Preparing to Work in the Health Sector

The Health Sector
Pre-employment Programme

Contents

Section 1: Programme Overview & Outline

About us

Skills for Health is the Sector Skills Council, for all health employers; the NHS, independent and third sector. Activity is driven by the skills required by the current and future health sector workforce.

Skills for Health offer tested solutions and tools to help the health sector improve productivity and quality within the workforce and can help to support health employers and their staff to plan and manage workforce development and change. In addition Skills for Health acts as the employers' authoritative voice on skills issues and views and champion the effective investment in skills that the sector requires.

Skills for Health was relicensed in 2009 as a Sector Skills Council following a review by the National Audit Office with an 'outstanding' contribution to workforce redesign. The UK Commission for Employment and Skills (UKCES) is responsible for the relicensing process for the 25 Sector Skills Councils. Skills for Health's strategic plan covers the period 2010-2015.

What is the Preparing to Work in the Health Sector Programme?

The Preparing to Work in Health Sector Programme has been developed by Skills for Health working in partnership with Jobcentre Plus for unemployed people to give them the skills and confidence to move into entry level jobs in the health sector.

The Learning Outcomes and Assessment Criteria enable providers to offer a sector specific pre-employment programme and focus on helping participants to recognise and develop the essential skills required to work effectively in entry level roles within the health sector. Providers can use these modules in a variety of ways to meet the needs of individual learners The programme will be very flexible to meet local and national need and requirements and will be a mix of both core and optional units.

The Programme has been developed in consultation and partnership with health employers and other key stakeholders to meet the needs of the sector.

Links to Existing Health Sector Programmes, Qualifications, Tools and Frameworks

Skills for Health Sector Employability Toolkit (SET)

The programme builds on the Skills for Health Sector Employability Toolkit (SET) which has been developed specifically for the health sector. The tool and supporting materials and resources are available at: http://www.skillsforhealth.org.uk/developing-your-organisations-talent/Sector-Employability-Toolkit.aspx

Apprenticeship Frameworks and the 'Certificate in Working in the Health Sector'

The programme has been developed as a progression entry point for other programmes in the health sector such as an apprenticeship in the sector. The Programme has been developed at Level 1 and mirrors the units within the Level 2 accredited qualification 'Certificate for Working in the Health Sector' which is offered by four awarding organisations:

- 500/6093/4   **City and Guilds**
- 500/6512/9   **Edexcel BTEC**
- 500/6062/4   **EDI**
- 500/6103/3   **NCFE**

This certificate is also the underpinning knowledge (Technical Certificate) for the Health and Health sector Support Services Apprenticeship Frameworks and is based on the 6 core dimensions of the NHS Knowledge and Skills Framework (KSF).

The NHS Knowledge and Skills Framework (KSF)

The Core Units of the Health Sector Pre-employment Programme mirror the 'Certificate for Working in the Health Sector' and are also based on the NHS KSF which is extensively used in the whole health sector. This defines and describes the knowledge and skills which staff within the health sector need to apply in their work in order to deliver quality services. It provides a single, consistent, comprehensive and explicit framework on which to base review and development for all staff.

The Core Dimensions are:
1. Communication
2. Personal and people development
3. Health, safety and security
4. Service improvement
5. Quality
6. Equality and diversity.

(http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4090843

Diploma in Health, Society and Development

The Health Sector Pre-employment Programme also directly links to the Principal Learning of the Diploma in Health, Society and Development which is linked to the 'Certificate for Working in the Health Sector'' which all support progression within the health sector,

Other Features of the Programme

In addition the programme includes Learning Outcomes to assist the learner to understand the health sector as well as job seeking skills. Throughout the programme, learners will develop their confidence and employability skills and will learn about the values and principles that are central to all types of work in the health sector. They will also learn about the different types of job opportunities and career development options that are available, gaining an insight into the health sector by the time they complete their learning.

Learning will be assessed throughout the course and on completion information, advice and guidance will be provided to support participants in identifying their next steps.

Future Options for Learners

At this stage, the options for the learner could include:

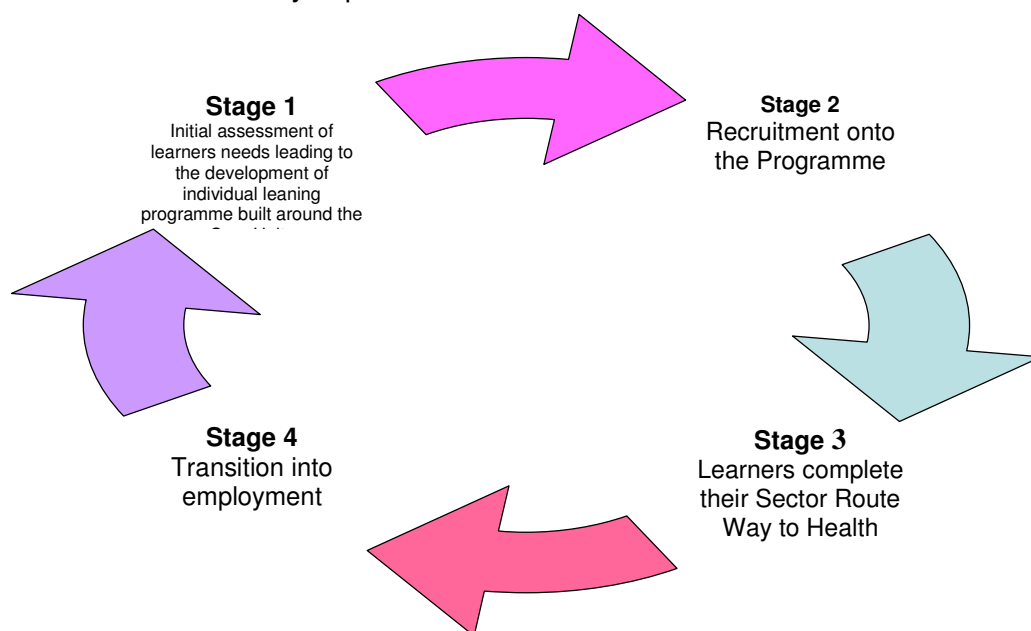1. Moving straight into employment (with or without a work placement).
2. Being referred back to JCP for further advice and guidance
3. Consider applying for an apprenticeship or similar programme in the health sector.

Resources

Resources to support the Programme have also been developed and are available separately from Skills for Health. Enquiries via: pre-employment@skillsforhealth.org.uk .

The Model

The diagram below gives an overview of the key stages which learners will pass through as part of the Health Sector Routeway experience.

Stage 1
Initial assessment of learners needs leading to the development of individual leaning programme built around the Core Units

Stage 2
Recruitment onto the Programme

Stage 3
Learners complete their Sector Route Way to Health

Stage 4
Transition into employment

Stage 1   **Initial Assessment of Learners**
Undertaken prior to starting the programme. This will include literacy and numeracy screening as well as assessment of participants' prior knowledge and skills relevant to entering employment in the health sector.

Stage 2   **Recruitment onto the Health Sector Pre-employment Programme**
Employer led, in partnership with Jobcentre Plus and the training provider.

Stage 3   **Participation in a bespoke Health Sector Pre-employment Programme Schedule of Learning**
All learners will complete Core Units and then undertake a bespoke programme, developed by combining appropriate optional units from the Programme which will best meet employer needs and learner interest.

