NI Level 2 Diploma in Healthcare Support Practice (Northern Ireland)	
Total Qualification Time (TQT):	370 hours
Total Credits Required:	37 credits
Guided Learning Hours (GLH):	238 hours

7.4 How to Achieve the Qualifications

To achieve the **OCN NI Level 2 Certificate in Healthcare Support Practice (Northern Ireland)** learners must complete a minimum of 14 credits from Group A – Core units.

**Note: Barred units (only one of the units below will count towards qualification achievement)*

- *Supporting Individuals to Meet Their Personal Care Needs Unit - [F/650/1593](#)*
- *Supporting and Carrying Out Personal Hygiene for Individuals Who are Unable to Care for Themselves Unit - [H/650/1594](#)*

To achieve the **OCN NI Level 2 Diploma in Healthcare Support Practice (Northern Ireland)** learners must complete 37 credits with 14 credits from Group A and the remaining credits from any group, with a maximum of 10 credits from Level 3.

8. Assessment Structure

These qualifications are assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for these qualifications is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within these qualifications are Level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.

9. Qualification Summary by Unit

OCN NI Level 2 Certificate in Healthcare Support Practice (Northern Ireland)

Total Qualification Time (TQT) for this qualification: 140 hours

Guided Learning Hours (GLH) for this qualification: 91 hours

In order to achieve the OCN NI Level 2 Certificate in Healthcare Support Practice (Northern Ireland) the learner must successfully complete a minimum of 14 credits from Group A – Core units.

***Note: Barred units (only one of the units below will count towards qualification achievement):**

→ *Supporting Individuals to Meet Their Personal Care Needs* - [F/650/1593](#)

→ *Supporting and Carrying Out Personal Hygiene for Individuals Who are Unable to Care for Themselves* - [H/650/1594](#)

OCN NI Level 2 Diploma in Healthcare Support Practice (Northern Ireland)

Total Qualification Time (TQT) for this qualification: 370 hours

Guided Learning Hours (GLH) for this qualification: 238 hours

In order to achieve the OCN NI Level 2 Diploma in Healthcare Support Practice (Northern Ireland), the learner must successfully complete 37 credits with 14 credits from Group A and the remaining credits from any group, with a maximum of 10 credits from Level 3.

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
Group A – Core units					
Y/650/1581	CBF687	Introduction to Communication in Healthcare Settings	5	35	Two
A/650/1582	CBF688	Health and Safety in Healthcare Support	6	43	Two
H/617/8299	CBE678	Understanding Protection and Safeguarding	3	24	Two
D/650/1583	CBF689	Introduction to Personal Development in Healthcare Support	4	26	Two
F/650/1584	CBF690	Maintaining Quality in Healthcare Support Practice	2	14	Two
H/650/1585	CBF691	Equality and Inclusion in Healthcare Support	2	14	Two

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
J/650/1586	CBF692	The Role of the Healthcare Worker	2	14	Two
K/650/1587	CBF693	Providing Support for Mobility	3	21	Two
L/650/1588	CBF694	Principles of Infection Prevention and Control	5	30	Two
Group B – Optional units					
M/650/1589	CBF695	Implementing Person-Centred Approaches in Healthcare Support	5	34	Two
Y/650/1590	CBF696	Collection of Used Equipment	3	19	Two
A/650/1591	CBF697	Performing the Non-Scrubbed Circulating Role for Perioperative Procedures	3	21	Two
D/650/1592	CBF698	Minimising the Risk of Infection when Transporting and Storing Healthcare Waste	3	22	Two
F/650/1593	CBF699	Supporting Individuals to Meet Their Personal Care Needs	4	25	Two
H/650/1594	CBF700	Supporting and Carrying Out Personal Hygiene for Individuals Who are Unable to Care for Themselves	6	42	Two
H/650/1601	CBF701	Sorting Used Equipment and Disposal of Waste	2	14	Two
J/650/1602	CBF702	Monitoring and Maintaining the Environment and Resources During and After Healthcare and Clinical Activities	3	22	Two
K/618/4850	CBF055	Obtaining and Testing Capillary Blood Samples	4	30	Two
Y/618/4830	CBF043	Undertaking Physiological Measurements	3	23	Two
K/650/1603	CBF703	Transporting, Transferring and Positioning Individuals and Equipment within the Perioperative Environment	4	32	Two
L/650/1604	CBF704	Measuring and Recording Individuals' Body Fluid	3	21	Two

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
		Balance in a Perioperative Environment			
M/650/1605	CBF707	Assisting in the Delivery of Perioperative Care and Support to Individuals	3	21	Two
R/650/1606	CBF708	Contributing to the Safe Use of Medical Devices in the Perioperative Environment	4	25	Two
T/650/1607	CBF709	Preparing Documentation, Materials, Components and Other Items for the Preparation of Aseptic Products	5	32	Two
F/618/6538	CBF312	Obtaining and Testing Specimens from Individuals	3	22	Two
Y/650/1608	CBF710	Selecting and Using Appropriate Attire When Working in Healthcare Settings	2	14	Two
A/650/1609	CBF711	Preparing and Dressing for Scrubbed Clinical Roles	3	21	Two
H/650/1610	CBF712	Assisting in Receiving, Handling and Dispatching Clinical Specimens	2	17	Two
J/650/1611	CBF713	Preparing Aseptic Products	4	28	Two
K/650/1612	CBF714	Preparing and Applying Dressings and Drains to Individuals in the Perioperative Environment	3	20	Two
L/650/1613	CBF715	Cleaning, Decontamination and Waste Management	2	16	Two
T/618/4768	CBF017	Diabetes Awareness	3	24	Two
A/618/4738	CBE989	Undertake Agreed Pressure Area Care	4	30	Two
M/650/1614	CBF716	Nutrition and Hydration in Healthcare Support	4	28	Two
F/618/6541	CBF313	Understanding Working in End of Life Care	3	24	Two
R/650/1615	CBF717	Preparing Individuals for Healthcare Activities	2	16	Two
Y/650/1617	CBF718	Assisting Practitioners to Carry Out Healthcare Activities	2	14	Two

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
F/618/6524	CBF302	Dementia Awareness	2	17	Two
A/650/1618	CBF719	Supporting Individuals to Manage Continence and Care for Indwelling Catheters	5	32	Two
D/650/1619	CBF720	Supporting Individuals to Use Oxygen	3	23	Two

10. Unit Content

Title	Introduction to Communication in Healthcare Settings
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	35
OCN NI Unit Code	CBF687
Unit Reference No	Y/650/1581
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to communicate effectively in healthcare settings.	
Learning Outcomes	Assessment Criteria
1. Understand effective communication healthcare settings.	1.1. Identify different reasons why people communicate. 1.2. Describe how effective communication affects all aspects of work in a healthcare setting. 1.3. Describe why it is important to observe an individual's reactions when communicating with them.
2. Be able to meet the communication and language needs, wishes and preferences of individuals.	2.1. Describe why it is important to establish an individual's communication and language needs, wishes and preferences. 2.2. Describe how to establish an individual's communication and language needs, wishes and preferences. 2.3. Demonstrate the use of communication methods in order to meet the communication needs, wishes and preferences of an individual. 2.4. Demonstrate how and when to seek advice regarding communication.
3. Be able to reduce barriers to communication.	3.1. Identify potential barriers to communication. 3.2. Demonstrate the use of two different methods to reduce barriers to communication. 3.3. Describe two ways to confirm that communication has been understood. 3.4. Identify three sources of information and support or services to enable more effective communication.
4. Understand the need for secure handling of information and how to access support in healthcare settings.	4.1. Summarise key aspects of relevant legislation relating to the recording, storage and sharing of information in healthcare. 4.2. Describe why it is important to have secure systems for recording and storing information in a healthcare setting. 4.3. Describe how to access guidance, information and advice relating to the handling of information. 4.4. Summarise actions to be taken when there are concerns over the recording, storing or sharing of information.
5. Be able to apply confidentiality principles and practices.	5.1. Describe what is meant by the term confidentiality. 5.2. Demonstrate confidentiality in day to day communication, in line with agreed ways of working.

	5.3. Describe two situations where information normally considered to be confidential might be shared. 5.4. Summarise how and when to seek advice relating to confidentiality and record keeping.
6. Understand how to appropriately share information as part of an effective social care team.	6.1. Describe the importance of effective team communication in providing quality care and support for an individual. 6.2. Identify appropriate methods of communication used by relevant healthcare team members. 6.3. Describe two potential outcomes for the individual and healthcare support worker if there is a lack of effective communication within the healthcare team.
7. Be able to handle information in accordance with agreed ways of working.	7.1. Maintain up to date, complete, accurate and legible records. 7.2. Follow agreed ways of working for recording, storing and sharing information.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Health and Safety in Healthcare Support
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	43
OCN NI Unit Code	CBF688
Unit Reference No	A/650/1582
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to work safely and effectively in healthcare settings through understanding the main principles of health and safety.	
Learning Outcomes	Assessment Criteria
1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting.	1.1. Identify legislation relating to general health and safety in a health or social care work setting. 1.2. Describe the main points of the health and safety policies and procedures agreed with employers. 1.3. Summarise the main health and safety responsibilities of: a) the employee b) the employer or manager c) others in the work setting. 1.4. Identify tasks relating to health and safety that should not be carried out without special training. 1.5. Describe how to access additional support and information relating to health and safety.
2. Understand the use of risk assessments in relation to health and safety.	2.1. Describe why it is important to assess health and safety hazards presented by the work setting or particular activities. 2.2. Summarise how and when to report potential health and safety risks that have been identified. 2.3. Describe how risk assessment may help address dilemmas between individual rights and health and safety concerns.
3. Understand procedures for responding to accidents and sudden illnesses.	3.1. Describe four different types of accidents and sudden illnesses that may occur in own work setting. 3.2. Summarise the procedures to be followed if an accident or sudden illness should occur.
4. Be able to reduce the spread of infection.	4.1. Demonstrate the recommended method for hand washing. 4.2. Demonstrate how to check the cleanliness, suitability and fit of Personal Protective Equipment (PPE) for the roles and procedures to be undertaken. 4.3. Wear PPE in the designated work area according to own role and procedures to be undertaken. 4.4. Describe how PPE may become unsuitable for use and the actions to take if this happens. 4.5. Demonstrate how to remove and dispose of PPE in line with local policy and protocol to minimise cross infection.