Stage 4   **Transition into employment**
Review and ongoing development

The programme will be delivered in modules, over a number of weeks, designed to suit individual needs. The course can be delivered in a variety of ways .The supporting Guidance for Training Providers outlines the delivery options.
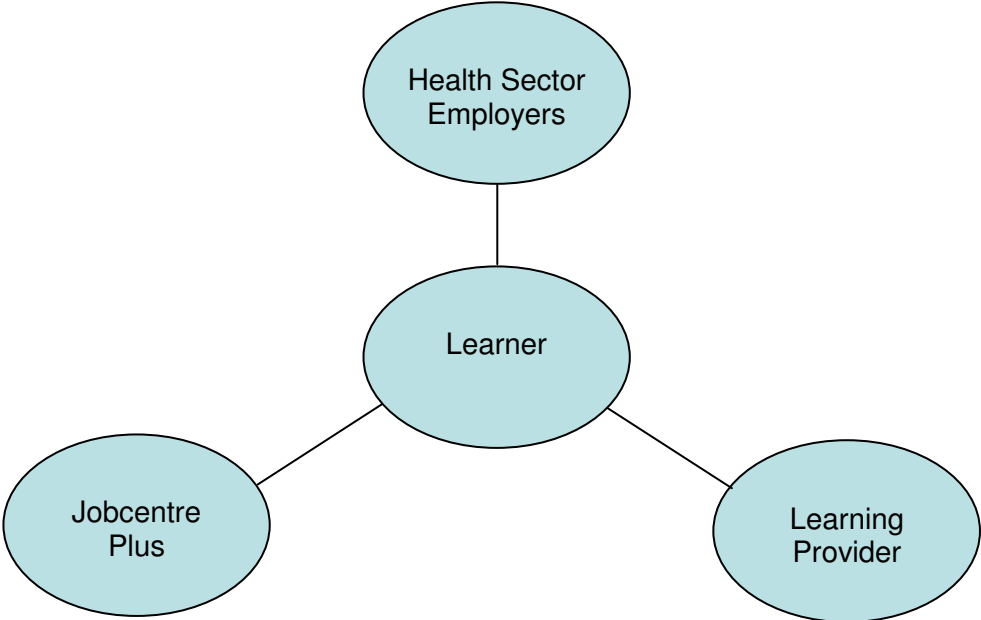
Each programme will start with an initial leaner assessment which will allow training providers to tailor the programme more effectively to meet individual needs.

Entry Criteria onto the Programme

It is assumed that learners will already be at Entry level 3 or Level 1 literacy and numeracy *before* entering the Preparing to Work in the Health Sector Programme. It is suggested that potential learners for the Programme who do not yet meet these minimum levels are supported by the Sector Employability Toolkit (SET) or other similar bespoke programmes to develop their skills.

Partnerships

The Health Sector Pre-employment Programme aims to provide the best opportunities for participants to learn about and enhance the employability skills required for work in the health sector. The success of support for learners will depend on effective partnership working between key stakeholders.

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                    │  Health Sector  │
                    │    Employers    │
                    └─────────────────┘
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                    │     Learner     │
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      ┌─────────────────┐      ┌─────────────────┐
      │    Jobcentre    │      │    Learning     │
      │      Plus       │      │    Provider     │
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Section 2: Programme Contents

Module Number	Course / Module Title
Unit 1	Communication within the Health Service - Communication Methods
Unit 2	Communication within the Health Service - Partnership Working
Unit 3	Communication within the Health Service - Key Legislation
Unit 4	Personal and People Development - Skills and Qualities
Unit 5	Personal and People Development - Target Setting and Goals
Unit 6	Personal and People Development - Learning within Healthcare
Unit 7	Personal and People Development - Continuing Professional Development within Healthcare Careers
Unit 8	Personal and People Development - Reviewing Own Learning
Unit 9	Health, Safety and Security – Hazards and Risks
Unit 10	Health, Safety and Security – Infection Control
Unit 11	Service Improvement
Unit 12	Equality and Diversity
Unit 13	Quality - Knowledge and Skills required to work in the Healthcare Sector
Unit 14	Quality - Attitudes, Behaviours and Presentation Within the Health Sector Workplace
Unit 15	Quality - Effective Team Working
Unit 16	Quality - "Rights" and Responsibilities for Workers Within Healthcare
Unit 17	Quality - Care Values
Unit 18	Safeguarding Individuals
Unit 19	Understanding Careers within the Health Sector
Unit 20	Understanding Careers Progressing within the Health Sector
Unit 21	Searching for Jobs within the Health Sector
Unit 22	Applying for Jobs within the Health Sector
Unit 23	Interview Skills in the Health Sector
Unit 24	Functional Skills
Unit 25	Introduction to Self-Management Skills
Unit 26	Understanding Health and Nutrition
Unit 27	Identifying and Addressing Poor Health and Wellbeing
Unit 28	Mental Health Awareness
Unit 29	Disability Awareness in the Health Sector
Unit 30	Learning Disability Awareness in the Health Sector
Unit 31	Public Health
Unit 32	First Aid Awareness
Unit 33	First Aid Practical Skills
Unit 34	Manual Handling
Unit 35	Food Safety Awareness in Catering in the Health Sector
Unit 36	Work Placement in the Health Sector

Section 3: Course / Module Learning Outcomes and Assessment Criteria

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 1: Communication Within the Health Sector – Communication Methods		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
1.1 Have an understanding of how to communicate effectively within the health sector	1.1.1 Identify different methods of communication 1.1.2 Identify the main methods of communication within the health sector 1.1.3 Identify how to check communication has been effective	√	
1.2 Have an understanding of how to communicate solutions appropriately to others within the healthcare sector	1.2.1 Give examples of appropriate communication methods needed to present solutions or actions to health workers 1.2.2 Identify the appropriate information that is needed to communicate the solution 1.2.3 Indicate how to confirm that others have understood	√	
Guided learning hours: 5			

Mapping

Knowledge and Skills Framework
Core Dimension 1 – Communication - Level 1

National Occupational Standards
HSC 21 a,b,c
HSC 213a,
HSC 242 a,b,c
HSC 31a, b
HSC 35
HSC 369 a
HSC 370 a
HSC 41 a,b
GEN 21

Main Programme Title: Preparing to Work in the Health Sector (CORE UNITS)			
Course/Module Title: UNIT 2: Communication Within the Health Sector – Partnership Working			
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
2.1 Have an understanding of the importance of ensuring effective communication between different health care organisations	2.1.1 Identify reasons why it is important for effective communication to take place between different health care organisations 2.1.2 Give examples of occasions of when health care organisations work together for the benefit of one user of the service	√	
Guided learning hours: 3			

Mapping

Knowledge and Skills Framework
Core Dimension 1 – Communication –Level 1

National Occupational Standards
HSC 21 a
HSC 227 a,b,c
HSC 233 a,b,c
HSC 399
MH82

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 3: Communication Within the Health Sector – Key Legislation		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
3.1 Have an understanding of the importance of ensuring effective communication between workers in different job roles in the health sector	3.1.1 Identify reasons why it is important for people in different job roles in the health sector to communicate effectively 3.1.2 Define the term "confidentiality" 3.1.3 Give examples of the types of data that should be kept confidential	√	
3.2 Have an understanding of the legislation, policies and procedures linked to communication within health care	3.2.1 Identify relevant key legislation 3.2.2 Outline the role that this legislation plays in supporting confidentiality 3.2.3 List policies or procedures that will have an impact on communication within the health sector	√	
Guided learning hours: 3			