	4.6. Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work.
5. Be able to move and handle equipment and other objects safely.	5.1. Identify legislation that relates to moving and handling. 5.2. Describe the main principles for moving and handling equipment and other objects safely. 5.3. Move and handle equipment or other objects safely.
6. Know how to handle hazardous substances and materials.	6.1. Identify four potentially hazardous substances and materials that may be found in the healthcare setting. 6.2. Describe safe practices for: a) storing hazardous substances b) using hazardous substances c) disposing of hazardous substances and materials
7. Understand how to promote fire safety in the work setting.	7.1. Describe practices that prevent fires from: a) starting b) spreading 7.2. Summarise emergency procedures to be followed in the event of a fire in the work setting. 7.3. Describe the importance of maintaining clear evacuation routes at all times.
8. Be able to implement security measures in the work setting.	8.1. Use agreed ways of working for checking the identity of anyone requesting access to: a) premises b) information 8.2. Implement measures to protect own security and the security of others in the work setting. 8.3. Describe the importance of ensuring that others are aware of own whereabouts.
9. Understand the impact of negative stress.	9.1. Define the term negative stress in a personal context. 9.2. Outline the differences between negative and positive stress. 9.3. Identify three common physical signs and indicators of negative stress. 9.4. Identify two common emotional signs and indicators of negative stress. 9.5. Identify two circumstances that tend to trigger own stress. 9.6. Describe two potential impacts of high levels of negative stress in the healthcare workforce on each of the following: a) individuals receiving care and support b) healthcare settings and organisations. 9.7. Describe three appropriate ways to manage negative stress.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding Protection and Safeguarding
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE678
Unit Reference No	H/617/8299
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand protection and safeguarding. The learner will also be able to identify signs and symptoms of abuse and possible contributory factors, know how to respond to suspected or alleged abuse, understand ways to reduce the likelihood of abuse and be able to identify and report unsafe practices.	
Learning Outcomes	Assessment Criteria
1. Understand protection and safeguarding.	1.1. Describe what is meant by the following terms: a) protection of individuals at risk b) individuals in need of protection c) safeguarding children d) harm, abuse and neglect 1.2. Describe the boundaries of confidentiality and when it is appropriate to share information. 1.3. Classify individuals and organisations responsible for protecting: a) individuals at risk b) individuals in need of protection c) safeguarding children 1.4. Summarise sources of support and information in relation to protection and safeguarding.
2. Understand signs and symptoms of abuse and possible contributory factors.	2.1. Define the following types of abuse and describe the signs and/or symptoms associated with them: a) physical abuse b) sexual abuse c) emotional/psychological abuse d) financial abuse e) institutional abuse f) self-neglect g) neglect by others h) exploitation i) domestic violence and abuse j) human trafficking k) hate crime 2.2. Describe factors that may contribute to an individual being more vulnerable to abuse.
3. Know how to respond to suspected or alleged abuse.	3.1. Describe appropriate action to be taken in the event of the following: a) suspicion that an individual is being abused b) an individual alleges that they are being abused 3.2. Describe methods to ensure that evidence of abuse is preserved.
4. Understand the national and local context of safeguarding and protection from abuse.	4.1. Summarise national policies and local procedures that relate to safeguarding and protection from abuse. 4.2. Summarise sources of information and advice in relation to own role in safeguarding and protecting individuals from abuse.

5. Understand ways to reduce the likelihood of abuse.	5.1. Describe how the likelihood of abuse may be reduced by: a) working with person centred values b) encouraging active participation c) promoting choice and rights 5.2. Describe the importance of an accessible complaints procedure for reducing the likelihood of abuse.
6. Know how to identify and report unsafe practices.	6.1. Describe unsafe practices that may affect the well-being of individuals. 6.2. Describe action to be taken if unsafe practices have been identified. 6.3. Describe action to be taken if suspected abuse or unsafe practices have been reported and to date no action has been taken.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Introduction to Personal Development in Healthcare Support
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	26
OCN NI Unit Code	CBF689
Unit Reference No	D/650/1583
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge required to maintain competency and to be accountable for the quality of healthcare practice through continuing professional development, reflective practice and constructive feedback.	
Learning Outcomes	Assessment Criteria
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own role. 1.2. Identify standards that influence the way the role is carried out. 1.3. Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.
2. Be able to reflect on own work activities.	2.1. Describe why reflecting on work activities is an important way to develop knowledge, skills and practice. 2.2. Assess own knowledge, skills and understanding against relevant healthcare standards identifying possible areas for improvement. 2.3. Demonstrate the ability to reflect on own work activities.
3. Be able to agree a personal development plan.	3.1. Describe what is meant by a healthcare personal development plan. 3.2. Identify sources of support for own learning and development. 3.3. Describe the process for agreeing a personal development plan and personnel involved. 3.4. Contribute to development of own personal development plan.
4. Be able to develop own knowledge, skills and understanding.	4.1. Describe how a learning activity has improved own knowledge, skills and understanding. 4.2. Illustrate how reflecting on a situation has improved own knowledge, skills and understanding. 4.3. Describe how feedback from others has developed own knowledge, skills and understanding. 4.4. Demonstrate how to record progress in relation to personal development.
5. Understand career pathways available within the healthcare sector.	5.1. Summarise four different types of professional pathways within the healthcare sector. 5.2. Identify own potential career progression pathway and two sources of support and information.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Maintaining Quality in Healthcare Support Practice	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBF690	
Unit Reference No	F/650/1584	
Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to maintain quality of own work, ensuring that service provision meets quality standards.		
Learning Outcomes	Assessment Criteria	
1. Understand how legislation, policies and procedures determine quality standards of work.	1.1. Describe how quality standards link to legislation, policy and procedures. 1.2. Describe how personal attitudes and behaviours in a work role may impact both positively and negatively on service quality.	
2. Recognise the limits of own expertise and knowledge.	2.1. Describe what is meant by being competent within a work role. 2.2. Describe why it is important to seek help and guidance and to report issues to others. 2.3. Describe using examples when it may be necessary to seek advice and guidance from others within own work setting. 2.4. Compare the positive and negative aspects of learning from others within the work setting.	
3. Understand how to use resources to support quality standards.	3.1. Describe the importance of using and maintaining resources appropriately. 3.2. Describe why it is necessary to promptly report issues related to resources. 3.3. Describe how the efficient use of resources contributes to the quality of a service.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Equality and Inclusion in Healthcare Support	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBF691	
Unit Reference No	H/650/1585	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the fundamental concepts of equality, diversity and inclusion in healthcare support practice.		
Learning Outcomes	Assessment Criteria	
1. Understand the importance of equality and inclusion within healthcare support.	1.1. Describe what is meant by each of the following within the context of healthcare support : a) diversity b) equality c) inclusion d) discrimination 1.2. Describe three ways in which discrimination may deliberately or inadvertently occur in healthcare work settings. 1.3. Describe how practices which support equality and inclusion reduce the impact of discrimination.	
2. Be able to work in an inclusive way within healthcare support.	2.1. Identify legislation and codes of practice relating to equality, diversity and discrimination within the context of healthcare support. 2.2. Demonstrate how to interact with individuals in a manner that respects their beliefs, culture, values and preferences. 2.3. Describe how to challenge discrimination in order to encourage positive change.	
3. Know how to access information, advice and support regarding diversity, equality and inclusion within healthcare support.	3.1. Describe how and when to access information, advice and support regarding diversity, equality and inclusion. 3.2. Identify three sources of information, advice and support regarding diversity, equality and inclusion.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	The Role of the Healthcare Worker	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBF692	
Unit Reference No	J/650/1586	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to work in ways that are agreed with the employer and work effectively in partnership with others.		
Learning Outcomes	Assessment Criteria	
1. Understand working relationships in healthcare.	1.1. Describe how a working relationship is different from a personal relationship. 1.2. Describe different working relationships in health and social care settings. 1.3. Outline three factors that may contribute to stressful situations with colleagues within the work team. 1.4. Identify the appropriate policy and the procedure to be followed if poor or dangerous practices are encountered in a healthcare setting.	
2. Be able to work in ways that are agreed with the employer.	2.1. Describe why it is important to adhere to the agreed scope of the job role. 2.2. Access full and up-to-date details of agreed ways of working. 2.3. Implement agreed ways of working.	
3. Be able to work in partnership with others.	3.1. Describe why it is important to work in partnership with others. 3.2. Demonstrate ways of working that may enhance partnership working. 3.3. Identify skills and approaches that may be effective in resolving conflicts. 3.4. Demonstrate how and when to access support and advice regarding partnership working and resolving conflicts.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final	Record of observation Learner notes/written work

	outcome and demonstrate the skills and/or knowledge gained throughout the course	Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Providing Support for Mobility	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	21	
OCN NI Unit Code	CBF693	
Unit Reference No	K/650/1587	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to safely support mobility activities, covering effective preparation, support and observations of mobility activities.		
Learning Outcomes	Assessment Criteria	
1. Understand the impact of mobility.	1.1. Define what is meant by mobility. 1.2. Describe how different health conditions may affect and be affected by mobility. 1.3. Summarise the effects that reduced mobility may have on an individual’s well-being. 1.4. Describe the benefits of maintaining and improving mobility.	
2. Be able to prepare for mobility activities.	2.1. Agree mobility activities with the individual and others. 2.2. Remove or minimise hazards in the environment before a mobility activity. 2.3. Check suitability of an individual’s clothing and footwear for safety and mobility. 2.4. Check the safety and cleanliness of mobility equipment and appliances.	
3. Be able to support individuals to maintain a level of mobility.	3.1. Promote the active participation of an individual during a mobility activity. 3.2. Assist an individual to use mobility appliances correctly and safely. 3.3. Give feedback and encouragement to an individual during mobility activities.	
4. Be able to observe, record and report on activities which support mobility.	4.1. Observe an individual in order to monitor changes and responses during a mobility activity. 4.2. Record observations of mobility activity. 4.3. Report on progress and problems relating to the mobility activity including: a) choice of activities b) equipment c) appliances d) support provided	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Principles of Infection Prevention and Control
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF694
Unit Reference No	L/650/1588
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the national and local policies in relation to infection control, employer and employee responsibilities in this area and how appropriate procedures and risk assessment can help minimise the risk of an outbreak of infection.	
Learning Outcomes	Assessment Criteria
1. Understand roles and responsibilities in the prevention and control of infections.	1.1. Describe employees' roles and responsibilities in relation to the prevention and control of infection. 1.2. Describe employers' responsibilities in relation to the prevention and control of infection.
2. Understand legislation and policies relating to prevention and control of infections.	2.1. Summarise key aspects of current legislation and regulatory body standards relevant to the prevention and control of infection. 2.2. Describe local and organisational policies relevant to the prevention and control of infection, including Covid 19.
3. Understand systems and procedures relating to the prevention and control of infections.	3.1. Describe procedures and systems relevant to the prevention and control of infection. 3.2. Describe the potential impact of an outbreak of infection on individuals and organisations.
4. Understand the importance of risk assessment in relation to the prevention and control of infections.	4.1. Define the term risk. 4.2. Summarise potential risks of infection within the workplace. 4.3. Describe the process and importance of carrying out a risk assessment.
5. Be able to use Personal Protective Equipment (PPE) in the prevention and control of infections.	5.1. Identify four different types of PPE. 5.2. Explain reasons for the use of each of the types of PPE identified in 5.1. 5.3. Outline current relevant regulations and legislation relating to PPE. 5.4. Outline employees' and employer's responsibilities regarding the use of PPE. 5.5. Describe the correct practice for the application and removal of PPE. 5.6. Describe the correct procedure for disposal of used PPE. 5.7. Demonstrate the correct use of PPE.
6. Be aware of good personal hygiene and hand washing in the prevention and control of infections.	6.1. Summarise the key principles of good personal hygiene. 6.2. Explain when and why hand washing should be carried out. 6.3. Identify the types of products that should be used for hand washing. 6.4. Illustrate the correct sequence and technique for hand washing. 6.5. Describe correct procedures relating to skincare.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Implementing Person-Centred Approaches in Healthcare Support
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	34
OCN NI Unit Code	CBF695
Unit Reference No	M/650/1589
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to implement person-centred approaches in healthcare settings.	
Learning Outcomes	Assessment Criteria
1. Understand person centred approaches for care and support.	1.1. Define person-centred values. 1.2. Describe why it is important to work in a way that embeds person-centred values in every aspect of healthcare support. 1.3. Summarise why risk-taking can be part of a person-centred approach. 1.4. Describe how using an individual's care plan contributes to working in a person-centred way.
2. Be able to work in a person-centred way.	2.1. Demonstrate how to appropriately ascertain the history, preferences, wishes and needs of the individual. 2.2. Apply person-centred values in day to day work taking into account the history, preferences, wishes and needs of the individual.
3. Be able to establish informed consent when providing care or support.	3.1. Describe the importance of establishing informed consent when providing care or support. 3.2. Demonstrate how to appropriately establish informed consent for an activity or action. 3.3. Describe the steps to be taken if consent cannot be readily established.
4. Be able to encourage active participation.	4.1. Describe how active participation benefits an individual. 4.2. Identify possible barriers to active participation by an individual. 4.3. Demonstrate ways to reduce the barriers identified in AC 4.2 and encourage active participation.
5. Be able to support the individual's right to make choices.	5.1. Support an individual to make informed choices. 5.2. Use agreed risk assessment processes to support the individual's right to make choices. 5.3. Describe why a worker's personal views should not influence an individual's choices. 5.4. Describe how to support an individual to question or challenge decisions concerning them that are made by others.
6. Be able to promote individuals' well-being.	6.1. Describe how individual identity and self-esteem are linked with well-being. 6.2. Describe attitudes and approaches that are likely to promote an individual's well-being. 6.3. Support an individual in a way that promotes a sense of identity and self-esteem. 6.4. Demonstrate ways to contribute to an environment that promotes well-being.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Collection of Used Equipment
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	19
OCN NI Unit Code	CBF696
Unit Reference No	Y/650/1590
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills needed to safely collect used equipment in line with organisational policies, legislation and guidance while maintaining health and safety.	
Learning Outcomes	Assessment Criteria
1. Be able to collect used equipment.	1.1. Select the appropriate personal protective equipment (PPE) to be worn in a given area. 1.2. Wear the correct PPE for area identified in AC 1.1. 1.3. Identify appropriate collection equipment. 1.4. Describe the colour coding for different bags and containers. 1.5. Describe the responsibilities of the healthcare support worker when collecting used equipment and the consequences of not meeting these responsibilities. 1.6. Collect dirty items from designated areas using the correct equipment. 1.7. Describe the importance of ensuring the containers and bags are sealed and labelled correctly. 1.8. Identify where used items are received. 1.9. Unload items in the correct place for sorting.
2. Be able to implement standard precautions for infection prevention.	2.1. Maintain collection equipment in a clean and serviceable condition. 2.2. Describe the process and purpose of the segregated decontamination. 2.3. Describe the importance of following the housekeeping schedule and the potential consequences of non-compliance. 2.4. Identify the consequences of poor practice if used items are not received and dealt with in the appropriate way. 2.5. Summarise the key features of relevant legislation and organisational procedures in relation to infection prevention and health and safety. 2.6. Describe the process for the removal and disposal of PPE.
3. Be able to complete records according to organisational requirements.	3.1. Record the receipt of collection equipment into a department. 3.2. Maintain accurate records in accordance with the relevant legislation, organisational policies and procedures. 3.3. Report accidents and incidents in accordance with organisational requirements. 3.4. Report any issues which are outside the healthcare support worker's own sphere of competence to the relevant member of staff.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Performing the Non-Scrubbed Circulating Role for Perioperative Procedures
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF697
Unit Reference No	A/650/1591
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to perform the non-scrubbed circulating role for perioperative procedures in line with policies, protocols and good practice.	
Learning Outcomes	Assessment Criteria
1. Understand how to perform the non-scrubbed circulating role for perioperative procedures in line with policies, protocols and good practice.	1.1. Explain the standard precautions used for the provision and monitoring of medical equipment, devices and items, and the potential consequences if not adhering to. 1.2. Summarise local policies regarding the correct handling of contaminated items. 1.3. Describe how to avoid compromising the sterile field. 1.4. Summarise the procedures required when there is a breakdown in the sterile field. 1.5. Describe how to dispose of contaminated or potentially hazardous waste in line with local and national policies, protocols and good practice.
2. Know how medical devices are used for surgical interventions within the non-scrubbed circulating role for perioperative procedures.	2.1. Describe the purpose and function of medical devices used for surgical interventions. 2.2. Identify the potential hazards associated with medical devices. 2.3. Assess the suitability of different types of medical devices and surgical instrumentation for different procedures. 2.4. Describe actions to take if problems are identified with medical devices. 2.5. Identify equipment used for weighing swabs and counting instruments.
3. Be able to work with medical devices and equipment for clinical procedures in accordance with requirements.	3.1. Apply standard precautions for infection control. 3.2. Implement health and safety measures relevant to a given procedure and environment. 3.3. Obtain, prepare and position medical devices and equipment in line with local policies and protocols. 3.4. Use, care for and store medical devices and equipment in line with manufacturers' instructions and local policies and protocols. 3.5. Monitor and count surgical instruments, swabs and sharps with the appropriate person in line with national and local policies and protocols. 3.6. Maintain tracking and traceability requirements for sterile items. 3.7. Dispose of clinical and hazardous waste safely, according to local policies and protocols.

3.8. Summarise actions to be taken when there is a problem with an item and the potential consequences of not following procedures.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Minimising the Risk of Infection when Transporting and Storing Healthcare Waste
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	22
OCN NI Unit Code	CBF698
Unit Reference No	D/650/1592
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to minimise the risk of infection when transporting and storing healthcare waste.	
Learning Outcomes	Assessment Criteria
1. Understand national and local policy and protocol relating to minimising the risk of spreading infection.	1.1. Describe own role and responsibilities in relation to each of the following: a) standard infection control precautions b) health and safety regulations c) hazardous waste regulations 1.2. Identify how adhering to infection control procedures can help break the chain of infection.
2. Know how to transport and store waste containers in line with national and local policy and protocol.	2.1. Describe different types of waste. 2.2. Explain why waste containers or colour-coded bags should be used in relation to each type of waste. 2.3. Describe the use of waste containers or colour-coded bags. 2.4. Describe appropriate actions to be taken in each of the following circumstances: a) exposure of self or others to potentially infectious waste b) problems with the facilities and supplies for hand hygiene
3. Be able to handle and transport waste containers safely.	3.1. Use personal protective clothing for waste disposal in line with local policy and protocol. 3.2. Assess containers prior to removal to ensure they are: a) securely sealed b) sufficiently full c) correctly documented d) colour-coded tagged using recognised codes. 3.3. Handle and transport different types of waste containers in a way that: a) avoids contamination or injury to self b) minimises risks of breakage or tearing c) complies with approved moving and handling guidelines. 3.4. Transport waste containers to a designated storage area. 3.5. Use equipment specifically designed for transporting waste correctly as required.
4. Be able to store healthcare waste in line with local policy and protocol.	4.1. Segregate waste according to local policy and protocol. 4.2. Place waste containers in position for storage within a segregated, lockable area and in line with local policy and protocol.

5. Be able to minimise the risk of infection after transporting and storing healthcare waste.

- 5.1. Describe how spillages should be safely cleaned and removed.
- 5.2. Clean equipment after use.
- 5.3. Remove and dispose of any personal protective equipment used in a safe manner.
- 5.4. Carry out correct hand hygiene following handling of waste.
- 5.5. Describe how to report adverse events, incidents or accidents.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Supporting Individuals to Meet Their Personal Care Needs
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBF699
Unit Reference No	F/650/1593
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to support individuals to meet their personal care needs with dignity.	
Learning Outcomes	Assessment Criteria
1. Be able to work with individuals to identify their needs and preferences in relation to personal care.	1.1. Encourage individuals to communicate their needs, preferences and personal beliefs affecting their personal care. 1.2. Establish the level and type of support individuals need for personal care. 1.3. Gain agreement with individuals how privacy will be maintained during personal care activities.
2. Be able to safely provide support for personal care.	2.1. Support individuals to understand the reasons for hygiene and safety precautions. 2.2. Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection. 2.3. Describe how to report concerns about the safety and hygiene of equipment or facilities used for personal care. 2.4. Describe ways to ensure individuals can call for help when alone during personal care activities. 2.5. Ensure safe disposal of waste materials.
3. Be able to support individuals to use the toilet.	3.1. Provide support for individuals to use toilet facilities in ways that respect their dignity. 3.2. Support individuals to clean and tidy themselves after using toilet facilities.
4. Be able to support individuals to maintain personal hygiene.	4.1. Ensure room and water temperatures meet individuals' needs and preferences for washing, bathing and mouth care. 4.2. Ensure toiletries, materials and equipment are within reach of individuals. 4.3. Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation.
5. Be able to support individuals to manage their personal appearance.	5.1. Provide support to enable individuals to manage their personal appearance in ways that respect their dignity and promote active participation. 5.2. Encourage individuals to keep their clothing and personal care items clean, safe and secure.
6. Be able to monitor and report on support for personal care.	6.1. Seek feedback on how individual's' needs and preferences were addressed during the provision of support for personal care. 6.2. Monitor personal care functions and activities in agreed ways. 6.3. Record and report on individuals' personal care in agreed ways.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Supporting and Carrying Out Personal Hygiene for Individuals Who are Unable to Care for Themselves
Level	Two
Credit Value	6
Guided Learning Hours (GLH)	42
OCN NI Unit Code	CBF700
Unit Reference No	H/650/1594
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to support and carry out personal hygiene for individuals who are unable to care for themselves in a different healthcare settings. <i>(Barred combination with Unit 210/2).</i>	
Learning Outcomes	Assessment Criteria
1. Understand the personal hygiene needs of individuals unable to care for themselves.	1.1. Summarise reasons why an individual may not be able to carry out their own personal hygiene. 1.2. Identify different personal hygiene activities that an individual may require. 1.3. Describe the importance of personal hygiene for physical well-being. 1.4. Describe the impact personal hygiene may have on an individual's emotional and social well-being. 1.5. Describe how personal preferences and beliefs may affect the individual's personal hygiene choices. 1.6. Describe the importance of monitoring and reporting on support for personal care.
2. Know about safety measures specific to undertaking personal hygiene for individuals.	2.1. Summarise the current legislation, national guidelines, policies, protocols and good practice guidelines which inform undertaking personal care for individuals. 2.2. Describe the importance of maintaining compliance with health and safety guidance at all times. 2.3. Describe the importance of using aseptic techniques, when required, which follow local guidelines and procedures.
3. Know how to identify underlying health issues when carrying out personal hygiene for individuals.	3.1. Identify the physical changes in an individual that may be observed when carrying out their personal hygiene, indicating that their health may be deteriorating. 3.2. Summarise the actions to take when changes in an individual are observed when carrying out their personal hygiene. 3.3. Describe the importance of recording and reporting changes observed when carrying out personal hygiene for an individual.
4. Be able to support individuals to use toilet facilities.	4.1. Support individuals to use toilet facilities in a way that respects their dignity and maintains their safety. 4.2. Support individuals to make themselves clean and tidy after using toilet facilities.
5. Be able to prepare to carry out personal hygiene for an individual unable to care for themselves.	5.1. Ensure the environment promotes individual's dignity and privacy. 5.2. Describe why resources should be identified and prepared before commencing the procedure.