Mapping

Knowledge and Skills Framework
Core Dimension 1 – Communication - Level 1

National Occupational Standards
HSC 440

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 4: Personal and People Development – Skills and Qualities		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
4.1 Have an understanding of personal strengths and weaknesses and how they can be used to access employment within the health sector	4.1.1 Complete a skills scan 4.1.2 List personal strengths relating to employment within the health sector 4.1.3 List key areas for development needed to work within the health sector 4.1.4 Produce a simple action plan to address areas for development to help to access employment within the health sector	√	
4.2 Have an understanding of how to use skills and qualities to apply for health sector jobs	4.2.1 List skills and qualities relevant to working in the health sector 4.2.2 Match skills and qualities to different health sector jobs	√	
Guided learning hours: 10			

Mapping

Knowledge and Skills Framework
Core Dimension 2 – Personal and People Development - Level 1

National Occupational Standards
HSC 23 a,b,
HSC 33 b
HSC 332 b

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 5: Personal and People Development – Target Setting and Goals		

Learning Outcomes	Assessment Criteria		Core	Optional
5.1 Have an understanding of the need for setting both short- and long- term goals to support personal development	5.1.1	State why it is important to set short- and long-term goals for personal development	√	
	5.1.2	With support, set long-term goals and short-term goals relating to gaining employment within the health sector		
	5.1.3	Record ways the short-term goals could be achieved		
	5.1.4	Identify skills, qualities and strengths will help in achieving the short-term goals		
5.2 Develop own learning and development goals	5.2.1	Explain the purpose and benefits of supervision and appraisal in the workplace	√	
	5.2.2	Identify own training needs		
	5.2.3	Identify own learning style		

Guided learning hours: 5

Mapping

Knowledge and Skills Framework
Core Dimension 2 – Personal and People Development- Level 1

National Occupational Standards
HSC 211 a,b,c
HSC 33b
HSC 348 a,b

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 6: Personal and People Development – Learning within health care		

Learning Outcomes	Assessment Criteria		Core	Optional
6.1 Recognise the importance of learning from other workers/professionals in a health setting	6.1.1	Identify examples of when learning has taken place with co-workers and/or other learners	√	
	6.1.2	List the benefits of learning from experienced colleagues		
	6.1.3	Identify potential risks connected with learning from colleagues		
6.2 Have an understanding that people have preferred methods of learning	6.2.1	Identify different ways in which learning can take place	√	
	6.2.2	State own preferred method of learning		
	6.2.3	List learning mechanisms suited to personal learning style		
	6.2.4	Give examples of how this differs to others' methods of learning		
6.3 Know how to interact with colleagues or other learners in a learning situation	6.3.1	List own opinions or feelings about learning	√	
	6.3.2	Respond appropriately to others' opinions and feelings about learning		
	6.3.3	Give and receive feedback about own learning		

Guided learning hours: 5

Mapping

Knowledge and Skills Framework
Core Dimension 2 – Personal and People Development - Level 1
National Occupational Standards
HSC 349 a,b

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 7: Personal and People Development – Continuing Professional Development within health care careers		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
7.1 Recognise the importance of learning and professional development for workers in the health sector	7.1.1 List reasons why people working in the health sector need to maintain their learning	√	
7.2 Understand why it is important for workers in the health sector to have a personal development plan	7.2.1 Explain the different ways that workers in the health sector can develop their skills 7.2.2 Explain how workers in the health sector might access relevant training	√	
Guided learning hours: 2			

Mapping

Knowledge and Skills Framework
Core Dimension 2 – Personal and People Development - Level 1

National Occupational Standards
HSC 349 a,b

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 8: Personal and People Development – Reviewing Own Learning		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
8.1 Review own progress towards learning and development goals	8.1.1 Understand the meaning and purpose of reflective practice 8.1.2 Describe ways to evaluate own practice 8.1.3 Describe the impact that new knowledge and skills can have in the workplace	√	
8.2 Record progress in learning	8.2.1 Record the progress made towards an identified learning goal 8.2.2 Record programme specific targets for own learning 8.2.3 Record own personal development plan	√	
Guided learning hours: 3			

*This unit will be completed through out the programme once a week for the full duration of the programme. This will enable learners to address development needs and action plan.

Mapping

Knowledge and Skills Framework
Core Dimension 2 – Personal and People Development- Level 1

National Occupational Standards
HSC 23 a,b

Main Programme Title: Preparing to Work in the Health Sector (CORE UNITS)			
Course/Module Title: UNIT 9: Health Safety and Security – Hazards and Risk			
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
9.1 Have an understanding of how to maintain good health in different areas of work	9.1.1 List potential health risks for workers in a health sector setting 9.1.2 List ways to reduce health risks in a chosen area of work 9.1.3 Identify reasons why it is important to maintain good personal hygiene when working in a healthcare environment 9.1.4 List ways that healthcare workers can maintain good personal hygiene in the workplace	√	
9.2 Have an understanding of risks and hazards in the workplace including risks specific to working within the health sector	9.2.1 Define a hazard in the workplace environment 9.2.2 Define a risk in the workplace environment 9.2.3 Identify hazards and an associated risk for each hazard including some that specific to work within the health sector	√	
9.3 Have an understanding of how to reduce risk of harm to self or others when working within the health sector	9.3.1 List aspects of personal behaviour that can reduce risk of harm 9.3.2 Identify examples of poor health and safety practice within different workplace environments which could cause harm to self or others 9.3.3 Identify what a risk assessment is 9.3.4 Carry out a simple risk	√	

	assessment		

Mapping

Knowledge and Skills Framework
Core Dimension 3 – Health, Safety and Security - Level 1

National Occupational Standards
HSC 22 a, b, c
HSC 24 c
HSC 240 a, b, c
HSC 246 a, b
HSC 32 a, b
HSC 335 a
HSC 3117
HSC 42 a, b
HSC 430
HSS 6

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 10: Health, Safety and Security - Infection Control		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
10.1 Have an understanding of the health requirements linked to working within the health sector how to maintain good health in different areas of work	10.1.1 Identify reasons why maintaining good health is important when working within the health sector 10.1.2 List health requirements related to working within the health sector	√	
10.2 Have an understanding of Healthcare Associated Infections	10.2.1 List consequences of Healthcare Associated Infections to individuals 10.2.2 List consequences of Healthcare Associated Infections to healthcare services 10.2.3 Identify the conditions in a health sector workplace that might encourage infections to occur 10.2.4 Identify hazardous conditions in a health sector workplace that might cause infections to spread 10.2.5 Identify the role of health workers in preventing Healthcare Associated infections 10.2.6 Identify the different careers where infection control procedures are important	√	
Guided learning hours: 5			

Mapping

Knowledge and Skills Framework
Core Dimension 3 – Health, Safety and Security- Level 1
National Occupational Standards for Health and Social Care
HSC 24 c
HSC 246 b
HSC 335 a