		5.3. Confirm all equipment and materials to be used are appropriate and fit for purpose as outlined in the care plan. 5.4. Describe the importance of following the care plan and the potential consequences of failing to do so. 5.5. Check water and room temperature meet individual's preferences for personal hygiene activities. 5.6. Prepare toiletries, materials, equipment and personal protective equipment in line with agreed ways of working. 5.7. Confirm individual's identity and obtain valid consent for the activity. 5.8. Demonstrate how to communicate information sensitively to ensure the personal beliefs and preferences of the individual are respected.
6. Be able to carry out personal hygiene for an individual unable to care for themselves.		6.1. Carry out personal hygiene activities in line with the care plan taking account of the following: a) application of infection control measures b) communication with the individual to promote active participation c) ensuring dignity and comfort of the individual d) disposal of used equipment and materials safely in line with infection control policy
7. Be able to support individuals to manage their personal appearance.		7.1. Support individuals to choose clothing and accessories in line with their personal preferences. 7.2. Support individuals to manage their personal appearance in a way that promotes dignity and active participation. 7.3. Support individuals to get dressed in a way that minimises discomfort.
8. Be able to monitor and report on support for personal care.		8.1. Obtain feedback from individuals and others on how support for personal care meets the individual's needs and preferences. 8.2. Monitor personal care functions and activities in agreed ways. 8.3. Record and report on personal hygiene activities according to agreed ways of working.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Sorting Used Equipment and Disposal of Waste
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBF701
Unit Reference No	H/650/1601
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to sort used equipment and dispose of waste in line with organisational policies, legislation and guidance while maintaining health and safety.	
Learning Outcomes	Assessment Criteria
1. Be able to handle returned re-useable medical devices.	1.1. Select appropriate personal protective equipment (PPE) to be worn in a given area. 1.2. Use correct PPE for this area identified in AC 1.1. to undertake the following tasks: a) unload trolleys, containers and boxes safely b) unwrap and scan items into the computer c) sort and place items in the appropriate place according to the organisation's cleaning and disinfection process 1.3. Describe the procedures to be followed when hazardous and non-confirming objects are found in the returned items. 1.4. Describe why it is important to check returns against tray checklists in accordance with organisational requirements.
2. Be able to dispose of waste.	2.1. Summarise the precautions to be followed when handling contaminated waste in returned items. 2.2. Dispose of waste in line with legislation and organisational requirements. 2.3. Describe the consequences of not complying with organisational and legislation requirements when disposing of waste. 2.4. Describe the process for removal and disposal of PPE.
3. Be able to sort reusable items and complete records according to organisational requirements.	3.1. Describe the reasons why DIN trays and containers must be matched to sets. 3.2. Maintain accurate and complete electronic records. 3.3. Follow relevant legislation, policies and procedures for sorting returned items. 3.4. Report accidents and incidents in accordance with legislation and organisational requirements. 3.5. Report any issues which are outside own sphere of competence to the relevant member of staff.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Monitoring and Maintaining the Environment and Resources During and After Healthcare and Clinical Activities
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	22
OCN NI Unit Code	CBF702
Unit Reference No	J/650/1602
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills needed to maintain and monitor the environment and resources under supervision during healthcare activities.	
Learning Outcomes	Assessment Criteria
1. Know the procedures for monitoring and maintaining the environment and resources.	1.1. Summarise the legislation, guidelines, organisational policies and protocols which inform own role, responsibilities and accountability. 1.2. Identify the procedures relating to monitoring the environment during given healthcare activities in own work practice. 1.3. Identify the resources required during given healthcare activities in own work practice. 1.4. Describe the procedures for reporting problems with the environment and resources, beyond own scope of practice. 1.5. Outline the hazards and risks associated with procedures carried out in own work practice including how these are controlled.
2. Be able to operate healthcare and clinical equipment.	2.1. Describe why it is important to ensure healthcare and clinical equipment is safe to use. 2.2. Apply standard precautions for infection control when handling healthcare and clinical equipment. 2.3. Implement health and safety measures when handling healthcare and clinical equipment. 2.4. Operate healthcare and clinical equipment in line with manufacturer's instructions, national and local policies and procedures and own scope of practice.
3. Be able to monitor and maintain the environment and resources.	3.1. Maintain correct environmental conditions at the levels required for a given activity. 3.2. Replenish and replace resources as required for a given activity. 3.3. Describe why it is important to check correct quality and quantity resources for a given activity. 3.4. Return unused and/or surplus resources to the correct storage location. 3.5. Store resources in line with local policy, procedures or protocol at the end of a given activity. 3.6. Maintain monitoring records in line with national and local policies and protocols.
4. Be able to clean resources correctly in own work area.	4.1. Maintain appropriate levels of cleanliness required in own work area.

- 4.2. Clean fixed resources after use in line with national and local policies and protocols.
- 4.3. Clean reusable resources and make safe prior to storage.
- 4.4. Dispose of waste in line with national and local policy.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Obtaining and Testing Capillary Blood Samples
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBF055
Unit Reference No	K/618/4850
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to obtain capillary blood samples using either manual or automated lancets and testing of the sample where this is required.	
Learning Outcomes	Assessment Criteria
1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing blood samples.	1.1. Summarise current legislation, national guidelines, local policies, protocols and good practice guidelines which relate to obtaining and testing capillary blood samples.
2. Understand the anatomy and physiology of capillary blood samples and reasons for obtaining and testing.	2.1. Illustrate the structure and purpose of capillary blood vessels. 2.2. Explain three reasons for obtaining and testing capillary blood samples. 2.3. Explain blood clotting processes and the factors that influence blood clotting.
3. Be able to prepare to obtain capillary blood samples.	3.1. Verify an individual's identity and obtain valid consent. 3.2. Check and confirm that an individual has complied with any pre-procedural instruction. 3.3. Select and prepare an appropriate site for obtaining the sample taking into account an individual's preferences and previous experience. 3.4. Provide support and reassurance to address an individual's needs and concerns. 3.5. Communicate accurate information in a way that is sensitive to an individual's personal beliefs and preferences.
4. Be able to obtain capillary blood samples.	4.1. Apply health and safety measures relevant to the procedure and environment. 4.2. Apply standard precautions for infection prevention and control. 4.3. Obtain capillary blood samples of the required volume and quantity ensuring minimal discomfort to an individual. 4.4. Use selected materials, equipment and containers or slides in accordance with agreed procedures. 4.5. Ensure stimulation of blood flow. 4.6. Select alternative sites if necessary. 4.7. Carry out the correct procedure for encouraging closure and blood clotting at the site. 4.8. Respond to any indication of an adverse reaction, complication or problem during the procedure. 4.9. Explain actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications.

5. Be able to test and record the results of blood samples.	5.1. Test a sample, using approved method in line with organisational procedures. 5.2. Demonstrate how to identify normal or expected results for particular tests. 5.3. Demonstrate how to recognise and interpret normal, expected and abnormal results. 5.4. Ensure results are passed to an appropriate staff member for interpretation as required. 5.5. Record full results accurately and forward to others as required in accordance with organisational requirements. 5.6. Dispose of hazardous waste appropriately following organisational policy before leaving the care area.
6. Be able to pass on results of blood samples.	6.1. Communicate results of tests and any further action required to an individual. 6.2. Respond appropriately to questions and concerns from an individual, providing relevant information. 6.3. Refer issues outside own responsibility or knowledge to an appropriate staff member.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Undertaking Physiological Measurements
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	23
OCN NI Unit Code	CBF043
Unit Reference No	Y/618/4830
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to take and record physiological measurements as part of the individual's care plan including the knowledge and understanding of the importance of accurate measuring and recording.	
Learning Outcomes	Assessment Criteria
1. Understand relevant legislation, policy and good practice for undertaking physiological measurements.	1.1. Summarise current legislation, national guidelines, organisational policies and protocols that promote good working practices.
2. Understand the importance, characteristics and measurement of physiological states.	2.1. Explain the characteristics of blood pressure including: a) blood pressure maintenance b) differentiation between systolic and diastolic blood pressure c) normal limits d) conditions of high or low blood pressure 2.2. Explain the characteristics of body temperature including: a) temperature maintenance b) normal body temperature c) pyrexia, hyper-pyrexia and hypothermia 2.3. Explain the characteristics of respiratory rates including: a) normal respiratory rates b) factors affecting respiratory rates in ill and well individuals 2.4. Explain the characteristics of pulse rates including: a) normal pulse rates limits b) factors affecting pulse rates – raising or lowering c) pulse sites on the body d) the requirement for pulse oximetry measurements e) analysis and implication of pulse oximetry findings 2.5. Explain the relationship between Body Mass Index (BMI) and weight/dietary control.
3. Be able to prepare to take physiological measurements.	2.6. Explain the importance of undertaking physiological measurements.
	2.7. Explain the major factors that influence changes in physiological measurements.
	2.8. Explain how physiological measurements may need to be adapted for the individual.
	3.1. Communicate effectively with an individual in order to explain what and why physiological measurements will be undertaken.
	3.2. Demonstrate how to effectively reassure an individual during the physiological measurement process.