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 11: Service Improvement		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
11.1 Have an understanding of how to solve problems within health sector settings	11.1.1 Identify problems which may occur when providing health care 11.1.2 List ways in which one of the problems could be solved 11.1.3 Identify which of these methods will be most effective 11.1.4 Produce an action plan to show how the problem will be solved	√	
11.2 Have an understanding of service improvement in the health sector	11.2.1 Identify the main purpose of service improvement in the health sector 11.2.2 Outline why service improvement is important in the health sector	√	
11.3 Have an understanding of how to support service improvement activities	11.3.1 Plan individual involvement in a simulated service improvement activity 11.3.2 Take responsibility for an aspect of a simulated service improvement activity 11.3.3 Review own and group learning from a simulated service improvement activity	√	
11.4 Have an understanding of individual and group roles in service improvement in the health sector	11.4.1 Identify individual responsibilities a healthcare worker might have in relation to service improvement 11.4.2 Explain the role of	√	

		groups of healthcare workers in relation to service improvement		
Guided learning hours: 10				

Mapping

Knowledge and Skills Framework
Core Dimension 4 – Service Improvement-Level 1

National Occupational Standards
HSC 329 a

Main Programme Title: Preparing to Work in the Health Sector (CORE UNITS)			
Course/Module Title: UNIT 12: Equality and Diversity			
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
12.1 Have an understanding of the terms "equality" and "diversity"	12.1.1 State what is meant by diversity 12.1.2 State what is meant by equal opportunities 12.1.3 State why diversity is important to the healthcare sector 12.1.4 List examples of good and bad practice in relation to equality and diversity	√	
12.2 Have an understanding of the basic principles of discrimination	12.2.1 State what is meant by discrimination 12.2.2 Identify direct and indirect discrimination 12.2.3 List the basic principles of discrimination 12.2.4 State the responsibility of health workers in preventing discrimination	√	
12.3 Understand the key pieces of anti-discrimination legislation	12.3.1 Identify anti-discrimination legislation 12.3.2 State what is meant by victimisation and harassment 12.3.3 Record the consequences of discriminatory behaviour	√	
Guided learning hours: 7.5			

Mapping

Knowledge and Skills Framework
Core Dimension 6 – Equality and Diversity - Level 1

National Occupational Standards
HSC 234 a, b, c
HSC 3111 a, b, c
HSC 3116 a, b, c
HSC 45 b, c

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 13: Quality – Knowledge and Skills Requirements to Work in the Health Sector		
Learning Outcomes	Assessment Criteria	Core	Optional
13.1 Have an understanding of the core dimensions of the knowledge and skills required to work effectively in the health sector	13.1.1 List the core dimensions of NHS Knowledge and Skills Framework	√	
Guided learning hours: 2.5			

Mapping

Knowledge and Skills Framework
Core Dimensions 1, 2, 3, 4, 5, 6 - Level 1

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 14: Quality – Attitudes, behaviours and presentation within the workplace		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
14.1 Identify how positive attitudes and behaviours at work benefit workers and healthcare organisations	14.1.1 Give examples of why it is important to follow an organisation's rules and procedures 14.1.2 Give examples of the risks specific to healthcare settings if rules and procedures are not followed. 14.1.3 List the benefits of positive attitudes and behaviours for individuals and organisation	√	
14.2 Demonstrate a range of positive attitudes and behaviours specific to work within the health sector	14.2.1 Interact appropriately with peers and supervisors 14.2.2 Give examples of how individuals can demonstrate a positive attitude through their behaviour. 14.2.3 Follow organisational procedures governing attitudes and behaviours	√	
14.3 Have an understanding of why it is important to get on well with colleagues and the particular importance of this when working in the health sector	14.3.1 Identify different types of colleagues a worker in the health sector needs to interact with positively at work	√	

			√	
	14.3.2 Explain why a worker in the healthcare sector needs to get on well with each type of colleague			
	14.3.3 List the consequences of workers in the health sector not being able to interact positively within the workplace			
14.4 Have an understanding of why health sector workers need to dress appropriately at work	14.4.1 Identify ways a worker in the health sector should present themselves to service users including appearance, manner and language for different health care job roles	√		
	14.4.2 List the benefits of workers in the healthcare sector dressing appropriately			
	14.4.3 List consequences of a worker in the healthcare sector presenting themselves in a negative manner			

Guided learning hours: 5

Mapping

Knowledge and Skills Framework
Core Dimension 5 – Quality –Level 1

National Occupational Standards
HSC 21 a, b, c

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 15: Quality – Effective Team working		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
15.1 Have an understanding of effective team working	15.1.1 List the positive behaviours necessary for effective teamwork between workers in the health sector 15.1.2 Identify different roles within a team	√	
15.2 Have an understanding of the importance of team working within the health sector	15.2.1 List reasons why teamwork is particularly important within the health sector 15.2.2 State why effective communication is important to team working within the health sector 15.2.3 Give examples of how different roles within a health sector team work together	√	
15.3 Have an understanding of how to work positively with peers	15.3.1 Use appropriate language and tone when communicating with peers during a health sector team work activity 15.3.2 Contribute ideas and opinions in a way that peers find acceptable 15.3.3 Seek and accept help, guidance and feedback from peers when appropriate	√	
Guided learning hours: 5			

Mapping

Knowledge and Skills Framework
Core Dimension 5 – Quality Level 1

National Occupational Standards
HSC 21 b, c
HSC 241 a, b
HSC 322 c
HSC 3121 a, b, c

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 16: Quality – "Rights" and responsibilities for workers within health care		

Learning Outcomes	Assessment Criteria	Core	Optional
16.1 Have an understanding of 'rights' and 'responsibilities' of a worker in the health sector and how this impacts on service delivery	16.1.1 Identify 'rights' a worker in the health sector has as a employee 16.1.2 List 'responsibilities' a worker in the health sector has when at work 16.1.3 List the benefits of working for an organisation that respects the rights of an employee 16.1.4 State the consequences of not meeting your responsibilities as a worker in the health sector 16.1.5 Give examples of how rights and responsibilities impact service delivery within the health sector	√	
16.2 Have an understanding of the responsibilities and boundaries of workers in the health sector	16.2.1 List responsibilities of workers in the health sector as employees 16.2.2 List boundaries of the workers' relationships with the individual users of the service or their families	√	
Guided learning hours: 2.5			

Mapping

Knowledge and Skills Framework
Core Dimension 5 – Quality - Level 1

National Occupational Standards
HSC 3111 a, b, c

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 17: Quality – Care Values		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
17.1 Have an understanding of the values that underpin the role of workers in the health sector	17.1.1 List values which are important for the individual worker, the user of the service, and the organisation 17.1.2 Give examples of actions which promote these values	√	
17.2 Have an understanding of the purpose and impact of key legislation and codes of practice that relate to principles and values in the health sector	17.2.1 Identify relevant key legislation 17.2.2 Identify relevant codes of practice 17.2.3 Outline the role workers play in supporting principles and values within the health sector	√	
17.3 Have an understanding of how personal principles and values fit with care values within the healthcare sector	17.3.1 Identify an individuals principles and values and give an example of how these relate to the healthcare sector	√	
Guided learning hours: 5			

Mapping

Knowledge and Skills Framework
Core Dimension 5 – Quality - Level 1

National Occupational Standards
HSC 24 a, b, c
HSC 218 a, b, c
HSC 219 a, b, c
HSC 35 a, b
HSC 368 a, b, c
HSC 3119
HSC 45 a
HSC 416 a, c
MHA 3