	3.3. Demonstrate how to effectively answer questions and deal with concerns during the physiological measurement process. 3.4. Explain the assistance individuals may require prior to the physiological measurement process. 3.5. Explain why it may be necessary to adjust an individual's clothing before undertaking physiological measurements. 3.6. Demonstrate how to effectively and appropriately prepare all materials and equipment to be used. 3.7. Confirm an individual's identity and obtain valid consent prior to the physiological measurement process.
4. Be able to undertake physiological measurements.	4.1. Apply the following standard precautions relevant to the procedure and environment: a) infection prevention and control b) health and safety measures. 4.2. Select and use appropriate equipment at the prescribed time and in the prescribed sequence to obtain an accurate measurement for each of the following: a) blood pressure b) body temperature c) respiratory rate d) pulse 4.3. Monitor the condition of the individual throughout the measurement. 4.4. Respond to any significant changes in the individual's condition. 4.5. Follow the agreed process when unable to obtain or read a physiological measurement. 4.6. Identify any issues outside own responsibility and refer these to other colleagues.
5. Be able to record and report results of physiological measurements.	5.1. Explain why it is important to accurately and legibly record physiological measurements. 5.2. Summarise three common conditions which require recording of physiological measurements. 5.3. Summarise the correct process for reporting measurements that fall outside the normal levels. 5.4. Record accurate physiological measurements using the correct documentation for each of the following: a) blood pressure b) body temperature c) respiratory rate d) pulse

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Transporting, Transferring and Positioning Individuals and Equipment within the Perioperative Environment
Level	Three
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF703
Unit Reference No	K/650/1603
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills needed to avoid musculo-skeletal and soft tissue injury to the individual, themselves and other staff, while transferring, transporting and positioning individuals in the perioperative environment.	
Learning Outcomes	Assessment Criteria
1. Understand the importance of health and safety measures when transporting, transferring and positioning individuals and equipment in the perioperative care environment.	1.1. Explain the standard health and safety precautions used when moving, handling and transporting individuals and equipment and the potential consequences if these are not applied. 1.2. Outline the safe techniques and procedures used for moving and positioning individuals and equipment in the perioperative environment, according to local and organisational policies and procedures. 1.3. Explain the importance of using personal protective equipment. 1.4. Identify three situations when additional protective equipment may be required.
2. Understand the requirements for pressure area care in the perioperative environment.	2.1. Illustrate how to contribute to the maintenance of individuals' skin integrity in the perioperative environment. 2.2. Describe how to use risk assessment documents for pressure area care during transfers and positioning. 2.3. Explain the importance of using appropriate equipment to minimise the risk of tissue damage. 2.4. Explain the importance of recording and reporting using the appropriate documents in line with local policies and protocols.
3. Be able to prepare to transport individuals within the perioperative care environment.	3.1. Identify the nature of the task required in discussion with the appropriate person/registered practitioner. 3.2. Apply standard precautions for infection control. 3.3. Implement health and safety measures relevant to transporting individuals within the perioperative care environment. 3.4. Check that the transport equipment is clean, safe and functioning in line with local policies and protocols. 3.5. Report any potential hazards to the appropriate team member. 3.6. Identify the individual who needs to be moved. 3.7. Inform the individual of the nature and purpose of the transfer and the role of people involved. 3.8. Confirm that any required documents are available to accompany the individual.

4. Be able to assist in the transfer and positioning of individuals within the perioperative environment.

- 4.1. Use safe moving and handling techniques which minimise risk to all involved, including pain, friction and discomfort for those being moved.
- 4.2. Transfer and position individuals according to instructions, confirming they are positioned safely, comfortably and in accordance with guidelines.
- 4.3. Maintain the privacy, dignity, safety, security and comfort of individuals while using equipment for transfer and positioning.
- 4.4. Identify the effects of premedication and anaesthesia on the ability of individuals to move independently.
- 4.5. Use verbal and non-verbal skills to support individuals, closely observing and reporting any changes in condition to the appropriate team member.
- 4.6. Transfer the individual and their associated documentation over to the appropriate member of staff in the perioperative environment.
- 4.7. Return equipment to the correct location in good working order and cleaned appropriately.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Measuring and Recording Individuals' Body Fluid Balance in a Perioperative Environment
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF704
Unit Reference No	L/650/1604
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to measure, record and review individual's fluid balance in the perioperative environment while providing an opportunity to develop understanding of the procedures which underpin measuring individuals' fluid balance and the importance of doing so.	
Learning Outcomes	Assessment Criteria
1. Understand safe procedures relating to measuring and recording individuals' fluid balance in a perioperative environment.	1.1. Explain the purposes of measuring an individual's fluid balance and wound drainage. 1.2. Outline the factors that can affect fluid input, output and wound drainage. 1.3. Explain the potential hazards associated with measuring an individual's body fluids and wound drainage. 1.4. Identify adverse circumstances related to measuring and recording an individual's fluid balance that would require immediate reporting. 1.5. Illustrate organisational policies and procedures on correct disposal of single use equipment and other hazardous waste. 1.6. Outline the organisational policies and procedures for reporting and recording faulty equipment. 1.7. Explain why it is important to work within own sphere of competence.
2. Be able to measure, record and review individuals' body fluid balance in a perioperative environment.	2.1. Confirm the individual's identity and gain valid and informed consent. 2.2. Apply standard precautions for infection control. 2.3. Implement health and safety measures relevant to recording and individual's body fluid balance when carrying out this task. 2.4. Measure the individual's fluid input, output and wound drainage using equipment in line with local policy and protocol. 2.5. Record the individual's body fluid balance in line with local policy and protocol. 2.6. Identify the difference between body fluid and other fluids. 2.7. Review fluid balance measurements in line with local policy and protocol. 2.8. Explain why it is necessary to report any problems in measuring or recording the individual's fluid balance in line with local policy and protocol. 2.9. Report results in line with local policy and protocol.
3. Be able to manage equipment after measuring individuals' body fluid balance.	3.1. Clean reusable equipment after use using the correct materials in line with local policy and protocols.

3.2. Return equipment to the storage or collection location.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Assisting in the Delivery of Perioperative Care and Support to Individuals
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF707
Unit Reference No	M/650/1605
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to effectively and safely monitor individuals in the perioperative environment and to know how the perioperative environment and procedures affect individuals' responses to clinical interventions.	
Learning Outcomes	Assessment Criteria
1. Understand the potential effects of the perioperative environment and procedures on individuals undergoing perioperative care.	1.1. Explain the effects of pre-medication and sedation on the individual and how these affect support and monitoring requirements. 1.2. Explain the importance of ensuring the environment is suitable for the conscious/unconscious individual. 1.3. Identify factors in the perioperative environment and procedures which could cause stress and distress to the individual. 1.4. Describe the signs of distress which may be exhibited by the individual in the perioperative environment and how these affect support requirements.
2. Be able to support individuals in a perioperative environment according to their care plan.	2.1. Use verbal and non-verbal communication to support the individual's comfort, privacy, dignity, emotional and physical care needs according to their care plan. 2.2. Communicate information in a way that is sensitive to the personal beliefs and preferences of the individual. 2.3. Respond to the individual's questions, referring on those outside own sphere of competence in accordance with local policy and protocol. 2.4. Provide support and care to the individual to promote their comfort in the perioperative environment.
3. Be able to monitor individuals in a perioperative environment according to the requirements of their care plans.	3.1. Explain the importance of closely monitoring the individual in the perioperative environment. 3.2. Identify any changes in and concerns about the individual's condition in line with local policy and protocol. 3.3. Seek advice about changes in and concerns about the individual's condition in line with local policy and protocol. 3.4. Record outcomes of monitoring activities in line with local policy and protocol. 3.5. Obtain and pass on relevant information on the individual's care requirements to other team members in line with local policy and protocol.
Assessment Guidance	
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.	

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Contributing to the Safe Use of Medical Devices in the Perioperative Environment
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	25
OCN NI Unit Code	CBF708
Unit Reference No	R/650/1606
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to handle, monitor and check medical devices in the perioperative environment.	
Learning Outcomes	Assessment Criteria
1. Understand the importance of following health and safety requirements when using medical devices in the perioperative environment.	1.1. Outline how sterile fields are maintained in the perioperative environment. 1.2. Describe the sterilisation processes used for medical devices. 1.3. Explain the role of traceability systems and recording mechanisms in health and safety. 1.4. Explain the importance of compliance with specific organisational health and safety policies and procedures for medical devices and the implications of non-compliance. 1.5. Outline how to sort and dispose of equipment, instruments, soft packs and waste materials in line with local policies and protocols. 1.6. Identify three different types of waste and spillage and how to dispose of them.
2. Be able to check and handle medical devices in the perioperative environment, according to health and safety procedures.	2.1. Apply standard precautions for infection control. 2.2. Implement health and safety measures relevant to handling medical devices. 2.3. Check equipment, instruments and soft pack items for signs of damage, returning those unsuitable for use to the appropriate location and completing the appropriate documentation. 2.4. Use packs in strict rotation and store them in the agreed location. 2.5. Report shortages of supplies to the appropriate member of the team and record these actions.
3. Be able to check the integrity of instrument trays.	3.1. Check instrument trays before and after use to confirm they contain the specified items, recording and reporting any missing items to the appropriate team member. 3.2. Locate and replace any missing items and record and report to the appropriate team member. 3.3. Identify, report and record any faulty equipment, instruments or soft pack items to the appropriate team member.
4. Be able to dispose of used items and equipment safely.	4.1. Dispose of single use equipment in line with local policies and protocols. 4.2. Collect, sort and store items for decontamination and sterilisation, in accordance with local policies and protocols.

- 4.3. Collect empty pack containers, trays and used medical devices and place in the appropriate location for collection.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Preparing Documentation, Materials, Components and Other Items for the Preparation of Aseptic Products
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF709
Unit Reference No	T/650/1607
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to prepare documentation, materials, components and other items for the preparation of aseptic products within healthcare settings.	
Learning Outcomes	Assessment Criteria
1. Be able to apply current legislation, policy, good practice, organisational and professional codes of practice and ethical standards within healthcare settings.	1.1. Summarise key aspects of health and safety legislation relevant to own work role. 1.2. Explain three potential consequences of not adhering to relevant standard operating procedures including the relevant health and safety and COSHH procedures. 1.3. Work within relevant standard operating procedures including the relevant health and safety and COSHH procedures. 1.4. Work using the correct prescription or order.
2. Know how to prepare, monitor and maintain suitable working environments.	2.1. Select and wear appropriate clothing. 2.2. Clean the appropriate environmental areas using the correct equipment and materials. 2.3. Maintain cleanliness and tidiness of the environmental work area. 2.4. Monitor relevant environmental parameters ensuring where appropriate they are within set limits. 2.5. Identify potential sources of contamination to ensure delivery of a quality product.
3. Know how to complete aseptic product documentation accurately.	3.1. Complete worksheets according to local guidelines and protocols. 3.2. Select and confirm the correct worksheet for the aseptic product, completing any calculations as appropriate. 3.3. Allocate the batch number and expiry date for the aseptic product, 3.4. Make clear and accurate entries on all the relevant documentation.
4. Know how to prepare starting materials for the preparation of aseptic products.	4.1. Generate complete, accurate and legible labels. 4.2. Ensure that all labels produced are accounted for. 4.3. Select the correct starting materials and consumables, for the product, recording the relevant information on corresponding worksheet. 4.4. Confirm starting materials and consumables are fit for purpose. 4.5. Disinfect starting materials and consumables for transfer to the clean room.