Main Programme Title:	Preparing to Work in the Health Sector (OPTIONAL UNITS)		
Course/Module Title:	UNIT 18: Safeguarding Individuals		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
18.1 Have an understanding of the purpose and impact of key legislation and codes of practice that relate to confidentiality and safeguarding in the health sector	18.1.1 Identify relevant key legislation 18.1.2 Outline the role it plays in supporting confidentiality and safeguarding in the health sector 18.1.3 Give examples of the negative impact of breaching confidentiality in a health setting 18.1.4 List key worker behaviours which support safeguarding in the health sector	√	
18.2 Have an understanding of the values, rights and responsibilities of individuals who come into contact with the health sector	18.2.1 State examples of situations when an individual user of the service values may conflict with the care values of health settings 18.2.2 For one of these examples list the steps which could be taken to overcome or avoid this conflict 18.2.3 Outline how problems or conflicts caused by differing values might be overcome	√	
18.3 Have an understanding of the role and responsibilities of every health sector worker in protecting individuals from harm or abuse	18.3.1 List the potential signs and symptoms of danger, harm or abuse 18.3.2 Identify the correct procedures to follow if danger, harm or abuse are suspected or disclosed 18.3.3 List ways in which workers in the healthcare sector might protect themselves and others with whom they work from danger, harm or abuse	√	

	18.3.4 Identify ways in which you could improve your own practice in order to protect individual users of the service		

Mapping

National Occupational Standards
HSC 21 c
HSC 45 c
HSC 430 a, b
HSC 431 a
HSC 24 c
HSC 232 a, b
HSC 240 a, b, c
HSC 34 a, b, c
HSC 35 c
HSC 335 b, c
HSC, 336 a, b
HSC 395 a, b
HSC 44 a, c

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 19: Understanding Careers within the Health Sector		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
19.1 Have an understanding of the purpose and structure of the health sector.	19.1.1 Give examples of 'preventative' health care 19.1.2 Give examples of health treatment services 19.1.3 State the overall purpose health sector 19.1.4 Draw a diagram of a local healthcare structure identifying different healthcare providers	√	
19.2 Have an understanding the range of services delivered in the health sector	19.2.1 Identify the range of services required to meet an individual's care needs using examples that include different services 19.2.2 List different health services 19.2.3 Name different jobs roles in these services	√	
19.3 Have an understanding of the vast and diverse careers within the health sector	19.3.1 Research and record information about different healthcare jobs 19.3.2 Identify career paths related to own area of interest	√	
19.4 Have an understanding of the different route ways into careers within the health sector	19.4.1 Identify a career goal 19.4.2 Identify a career plan to achieve this goal 19.4.3 Using case studies, map a career path from an entry level job to professional level	√	
Guided learning hours: 5			

Mapping

National Occupational Standards
HSC 347 a

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 20: Understanding Career Progression within the Health Sector		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
20.1 Have an understanding of the importance of career progression within the health sector	20.1.1 Give examples of why it is important, for individuals and their employers that workers in the health sector progress in their career 20.1.2 Give examples of why it is important for the individual worker to progress in their career	√	
20.2 Review own learning and performance	20.2.1 Give examples of the application of reflective practice	√	
20.3 Have an understanding of the skills and qualities needed to start and progress in a career in the health sector	20.3.1 List the skills that health sector employers expect entry level workers in the health sector to have 20.3.2 Identify personal skills, qualities and experience relevant to career progression 20.3.3 Identify areas of work or study that might be best suited to their personal skills, qualities or experience	√	
20.4 Have an understanding of information and guidance related to career progression	20.4.1 Identify sources of career progression information and guidance 20.4.2 From these sources of information and guidance, identify different career and course options	√	
20.5 Be able to plan the next stage in their career progression	20.5.1 Identify short-term goals that will help personal career	√	

		progression 20.5.2 Identify a realistic timeline and relevant resources for achieving the career progression goals		

Guided learning hours: 5

Mapping

National Occupational Standards
HSC 34 a

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 21:Searching For Jobs Within the Health Sector		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
21.1 Have an understanding of potential job sources	21.1.1 List different sources of job advertisements available for people looking for work in the healthcare sector 21.1.2 Identify the advantages and disadvantages of using these sources	√	
21.2 Have an understanding of potential healthcare job roles related to their skills and interests	21.2.1 Match individual skills and interest to potential job roles	√	
21.3 Understand how to be able to search for job vacancies	21.3.1 Have an understanding of the layout and format of job adverts 21.3.2 Identify sources of information available for carrying out job searches 21.3.3 Select appropriate methods to search for job vacancies in the health sector	√	
Guided learning hours: 3			

Mapping

National Occupational Standards
HSC 347 a

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 22: Applying for Jobs Within the Health Sector		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
22.1 Have an understanding of different methods of applying for jobs in the health sector	22.1.1 Identity different methods of applying for jobs 22.1.2 Explain the advantages and disadvantages of these methods of applying for vacancies in the health sector	√	
22.2 Have an understanding of how to search and apply for jobs online	22.2.1 Demonstrate how to search for job vacancies online at NHS Jobs 22.2.2 Set up a personal NHS Jobs account 22.2.3 Apply, where possible, for an entry level job via NHS jobs	√	
22.3 Have an understanding of how to complete a job application form	22.3.1 Identify the information needed to prepare the job application form 22.3.2 Using either an example or a real form, complete a job application	√	
22.4 Have an understanding of how to create a CV	22.4.1 Identify appropriate styles of formatting and language used in CVs 22.4.2 Present individual information in CV format	√	
Guided learning hours: 3			

Mapping

National Occupational Standards
HSC 21 a, c
HSC 21 d
HSC 347 a

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 23: Interview Skills in the Health Sector		
Learning Outcomes	**Assessment Criteria**	**Core**	**Optional**
23.1 Have an understanding of possible job interview questions for roles in the health sector	23.1.1 Identify questions that could be asked at interview 23.1.2 Prepare appropriate answers to these questions 23.1.3 Identify questions to ask at interview which demonstrate an interest in the potential job, placement, or course	√	
23.2 Have an awareness of how to undertake pre interview planning	23.2.1 Confirm the time and place where the interview will be held 23.2.2 Plan a route and means of transport which will allow them to arrive on time	√	
23.3 Know the appropriate dress code to wear to interview	23.3.1 Outline the importance of appropriate and professional dress codes at interview 23.3.2 Give an example of an appropriate outfit to wear at interview	√	
23.4 Have an understanding of the importance of communication skills at interview	23.4.1 Identify key body language techniques that will create a positive impression at interview 23.4.2 Identify key speaking and listening techniques that will create a positive impression at interview	√	
Guided learning hours: 5			

Mapping

National Occupational Standards
HSC 21 a, b, c
HSC 347 b

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 24: Functional Skills		
Learning Outcomes	**Assessment Criteria**	**Mandatory**	**Optional**
24.1 Have an understanding of the literacy level you are working at and how you can improve your skills	24.1.1 Complete the Health Sector literacy skills audit using the Skills for Health Literacy and Numeracy Initial Assessment (IA) Tool on a computer 24.1.2 With support record an action plan to make improvements based on the result from the skills audit.	√	
24.2 Have an understanding of the numeracy level you are working at and how you can improve your skills	24.2.1 Complete the Health Sector numeracy skills audit using the Skills for Health Literacy and Numeracy Initial Assessment (IA) Tool on a computer 24.2.2 With Support record an action plan to make improvements based on results from the skills audit	√	
24.3 Have an understanding of the ICT level you are working at and how you can improve your skills	24.3.1 Complete the literacy and numeracy online skills scans without ICT support 24.3.2 With support record an action plan to make improvements based on competence	√	
NOTE: FOR LEARNERS WHO DO NOT ACHIEVE THE REQUIREDLEVEL WITHIN THEIR SKILLS AUDIT THE FOLLOWING LEARNING OUTCOMES BECOME ESSENTIAL TO BE COMPLETED DURING ADDITIONAL SUPPORT HOURS			
24.4 Have an understanding of the literacy level required for working within the health sector	24.4.1 Listen and record a simple conversation about a service user making a note of the place where their appointment will be held	√	

	24.4.2 Read a care plan and identify treatments the service user is undertaking		
	24.4.3 Complete a simple form about your career interests		
	24.4.4 With support write an action plan to improve literacy skills		
24.5 Have an understanding of the numeracy level required for working within the health sector	24.5.1 Follow directional signs around a healthcare building 24.5.2 Be able to work out the amount of each lunch option required from paperwork provided 24.5.3 Add up how many rooms need cleaning from a worksheet 24.5.4 Complete a timesheet 24.5.5 With support record an action plan to improve numeracy skills	√	
24.6 Have an understanding of the ICT Level required for working within the health sector	24.6.1 Start up and shut down a computer 24.6.2 Complete a series of healthcare related computer based modules 24.6.3 Identify reasons for computer security within the healthcare sector 24.6.4 With support write an action plan to improve ICT skills	√	

Guided learning hours:5

Mapping

National Occupational Standards
HSC 21 b, c, d

Employability Skills Matrix
 – www.skillsforhealth.org.uk/developing-your-organisations-talent/Sector-Employability-Toolkit.aspx
Communication and Customer Care
Use Maths
Use Technology

Section 3   Course/Module Learning Outcomes and Assessment Criteria

Main Programme Title:	Preparing to Work in the Health Sector (OPTIONAL UNITS)		
Course/Module Title:	UNIT 25: Introduction to Self Management Skills		
Learning Outcomes	**Assessment Criteria**	**Mandatory**	**Optional**
25.1 Have an understanding of the importance of self-management skills when working within health	25.1.1 Identify reasons why it is important to manage time effectively in health settings 25.1.2 Demonstrate how to prioritise tasks and activities in order to achieve objectives 25.1.3 State the benefits of taking appropriate breaks during the working day whilst working in the health sector		√
25.2 Have an understanding of personal strengths and weaknesses and how they can be used to access employment within the health sector	25.2.1 List personal strengths relating to employment within the health sector 25.2.2 List key areas for development needed to work within the health sector 25.2.3 Produce a simple action plan to address areas for development to help to access employment within the health sector		√
25.3 Have an understanding of how to use skills and qualities to apply for jobs in the health sector	25.3.1 List individual skills and qualities 25.3.2 Match skills and qualities to different health jobs		√

			√
25.4 Have an understanding of the need for setting both short-term and long-term goals	25.4.1 State why it is important to set short-term and long-term goals 25.4.2 With support, set long-term and short-term goals relating to gaining employment within the health sector 25.4.3 Record the ways the short-term goals could be achieved 25.4.4 Identify how individual skills, qualities and strengths will help in achieving the short-term goals		

Guided learning hours: 7.5

Mapping

Main Programme Title:	Preparing to Work in the Health Sector (OPTIONAL UNITS)		
Course/Module Title:	UNIT 26: Understanding Nutrition and Health		
Learning Outcomes	**Assessment Criteria**	**Mandatory**	**Optional**
26.1 Have an understanding of the principles of maintaining good nutrition and health within the health sector	26.1.1 List the benefits of healthy eating and the role of food in maintaining health 26.1.2 List ways that healthy eating can impact on health sector provisions 26.1.3 Define the key terms (health, nutrition, wellbeing) 26.1.4 List examples of when an individual's dietary requirements might change 26.1.5 List ways that an individual's needs might have an impact on their nutritional requirements		√
26.2 Have an understanding of how lifestyle choices affect health and wellbeing in the health sector	26.2.1 Identify ways in which unhealthy lifestyle choices impact on health 26.2.2 Give examples of information that is provided on food labels and how this information can help to make healthier food choices 26.2.3 List activities that have a positive effect of health and wellbeing in certain life stages 26.2.4 List activities that have a negative effect on health and wellbeing in		√

	certain life stages		
26.3 Have an understanding of ways in which the health and wellbeing of individuals can be assessed by health sector workers	26.3.1 Identify ways in which the health and wellbeing of individuals can be assessed by workers in the health sector		√
26.4 Have an understanding of careers that are linked to nutrition and health	26.4.1 Identify careers that use nutrition and health every day		√

Guided learning hours: 5

Mapping

National Occupational Standards
HSC 213 b
HSC 361 a, b

Main Programme Title:	Preparing to Work in the Health Sector (CORE UNITS)		
Course/Module Title:	UNIT 27: Identifying and Addressing Poor Health and Wellbeing		
Learning Outcomes	**Assessment Criteria**	**Mandatory**	**Optional**
27.1 Have an understanding of the social and economic factors that can have an influence on the health and wellbeing of individuals	27.1.1 List the social and economic factors that can influence the health and wellbeing of individuals		√
27.2 Have an understanding of ways in which the health and wellbeing of individuals can be assessed by health workers	27.2.1 Identify ways in which the health and wellbeing of individuals can be assessed by workers in the health sector		√
27.3 Have an understanding of how to assess an individuals health, wellbeing and lifestyle	27.3.1 Using a case study, list examples of positive influences on an individual's health, wellbeing and lifestyle 27.3.2 Using a case study, list examples of negative influences on an individual's health, wellbeing and lifestyle 27.3.3 Using a case study, make suggestions for health improvement		√
Guided learning hours: 5			

Mapping

National Occupational Standards
HSC 25 a, b, c
HSC 26 a, b, c
HSC 29 a
HSC 210 a, b, c
HSC 213 b
HSC 225 b

HSC 328 a, b, c
HSC 3112 a, b, c

Main Programme Title:	Preparing to Work in the Health Sector (OPTIONAL UNITS)			
Course/Module Title:	UNIT 28: Mental Health Awareness			
Learning Outcomes	**Assessment Criteria**	**Mandatory**	**Desirable**	
28.1 Have an understanding of mental and emotional health	28.1.1 Define mental and emotional health 28.1.2 List mental health disorders 28.1.3 List the benefits of workers in the healthcare sector maintaining their own good mental health		√	
28.2 Know the factors that can affect mental and emotional health	28.2.1 List different factors that can affect an individual's mental and emotional health 28.2.2 List the signs of a decrease in an individual's mental and emotional health		√	
28.3 Have an understanding of the stigma associated with mental and emotional health	28.3.1 Define what is meant by 'stigma' 28.3.2 Identify examples of stigma associated with mental and emotional health		√	
28.4 Have an understanding of different careers within mental health	28.4.1 Identify different careers within mental health		√	
Guided learning hours: 7.5				