5. Know how to operate within the limitations of the job role.

- 5.1. Summarise key aspects of relevant professional codes of practice and ethical standards within own job role.
- 5.2. Work within limits of own authority.
- 5.3. Report any problems outside own area of responsibility to an appropriate person.
- 5.4. Apply professional codes of practice and ethical standards within own job role.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Obtaining and Testing Specimens from Individuals
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	22
OCN NI Unit Code	CBF312
Unit Reference No	F/618/6538
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to obtain and test specimens (excluding blood samples) from individuals.	
Learning Outcomes	Assessment Criteria
1. Understand types of specimens that may be obtained from individuals, equipment and materials used and associated tests and investigations.	1.1. Describe four different types of specimens that may be obtained from individuals and the tests and investigations that may be carried out on each. 1.2. Identify the correct equipment and materials used in the collection and transport of specimens.
2. Be able to prepare to obtain specimens from individuals.	2.1. Demonstrate how to verify an individual's identity and obtaining valid and informed consent prior to taking specimens. 2.2. Demonstrate how to ensure an individual's privacy and dignity is maintained at all times during the process of obtaining specimens. 2.3. Demonstrate how to effectively identify any aspects of the individual's ethnic and religious background which might affect the process of obtaining specimens. 2.4. Demonstrate how to communicate with the individual in a manner appropriate to their needs and preferences. 2.5. Demonstrate required preparations have been completed correctly including preparing: a) materials b) equipment c) environment d) personal protective equipment (PPE)
3. Be able to obtain specimens from individuals.	3.1. Provide the correct container for an individual to be able to provide a specimen for themselves. 3.2. Collect specimen where an individual cannot provide the specimen for themselves. 3.3. Describe possible problems that may arise in collecting specimens and how and when these should be reported. 3.4. Demonstrate the correct collection, labelling and storage of specimens. 3.5. Complete and attach relevant documentation accurately.
4. Be able to test specimens.	4.1. Demonstrate applying the appropriate tests for specimens obtained. 4.2. Demonstrate the application of health and safety measures appropriate to the procedure and environment including applying: a) standard precautions for infection prevention and control b) use of personal protective equipment (PPE) c) disposal of waste material

5. Be able to report the outcomes of specimen tests.	5.1. Demonstrate the correct process for reporting and recording specimen test results. 5.2. Describe the actions to be taken when the results are outside of normal range. 5.3. Communicate test results in accordance with agreed ways of working. 5.4. Describe why it is important to understand the possible implications of test results on an individual.
6. Understand relevant legislation, policy and good practice and possible hazards in relation to obtaining, carrying, testing and storing specimens.	6.1. Summarise key aspects of current legislation, national guidelines, organisational policies and protocols which affect working practices when obtaining, carrying, testing and storing specimens. 6.2. Describe three potential hazards or consequences related to incorrect labelling of specimens.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Selecting and Using Appropriate Attire When Working in Healthcare Settings
Level	Two
Credit Value	2
Guided Learning Hours (GLH)	14
OCN NI Unit Code	CBF710
Unit Reference No	Y/650/1608
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to choose, wear and dispose of the appropriate attire and personal protective equipment (PPE) for work in healthcare settings.	
Learning Outcomes	Assessment Criteria
1. Understand legislation, local policy and protocol in relation to appropriate attire and personal presentation for working in healthcare settings.	1.1. Outline organisational policies and protocols in relation to preparing and selecting appropriate attire for working in healthcare settings. 1.2. Describe standard precautions for infection prevention and control which affect own practice in preparing and preparing and selecting appropriate attire for working, including those required due to Covid-19 or other prevailing healthcare issues. 1.3. Describe how and when to cleanse own hands in line with local policy and protocol. 1.4. Describe why it is important to maintain a professional appearance and presentation. 1.5. Describe why it is important to remove personal clothing, makeup and fashion items as required by own work setting.
2. Be able to select and use PPE in a healthcare setting.	2.1. Check the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken. 2.2. Select and use PPE in designated work area only according to own role and procedures to be undertaken. 2.3. Describe how PPE may become unsuitable for use and the actions to take if this happens. 2.4. Remove and dispose of PPE in line with local policy and protocol to minimise cross infection. 2.5. Identify additional protection equipment to be worn when there is a risk of aerosol blood, body fluids or radiation. 2.6. Explain the importance of promptly reporting reduction in stocks of PPE. 2.7. Identify when synthetic non-powered unsterile gloves and apron should be used.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Preparing and Dressing for Scrubbed Clinical Roles
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	21
OCN NI Unit Code	CBF711
Unit Reference No	A/650/1609
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to prepare and dress for the scrubbed clinical role and be able to apply these in practice.	
Learning Outcomes	Assessment Criteria
1. Understand how to follow safe procedures when preparing and dressing for scrubbed clinical roles.	1.1. Summarise how national guidelines and local policies and protocols inform the selection and preparation of personal protective equipment. 1.2. Describe what is meant by an aseptic environment and the sterile field. 1.3. Describe why it important to report any potential contamination in line with local policies and procedures.
2. Know how to work within own sphere of competence.	2.1. Outline the importance of understanding and working within own sphere of competence. 2.2. Identify the action to be taken in relation to issues outside own sphere of competence.
3. Understand how to dress for scrubbed clinical roles.	3.1. Explain how to follow infection control procedures in preparation for the scrubbed clinical role. 3.2. Describe factors which affect the choice of personal protective clothing for different procedures. 3.3. Describe why it is important to wear personal protective clothing for the scrubbed clinical role. 3.4. Describe why it is necessary to change personal protective equipment which has become unsuitable.
4. Be able to work within scrubbed clinical roles.	4.1. Apply standard precautions for infection control. 4.2. Implement health and safety measures relevant to scrubbed clinical roles. 4.3. Select and wear personal protective equipment in line with local policies and protocols. 4.4. Identify and maintain the sterile field by following theatre etiquette and protocols. 4.5. Dispose of used personal protective equipment appropriately. 4.6. Report any potential contamination in line with local policies and protocols.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Assisting in Receiving, Handling and Dispatching Clinical Specimens	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	17	
OCN NI Unit Code	CBF712	
Unit Reference No	H/650/1610	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to assist in receiving, handling and dispatching clinical specimens safely.		
Learning Outcomes	Assessment Criteria	
1. Understand how health and safety measures are implemented when receiving, handling and dispatching clinical specimens.	1.1. Describe how the standard precautions for infection control apply when receiving, handling and dispatching specimens. 1.2. Describe what is meant by the sterile field and how to avoid it being compromised. 1.3. Summarise actions to be taken when there is a breakdown in the sterile field.	
2. Understand the reasons for use of containers and transport media for different clinical specimens.	2.1. Identify three different types and uses of containers and transport media used in the perioperative environment. 2.2. Compare and contrast three types of specimens and how these are received, handled and dispatched. 2.3. Describe the potential consequences of failing to follow procedure when handling, labelling and dispatching clinical specimens.	
3. Be able to assist others to receive, handle, label and dispatch clinical specimens.	3.1. Apply standard precautions for infection control when assisting others to receive, handle, label and dispatch clinical specimens. 3.2. Implement health and safety measures relevant to handling clinical specimens. 3.3. Use the correct container and transport medium for the type of specimen as directed by the appropriate person. 3.4. Receive, handle, label, dispatch and record information on specimens in line with local policies and protocols as directed by the appropriate person. 3.5. Notify the appropriate person of any queries relating to clinical specimens which are outside own competence but within own scope of practice. 3.6. Update records in line with local policies and protocols.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	A collection of documents containing work that shows the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Preparing Aseptic Products
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF713
Unit Reference No	J/650/1611
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to prepare aseptic products while monitoring, preparing and maintaining suitable working healthcare environments.	
Learning Outcomes	Assessment Criteria
1. Be able to apply current legislation, policy, good practice, organisational and professional codes of practice and ethical standards.	1.1. Summarise standard operating procedures (SOPs) including the appropriate health and safety procedures relevant to own job role. 1.2. Work within relevant standard operating procedures including the relevant health and safety procedures and within own limits of responsibility.
2. Be able to monitor the working environment.	2.1. Carry out relevant environmental monitoring. 2.2. Check that parameters are within the set limits. 2.3. Take appropriate action if the environmental parameters are outside the set limits.
3. Be able to prepare and maintain suitable working environments.	3.1. Dress in the appropriate clean room clothing following correct gowning procedure. 3.2. Clean and prepare the environmental areas using the correct materials. 3.3. Disinfect starting materials, equipment and consumables prior to introduction into and within the work area. 3.4. Clean and decontaminate all work areas using the correct cleaning method, removing all waste. 3.5. Store and dispose of waste materials in accordance with legal requirements.
4. Be able to prepare aseptic products.	4.1. Prepare aseptic products using correct processes and equipment according to worksheet and standard operating procedures. 4.2. Label aseptic products, making all necessary accuracy checks and complete documentation in line with local policy.
5. Be able to operate within the limitations of own job role.	5.1. Take the corrective action within limits of own responsibility in the event of an accident, incident or error during the preparation. 5.2. Complete required documentation. 5.3. Report any problems or issues beyond own job limitations or area of responsibility to the appropriate person. 5.4. Feedback any near misses or errors to appropriate person to minimise future errors.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Preparing and Applying Dressings and Drains to Individuals in the Perioperative Environment
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	CBF714
Unit Reference No	K/650/1612
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to select and apply dressings and attach drains in the perioperative environment and according to individual requirements while maintaining health and safety.	
Learning Outcomes	Assessment Criteria
1. Understand the health and safety measures related to preventing wound contamination and cross infection when preparing and applying dressings and drains.	1.1. Explain the principles of the following: a) asepsis b) antisepsis c) cross infection 1.2. Describe potential sources of contamination when preparing surgical fields and how this can be prevented. 1.3. Identify the types of pathogens commonly causing wound infection and the consequences of wound contamination. 1.4. Summarise the principles of wound healing and wound care. 1.5. Identify the correct dressings and drains appropriate to different types and sizes of wound.
2. Understand how medical devices are used in the application of dressings, wound supports and drains.	2.1. Describe the purpose and function of medical devices used in the application of dressings and drains. 2.2. Describe potential hazards associated with the use of medical devices to apply dressings and drains. 2.3. Describe factors which inform the choice of medical devices for the application of dressings and drains to individuals. 2.4. Describe factors which inform the choice of sites for attaching medical devices.
3. Be able to select and prepare dressings and drains according to individual requirements.	3.1. Confirm individual's identity and gain valid and informed consent. 3.2. Provide individual with appropriate information and reassuring when preparing to administer a dressing or drain. 3.3. Apply standard precautions for infection control. 3.4. Implement health and safety measures relevant to preparing dressings and drains. 3.5. Identify, through discussion with individual, any allergies they may have which may affect the types of dressing used. 3.6. Select and prepare dressings to suit the size and type of wound and promote healing. 3.7. Prepare drains according to local policies and protocols.