Mapping

National Occupational Standards
HSC 331 a, b, c
HSC 322 a
HSC 364
B1

Main Programme Title:	Preparing to Work in the Health Sector (OPTIONAL UNITS)			
Course/Module Title:	UNIT 29: Disability Awareness in the Health Sector			
Learning Outcomes	**Assessment Criteria**		**Mandatory**	**Optional**
29.1 Have an understanding of what can be defined as a disability and the affect a disability can have on an individual	29.1.1 Define the meaning of the term Disability 29.1.2 List the ways in which an individual may acquire their disability 29.1.3 List some disability aids that are designed to help people with a disability to lead a normal lifestyle 29.1.4 List healthcare services that are available for people with disabilities that help them to lead a normal lifestyle			√
29.2 Have an understanding the legal overview related to disability	29.2.1 Identify relevant key legislation 29.2.2 List groups of people who would be protected by this legislation			√
29.3 Have an understanding of how the behaviour of a health sector worker can influence the way in which an individual with a disability is treated	29.3.1 Identify how to respond to a person with a disability 29.3.2 Identify the ways that healthcare workers can improve their ability to meet the needs of certain groups of disabled people			√
29.4 Have an understanding of careers within disability services	29.4.1 Identify different careers within disability services			√
Guided learning hours: 7.5				

Mapping

Main Programme Title:	Preparing to Work in the Health Sector (OPTIONAL UNITS)		
Course/Module Title:	UNIT 30: Learning Disabilities in the Health Sector		
Learning Outcomes	**Assessment Criteria**	**Essential**	**Desirable**
30.1 Have an understanding of a range of learning disabilities	30.1.1 Define the meaning of the term 'learning disability' 30.1.2 List some common learning disabilities 30.1.3 Have an understanding of the spectrum of learning disabilities		√
30.2 Have an understanding of the legal overview related to learning disabilities	30.2.1 Identify relevant key legislation 30.2.2 List groups of people who would be protected by this legislation		√
30.3 Have an understanding of how a learning disability might affect an individual's daily life	30.3.1 Identify a range of life skills that users of the service might need support with in order to become more independent 30.3.2 Identify how to communicate with users of the service who have a learning disability		√
30.4 Have an understanding of support services available for people with learning disabilities	30.4.1 Identify the range of support services that are available for people with learning disabilities 30.4.2 Identify local support services that are available to people with learning disabilities in your area		√
30.5 Have an understanding of careers within disability services	30.5.1 Identify different careers within disability services		√
Guided learning hours: 7.5			

Mapping

Main Programme Title:	Preparing to Work in the Health Sector (OPTIONAL UNITS)			
Course/Module Title:	UNIT 31: Public Health			
Learning Outcomes	**Assessment Criteria**	**Mandatory**	**Optional**	
31.1 Have an understanding of 'Public Health' and why it is important in the health sector	31.1.1 Define what is meant by 'Public Health' 31.1.2 List public health initiatives aimed at improving health 31.1.3 Identify unhealthy behaviours 31.1.4 Record ways in which these unhealthy behaviours could be improved		√	
31.2 Have an understanding of Careers within Public health	31.2.1 Identify different public health careers		√	
Guided learning hours: 7.5				

Mapping

National Occupational Standards
HSC 3101 a, b, c
HSC 420 a, b
HSC 438 b

Main Programme Title:	Preparing to Work in the Health Sector (OPTIONAL UNITS)		
Course/Module Title:	UNIT 32: First Aid Awareness		
Learning Outcomes	**Assessment Criteria**	**Mandatory**	**Optional**
32.1 Have an understanding of the role and responsibilities of an emergency first-abider	32.1.1 List the role and responsibility of an emergency first aider 32.1.2 Outline the steps to take to minimise the risk of infection to self and others 32.1.3 Outline how to fill out an incident report form 32.1.4 Identify first aid equipment and signs		√
32.2 Have an understanding of how to assess an incident	32.2.1 List environmental factors to be aware of at the scene of an incident 32.2.2 State the steps to take to conduct an initial survey of a casualty 32.2.3 State the steps to take to contact other professionals		√
Guided learning hours: 5			

Mapping

Main Programme Title:	Preparing to Work in the Health Sector (OPTIONAL UNITS)		
Course/Module Title:	UNIT 33: First Aid Practical Skills		
Learning Outcomes	**Assessment Criteria**	**Mandatory**	**Optional**
33.1 Know how to manage an unresponsive casualty who is breathing normally	33.1.1 Demonstrate how to assess a casualty's level of consciousness 33.1.2 Demonstrate how to open a casualty's airway and check their breathing using a manikin 33.1.3 Demonstrate how to place an unconscious casualty into the recovery position using a manikin 33.1.4 List the reasons why it is important to put the casualty into the recovery position 33.1.5 State how to treat a casualty who is in seizure		√
33.2 Know how to manage a casualty who is unresponsive and not breathing	33.2.1 Demonstrate how to administer effective Cardio Pulmonary Resuscitation using a manikin		√
33.3 Know how to recognise and assist a casualty who is choking	33.3.1 Give examples of how to identify that a casualty has a partially blocked airway 33.3.2 Give examples of how to identify that a casualty has a completely blocked airway 33.3.3 Demonstrate how to treat a casualty who is choking using a manikin		√
33.4 Know how to mange a casualty who is wounded and bleeding	33.4.1 Demonstrate how to control severe external bleeding		√

	using a manikin		
33.5 Know how to manage a casualty who is in shock	33.5.1 Identify the signs and symptoms of shock 33.5.2 Demonstrate how to manage a casualty who is in shock using a manikin		√
33.6 Know how to manage a casualty with a minor injury	33.6.1 State how to treat small cuts, grazes and bruises 33.6.2 State how to treat minor burns and scalds 33.6.3 State how to treat small splinters		√

Guided learning hours: 10

Mapping

National Occupational Standards
HSC374
CH535

Main Programme Title:	Preparing to Work in the Health Sector (OPTIONAL UNITS)		
Course/Module Title:	UNIT 34: Manual Handling		
Learning Outcomes	**Assessment Criteria**	**Mandatory**	**Optional**
34.1 Have an understanding of the reasons for safe manual handling within the health sector	34.1.1 List potential injuries and ill health associated with incorrect manual handling 34.1.2 State employer duties relating to manual handling 34.1.3 State duties of workers in the healthcare sector in relation to manual handling 34.1.4 State the consequences of non-compliance with health and safety requirements		√
34.2 Have an understanding of how manual handling risk assessments contribute to improving health and safety within the health sector	34.2.1 State what is meant by a "hazard" in the context of manual handling 34.2.2 State what is meant by a "risk" in the context of manual handling 34.2.3 Outline the process for carrying out a manual handling risk assessment		√
34.3 Have an understanding of the principles, types of equipment and testing requirements associated with manual handling safety within the health sector	34.3.1 Demonstrate safe moving principles associated with manual handling 34.3.2 List types of equipment designed to be used for manual handling tasks		√
Guided learning hours:5			

Mapping

National Occupational Standards
HSC 223
HSC 360
CH 56

Main Programme Title:	Preparing to Work in the Health Sector (OPTIONAL UNITS)		
Course/Module Title:	UNIT 35: Food Safety Awareness in Catering in the Health Sector		
Learning Outcomes	**Assessment Criteria**	**Mandatory**	**Optional**
35.1 Have an understanding of the risks associated with handling food	35.1.1 State the consequences of poor standards of food hygiene 35.1.2 Identify the benefits of good standards of food hygiene 35.1.3 Identify common food hazards 35.1.4 Identify the individuals responsibility towards food safety 35.1.5 List common symptoms of food poisoning 35.1.6 Give examples of people most at risk of food poisoning		√
35.2 Have an understanding of the importance of cleaning within catering departments in health care settings	35.2.1 Outline the role of cleaning in keeping food safe 35.2.2 Identify the washing facilities that should be used for food and equipment 35.2.3 State the importance of following instructions when using cleaning agents 35.2.4 Identify why clean and suitable clothes should be used for different tasks 35.2.5 Identify why cleaning schedules are important 35.2.6 Give examples of how waste should be disposed of 35.2.7 Identify who you should report signs of pest infestation to and why it is important		√
35.3 Have an understanding of how to keep clean and hygienic in health care settings	35.3.1 List the risks to from that come from working with unclean hands 35.3.2 Identify the washing facilities required for		√

	good hand washing 35.3.3 State the method of thorough hand washing 35.3.4 Identify hazards associated with skin infections and the need to report them 35.3.5 Identify the importance of suitable wound dressings 35.3.6 List consequences of wearing nail varnish, jewellery and perfume whilst making food in a health environment 35.3.7 List the requirements of food handlers in reporting illness 35.3.8 Identify the importance of protective equipment when dealing with food 35.3.9 Indicate how protective clothing should be cared for		
35.4 Have an understanding of how to keep food products safe	35.4.1 Give examples of how food can become contaminated by physical, chemical and biological contaminants 35.4.2 Outline the concept of cross-contamination 35.4.3 List how methods that can be used to handled food that prevent contamination 35.4.4 State the importance of time and temperature in the storage and cooking of food 35.4.5 Identify the importance of stock rotation 35.4.6 Identify the importance of following instructions and reporting and incidents that may put the safety of the food at risk		√

Guided learning hours: 10

Mapping

Main Programme Title:	Preparing to Work in the Health Sector (OPTIONAL UNITS)		
Course/Module Title:	UNIT 36: Work Placement in the Health Sector		
Learning Outcomes	**Assessment Criteria**	**Mandatory**	**Optional**
36.1 Have an understanding of the structure purpose of the organisation	36.1.1 State the main purpose and activities of the organisation 36.1.2 Identify other most important activities undertaken by the organisation 36.1.3 Outline the main structure of the organisation		√
36.2 Have an understanding of own role within the organisation	36.2.1 State own role within the workplace 36.2.2 State agreed limitations of workplace responsibilities		√
36.3 Maintain acceptable standards for personal presentation and behaviour in the workplace	36.3.1 List the reasons for agreed dress standards 36.3.2 Demonstrate punctuality throughout work placement 36.3.3 Demonstrate appropriate behaviour throughout work placement		√
36.4 Maintain safe working practices demanded by the work environment	36.4.1 State why a workplace induction is important and undertake one in the workplace 36.4.2 Identify a range of safety hazards 36.4.3 State where the first aid box is kept in the workplace 36.4.4 State the organisations procedures in the event of a specific accident or emergency		√

		36.4.5 Use appropriate personal protective equipment if and when required on work placement		
36.5	Carry out tasks on work placement	36.5.1 Carry out given tasks, following all instructions and/or demonstrations 36.5.2 Identify areas where guidance is required and ask for help from colleagues 36.5.3 Use appropriate communication methods to pass on relevant information to colleagues 36.5.4		√
Guided learning hours: 25				
This unit should be completed in the workplace. It can be completed as a block week of five days or as one day per week over five weeks.				

Mapping

Conclusion

This Health Sector Pre -Employment Programme has been developed to be flexible to meet both employer and learner needs at both a national and local level.

Full delivery models are attached to assist training providers to provide the bespoke programme to meet a variety of needs in the sector.

The Programme will be piloted in the health sector with health employers and feedback is welcome.

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- the members of the Project Reference Panel
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- Skills Academy for Health North West
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Glossary of Key Terms

Confidentiality (in the health sector)
To use discretion for information about users of the service; keeping all patient information secret, except where disclosure is authorised, necessary and relevant

Core Units
Units 1 – 24. It is recommended that these units form the base of this programme, regardless of the overall length. More detailed information can be found in the 'Guidance for Training Providers' document.

Diversity
Understanding that there are differences among people and that these differences, if properly managed, are an asset

Employability
Employability defines 'the knowledge, skills, attitudes and behaviours required by individuals to seek, obtain and sustain employment at all levels in the labour market.' Skills for Business Employability Project', 2007

Equality
Ensuring fairness by treating everyone as if they were on the same level playing field

Health
Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. (WHO, 1948)

Healthcare-associated infections
Infections that patients acquire during the course of receiving treatment (e.g. MRSA, C-Difficile)

NHS Knowledge and Skills Framework (KSF)
The framework developed by the NHS on which the staff development review process is based. Further information can be found at: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4090843

Optional Units
Units 25 – 36. These units can be mixed and matched to form the overall programme that can be delivered. More detailed information can be found in the 'Guidance for Training Providers' document.

Public Health
All activities relating to preventing disease, improving health, and prolonging life via organised and targeted initiatives.

Qualifications and Credit Framework (QCF)
The Qualifications and Credit Framework (QCF) is the new framework for creating and accrediting qualifications in England, Wales and Northern Ireland. http://www.qcda.gov.uk/qualifications/

Rights
Rights are legal, social, or ethical principles of freedom and responsibility. Unit 16 examines basic human rights and employment rights.

Responsibilities
A duty, obligation or liability for which someone is held accountable

Skills for Life
The national strategy (England) for literacy, language, numeracy and ICT (information and communications technology)

Well-being
The state of being happy, healthy, and prosperous

Skills for Health Resources and Tools

Skills for Health Careers Information, Advice and Guidance
>A one stop shop for all the resources needed to attract and develop a productive and flexible workforce.
>http://www.skillsforhealth.org.uk/developing-your-orgasnisations-talent/careers-inofrmation-and-advice.aspx

Skills for Health Employability Skills Matrix
>The Employability Skills Matrix, aligned with the Career Framework for Health, outlines the employability skills required both for new entrants and existing staff in order to develop and progress within the sector, from entry level to more senior positions.
>http://www.skillsforhealth.org.uk/developing-your-organisations-talent/Employability-Skills-Matrix.aspx

Skills for Health Literacy and Numeracy Initial Assessment Tools
>Contextualised for the health sector, these tools can be used to assess the literacy and numeracy levels which individuals are working at. The tools can be found at: http://www.skillsforhealth.org.uk/developing-your-organisations-talent/literacy-language-and-numeracy/Intro-the-Initial-Assessment-Tool.aspx

Skills for Health Pre-Employment Best Practice Guide
>This document provides a framework and guidance for employers to support the delivery of high quality pre-employment programmes and is set within the wider context of widening participation in learning in the health sector.
>http://www.skillsforhealth.org.uk/developing-your-organisations-talent/Sector-Employability-Toolkit.aspx

Skills for Health Sector Skills Assessment for 2011
>UK-wide assessment carried out by Skills for Health of the health sector's skills and labour market position. Further information can be found at:
>http://www.skillsforhealth.org.uk/planning-your-workforce-strategy/skills-labour-market-intelligence/LMI-uk-wide-assessment.aspx

Skills for Health Sector Employability Toolkit (SET)
>This is a work trial based programme aimed at employers within the health sector who want to recruit people who are out of work into their organisations in entry level roles. Further information can be found at:
>http://www.skillsforhealth.org.uk/developing-your-organisations-talent/Sector-Employability-Toolkit.aspx

Appendices

Mapping Guidance

Mapping of the Knowledge and Skills Framework (KSF) can be found at:

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4090843

Mapping of the National Occupational Standards can be found on the Skills for Health website:

http://www.skillsforhealth.org.uk/about-us/competence-nos-section/completed-competences-show-hide.aspx

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