4. Be able to apply dressings and attach drains according to individual requirements.

- 4.1. Apply dressings or attach drains to individuals in accordance with local policies and protocols.
- 4.2. Check dressings have been applied correctly including:
 - a) the pressure is consistent with the type of wound
 - b) drains are secure
 - c) vacuum seals on the drains are intact
 - d) the position of drains prevents syphonage and/or harm to the individual
- 4.3. Report any issues outside your own sphere of competence in line with local policy and protocol.
- 4.4. Update records in line with local policy and protocol.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Cleaning, Decontamination and Waste Management	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF715	
Unit Reference No	L/650/1613	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to maintain a clean environment in accordance with national policies and to understand the procedures to follow to decontaminate an area from infection; and to explain good practice when dealing with waste materials.		
Learning Outcomes		Assessment Criteria
1. Understand how to maintain a clean environment.	1.1. State the general principles for environmental cleaning. 1.2. Describe the purpose of cleaning schedules. 1.3. Describe how the correct management of the environment minimises the spread of infection. 1.4. Describe the reason for the national policy for colour coding of cleaning equipment.	
2. Understand the principles and steps of the decontamination process.	2.1. Describe the three steps of the decontamination process. 2.2. Describe how and when cleaning agents are used. 2.3. Describe how and when disinfecting agents are used. 2.4. Describe the role of personal protective equipment (PPE) during the contamination process. 2.5. Describe the concept of risk in dealing with specific types of contamination. 2.6. Describe how the level of risk determines the type of agent that may be used to decontaminate. 2.7. Describe how equipment should be cleaned and stored.	
3. Understand the importance of good waste management practice.	3.1. Identify the different categories of waste and the associated risks. 3.2. Describe how to dispose of the different types of waste safely and without risk to others. 3.3. Describe how waste should be stored prior to collection. 3.4. Identify the legal responsibilities in relation to waste management. 3.5. Summarise how to reduce the risk of sharps injury.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	A collection of documents containing work that shows the learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Diabetes Awareness
Level	Three
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF017
Unit Reference No	T/618/4768
<i>Unit purpose and aim(s):</i> The unit will enable the learner to understand what diabetes is, the different types of diabetes and how to support an individual to manage diabetes.	
Learning Outcomes	Assessment Criteria
1. Understand diabetes and the associated implications.	1.1. Explain what is meant by diabetes and the potential long-term complications to an individual's health as a result of having diabetes. 1.2. State the approximate number of individuals who have: a) Type 1 diabetes b) Type 2 diabetes 1.3. Summarise what is meant by the terms hyperglycaemia and hypoglycaemia.
2. Know the most common types of diabetes, causes and treatments.	2.1. Explain the key characteristics of Type 1 and Type 2 diabetes including: a) common causes b) treatments 2.2. Summarise five possible signs and symptoms of diabetes. 2.3. Explain three contributing risk factors that may lead to the development of Type 2 diabetes.
3. Understand how to implement a person-centred approach when supporting individuals with diabetes.	3.1. Explain the importance of using individualised care plans to support those with diabetes. 3.2. Explain the key features of a care plan for an individual with newly diagnosed Type 2 diabetes. 3.3. Explain the importance of checking the individual's understanding of their new care plan. 3.4. Explain how to work with an individual with diabetes and their carer to optimise the individual's self-care skills. 3.5. Explain the importance of supporting the individual with diabetes to make informed decisions. 3.6. Explain the procedure for referring an individual to support for managing diabetes.
4. Understand the nutritional needs of individuals with diabetes.	4.1. Explain the basic principles of a balanced diet. 4.2. Explain how the following affect blood glucose levels: a) simple carbohydrates b) complex carbohydrates 4.3. Explain the role of a nutritional plan in the control of diabetes, identifying who would typically be involved in the development of the plan and how to report any related problems arising from its implementation.

5. Understand factors relating to an individual's experience of diabetes.	5.1. Explain how different individuals may experience living with diabetes. 5.2. Explain the impact that the attitudes and behaviours of others may have on an individual with diabetes. 5.3. Explain how an individual can manage their diabetes through different aspects of their lifestyle.
6. Understand the monitoring of diabetes.	6.1. Explain the importance of accurately measuring blood glucose and pressure when supporting individuals with diabetes. 6.2. Summarise the normal adult range of readings for fasting blood glucose and blood pressure. 6.3. Explain the purpose of regular urinalysis monitoring for individuals with diabetes. 6.4. Explain three of the common annual review checks to screen for long term complications of diabetes.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Undertake Agreed Pressure Area Care
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBE989
Unit Reference No	A/618/4738
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to care for and maintain healthy skin and prevent skin breakdown, by undertaking pressure area care in accordance with an individual's care plan and risk assessment.	
Learning Outcomes	Assessment Criteria
1. Understand the anatomy and physiology of the skin in relation to pressure area care.	1.1. Describe the anatomy and physiology of the skin in relation to skin breakdown and the development of pressure sores. 1.2. Illustrate where the pressure sites of the body are located. 1.3. Summarise factors which might put an individual at risk of skin breakdown and pressure sores. 1.4. Describe how incorrect handling and moving techniques can damage the skin. 1.5. Describe a range of interventions that can reduce the risk of skin breakdown and pressure sores. 1.6. Describe changes to an individual's skin condition that should be reported.
2. Understand good practice in relation to own role when undertaking pressure area care.	2.1. Summarise legislation and national guidelines affecting pressure area care. 2.2. Describe agreed ways of working relating to pressure area care. 2.3. Describe why team working and effective communication are important in relation to providing pressure area care.
3. Be able to follow the agreed care plan.	3.1. Describe why it is important to follow the agreed care plan. 3.2. Verify the agreed care plan has been checked prior to undertaking the pressure area care. 3.3. Summarise any concerns with the agreed care plan prior to undertaking the pressure area care. 3.4. Summarise actions to take where any concerns with the agreed care plan are noted. 3.5. Identify the pressure area risk assessment tools which are used in own work area. 3.6. Describe why it is important to use appropriate and agreed risk assessment tools.
4. Understand the use of materials, equipment and resources that are available when undertaking pressure area care.	4.1. Identify the aids and equipment used to relieve pressure. 4.2. Describe safe use of aids and equipment. 4.3. Describe where current information and support can be obtained in relation to: a) materials b) equipment c) resources

5. Be able to prepare to undertake pressure area care.	5.1. Prepare equipment and environment in accordance with health and safety guidelines and individual's care plan. 5.2. Demonstrate how to obtain valid consent from the individual for pressure area care.
6. Be able to undertake pressure area care.	6.1. Carry out pressure area care procedures in a way that: a) respects the individual's dignity and privacy b) maintains the safety of both the individual and carers c) ensures the individual's comfort d) promotes active participation e) promotes partnership working 6.2. Apply standard precautions for infection prevention and control. 6.3. Carry out the pressure area care procedures without obstruction from bedding and clothing. 6.4. Move an individual using approved techniques and in accordance with the agreed care plan. 6.5. Use pressure relieving aids in accordance with the care plan and any safety instructions. 6.6. Communicate effectively with the individual throughout the intervention. 6.7. Complete all records and documentation accurately and legibly.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Nutrition and Hydration in Healthcare Support
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	28
OCN NI Unit Code	CBF716
Unit Reference No	M/650/1614
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the role of the healthcare support worker in the promotion of good nutrition and hydration and the importance of a balanced diet for individuals in healthcare settings.	
Learning Outcomes	Assessment Criteria
1. Know the principles of a balanced diet.	1.1. Summarise current government nutritional guidelines for a balanced diet. 1.2. Describe the importance of a balanced diet. 1.3. Identify the main food groups. 1.4. Identify sources of three essential macronutrients and four micronutrients. 1.5. Describe the potential impact of a poor diet on health and well-being.
2. Understand how to plan and promote a balanced diet in healthcare settings.	2.1. Summarise factors that may affect nutritional intake in individuals. 2.2. Describe how a healthy diet can be adapted for at least three different groups. 2.3. Describe how to plan and promote an appropriate balanced diet with an individual. 2.4. Summarise how others can be supported to understand a healthy diet for individuals.
3. Know how to prevent malnutrition.	3.1. Identify the possible signs of malnutrition. 3.2. Describe potential risk factors that may lead to malnutrition. 3.3. Summarise ways of increasing nutritional density of foods and drinks through fortification. 3.4. Describe the appropriate use of nutritional supplements.
4. Understand the principles of hydration.	4.1. Describe the importance of hydration. 4.2. Identify the possible signs of dehydration. 4.3. Describe the impact of dehydration on health and well-being. 4.4. Describe possible ways to promote hydration.
5. Understand the healthcare support worker's role in screening and monitoring nutrition and hydration.	5.1. Summarise the healthcare support worker's responsibilities in relation to screening and monitoring nutrition and hydration with the individual. 5.2. Describe the importance of accurate and up to date records for the screening and monitoring of nutrition and hydration in line with agreed ways of working. 5.3. Describe actions to be taken when there are concerns regarding the nutrition and hydration of individuals.

6. Know the importance of special dietary requirements in healthcare settings.

- 6.1. Identify instances where individuals may have special dietary requirements.
- 6.2. Outline four diet plans for individuals with special dietary requirements.
- 6.3. Describe the potential risks of an individual not following a prescribed special diet.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Understanding Working in End of Life Care
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF313
Unit Reference No	F/618/6541
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to work in end of life care.	
Learning Outcomes	Assessment Criteria
1. Understand different perspectives on death and dying.	1.1. Identify the factors that can affect own and an individual's views on death and dying. 1.2. Describe how the factors relating to on and an individual's views on death and dying identified in AC1.1 can impact on practice. 1.3. Describe how attitudes of others may influence an individual's choices regarding death and dying.
2. Understand the aims, principles and policies of end of life care and their impact on the individual.	2.1. Identify the aims and principles of end of life care. 2.2. Describe why it is important to support an individual in a way that promotes their dignity and recognises personal choice and individuality. 2.3. Describe the importance of maintaining comfort and well-being in end of life care. 2.4. Summarise the principles of advance care planning. 2.5. Identify local and national policy and guidance for care after death.
3. Understand factors impacting on communication in end of life care.	3.1. Describe how an individual's priorities and the ability to communicate may vary over time. 3.2. Describe own role in responding to key questions and queries from individuals and others regarding their end of life experience. 3.3. Describe how you might respond to given difficult questions from individuals and others. 3.4. Illustrate strategies to manage emotional responses from individuals and others. 3.5. Describe the importance of sharing appropriate information according to the local policy and national legislation on confidentiality and data protection.
4. Know how to access support services available to individuals and others.	4.1. Identify four support services available to an individual and others. 4.2. Summarise the roles of four key people who may be involved within a multi-disciplinary end of life care team. 4.3. Describe the potential barriers an individual may face when accessing end of life care support services and how these may be overcome.
Assessment Guidance	
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.	

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Preparing Individuals for Healthcare Activities	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	16	
OCN NI Unit Code	CBF717	
Unit Reference No	R/650/1615	
Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to safely and effectively prepare individuals for different healthcare activities.		
Learning Outcomes		Assessment Criteria
1. Understand current legislation, policy and good practice related to the preparation of individuals for healthcare activities.	1.1. Identify relevant current legislation, national guidelines, local policies, protocols and good practice guidelines when preparing an individual for different healthcare activities. 1.2. Describe own role, activities and accountabilities in relation to preparing individuals for healthcare activities.	
2. Be able to prepare individuals for healthcare activities.	2.1. Confirm individual’s identity and obtain valid consent. 2.2. Maintain individual’s privacy and dignity at all times. 2.3. Apply standard precautions for infection prevention and control. 2.4. Confirm individual has complied with any pre-procedural instruction. 2.5. Provide support and reassurance to individual maintaining sensitivity to their personal beliefs and preferences. 2.6. Respond to questions individuals may have, referring to others as required. 2.7. Prepare the individual for the healthcare activity in accordance with the requirements of the activity ensuring: a) optimal position of the individual b) optimal position of medical equipment c) secure storage of personal articles 2.8. Explain how to respond to any issue or emergency situation that arises.	
3. Be able to record and report healthcare activities.	3.1. Record information in line with national and local policy and protocol. 3.2. Describe how to report any issues that arise to the appropriate person.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the	Record of observation Learner notes/written work

	tutor or by learners, to enable learners to practise and apply skills and knowledge	Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Assisting Practitioners to Carry Out Healthcare Activities	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	14	
OCN NI Unit Code	CBF718	
Unit Reference No	Y/650/1617	
Unit purpose and aim(s): This unit will enable the learner to understand the skills and knowledge required to assist a practitioner carry out healthcare activities.		
Learning Outcomes		Assessment Criteria
1. Know about current legislation, national guidelines, policies, protocols and good practice within own role when assisting practitioners to carry out healthcare activities.		1.1. Summarise own roles, responsibilities and accountability with regard to current legislation, national guidelines, policies, protocols and good practice guidelines when assisting practitioners with specific healthcare activities.
2. Be able to assist practitioners when carrying out healthcare activities.		2.1. Identify the information that may be needed by practitioners prior to and during specific activities. 2.2. Confirm the identity of the individual and confirm valid consent has been obtained prior to assisting with healthcare activities 2.3. Carry out activities as required by the practitioner, the care plan and within own scope of practice. 2.4. Demonstrate how to communicate information accurately to other team members while maintaining confidentiality. 2.5. Collaborate effectively during activities that require close team work. 2.6. Create and maintain records as directed by the practitioner in line with local policy.
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner’s progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner’s final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

E-assessment

The use of information
technology to assess learners'
work

Electronic portfolio
E-tests

Title	Dementia Awareness	
Level	Two	
Credit Value	2	
Guided Learning Hours (GLH)	17	
OCN NI Unit Code	CBF302	
Unit Reference No	F/618/6524	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand what dementia is, the different forms of dementia and the impact of others on the individual with dementia.		
Learning Outcomes	Assessment Criteria	
1. Understand dementia.	1.1. Describe what is meant by the term dementia. 1.2. Describe the key functions of the brain that are affected by dementia. 1.3. Describe why depression, delirium and age-related memory impairment may be mistaken for dementia.	
2. Understand models of dementia.	2.1. Describe the medical and social models of dementia. 2.2. Describe why dementia should be viewed as a disability.	
3. Know common types of dementia their causes, symptoms and rates of prevalence.	3.1. Identify the most common causes of dementia. 3.2. Describe the likely signs and symptoms of the most common causes of dementia. 3.3. Identify the risk factors associated with the most common causes of dementia. 3.4. Identify prevalence rates for different types of dementia.	
4. Understand factors relating to an individual's experience of dementia.	4.1. Describe how different individuals may experience living with dementia depending on the following factors: a) age b) type of dementia c) level of ability and disability 4.2. Describe the impact that the attitudes and behaviours of others may have on an individual with dementia.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Supporting Individuals to Manage Continence and Care for Indwelling Catheters
Level	Two
Credit Value	5
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBF719
Unit Reference No	A/650/1618
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the skills and knowledge required to support individuals to manage continence and care for indwelling catheters.	
Learning Outcomes	Assessment Criteria
1. Be aware of healthcare workers' responsibilities relating to support for individuals managing continence and care for indwelling catheters.	1.1. Identify legislation and agreed ways of working affecting the support for individuals managing continence and care for indwelling catheters. 1.2. Describe own role and responsibilities as a healthcare worker for supporting individuals managing continence and care for indwelling catheters. 1.3. Describe why it is important to apply health and safety measures when supporting individuals managing continence and care for indwelling catheters. 1.4. Describe why it is important to use catheter care equipment in accordance with agreed ways of working. 1.5. Describe how to report failure or malfunction of catheter care equipment.
2. Understand the lower urinary system.	2.1. Describe the structure and function of the male urinary system. 2.2. Describe the structure and function of the female urinary system. 2.3. Identify factors that indicate the need for indwelling catheters. 2.4. State normal urinary output. 2.5. Describe the normal appearance and smell of urine.
3. Know factors that affect the management of urinary continence.	3.1. Identify four common causes of difficulties with continence. 3.2. Describe how difficulties with continence can affect an individual's self-esteem, health and their day-to-day activities. 3.3. Describe how an individual's personal beliefs and values may affect the management of continence. 3.4. Describe ways to protect an individual's privacy whilst managing continence.
4. Be able to support Individuals to manage continence.	4.1. Support individuals to express preferences and concerns about their continence needs. 4.2. Agree level of support required by individuals for managing their continence. 4.3. Apply standard precautions and health and safety measures for supporting individuals to manage their continence. 4.4. Support individuals to use continence equipment in a way that respects their dignity and privacy and promotes active participation.

	4.5. Support individuals to maintain their personal hygiene whilst managing continence. 4.6. Support individuals to dispose of their used equipment and soiled materials safely and in accordance with agreed ways of working.
5. Be able to prepare and support individuals to care for indwelling catheters.	5.1. Confirm care required for indwelling catheters as required by an individuals' care plan. 5.2. Agree level of support required to carry out catheter care with individuals. 5.3. Apply standard health and safety measures. 5.4. Support individuals to carry out catheter care in accordance with agreed ways of working. 5.5. Support individuals to check and maintain cleanliness of the urinary meatus. 5.6. Use catheter care equipment in line with manufacturers guidance. 5.7. Support individuals to use and store equipment and materials in accordance with agreed ways of working. 5.8. Support individuals to dispose of equipment in accordance with agreed ways of working. 5.9. Measure and record urinary output in accordance with agreed ways of working. 5.10. Record information in accordance with agreed ways of working.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Title	Supporting Individuals to Use Oxygen
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	23
OCN NI Unit Code	CBF720
Unit Reference No	D/650/1619
<i>Unit purpose and aim(s):</i> This unit will enable the learner to understand the knowledge and skills required to support individuals to use oxygen in different settings.	
Learning Outcomes	Assessment Criteria
1. Understand own responsibilities in relation to supporting individuals to use oxygen.	1.1. Identify the legislation and agreed ways of working in relation to individuals using oxygen. 1.2. Describe own role in supporting individuals to use oxygen. 1.3. Describe why it is important to apply health and safety measures when supporting individuals to use oxygen. 1.4. Describe the health and safety measures that must be applied in relation to: a) the environment b) equipment c) transporting cylinders 1.5. Describe actions to be taken when individuals using oxygen experience an adverse reaction or a complication. 1.6. Describe why it is important to recognise and respond to adverse reactions or complications experienced by individuals using oxygen.
2. Understand the health of individuals requiring the use of oxygen.	2.1. Describe the function of the normal respiratory system and the structures in the respiratory system. 2.2. Identify conditions where oxygen would be required for individuals. 2.3. Describe why it is important to monitor the general health of individuals using oxygen.
3. Be able to support individuals using oxygen.	3.1. Apply health and safety measures in relation to individuals using oxygen. 3.2. Ensure individuals' comfort before the activity. 3.3. Support individuals to use oxygen equipment according to the manufacturer's instructions and agreed ways of working. 3.4. Maintain communication with individuals and provide reassurance throughout the activity.
4. Be able to promote safe supply and storage of oxygen supply equipment.	4.1. Check that spare oxygen cylinders are stored in accordance with the manufacturer's instructions and agreed ways of working. 4.2. Demonstrate to individuals how to store oxygen. 4.3. Supply equipment in accordance with the manufacturer's instructions and agreed ways of working. 4.4. Advise individuals on how to source additional information regarding the safe storage of supply equipment.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

11. Quality Assurance of Centre Performance

11.1 Internal Assessment

When delivering and assessing these qualifications, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within these qualifications must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:
 - the time required for training and standardisation activities
 - the time available to undertake teaching and carry out assessment,
 - consider when learners may complete assessments and when quality assurance will take place
 - the completion dates for different assessment tasks
 - the date by which the assignment needs to be internally verified
 - sampling strategies
 - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
 - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of these qualifications. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and Internal Quality Assurance

Centres offering these qualifications must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for these qualifications within 20 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheets.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#)

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

OCN NI Level 2 Certificate in Healthcare Support Practice (Northern Ireland)**Qualification Number: 610/0587/3****OCN NI Level 2 Diploma in Healthcare Support Practice (Northern Ireland)****Qualification Number: 610/0600/2**

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