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| <b>Unit Title:</b>         | <b>Support individuals undergoing healthcare activities</b> |
| Unit sector reference:     | HSC 2025  |
| Level:                     | Two   |
| Credit value:              | 3   |
| Guided learning hours:     | 22  |
| Unit accreditation number: | L/601/8725  |

## Unit purpose and aim

This unit is aimed at those working in a wide range of settings involved in supporting individuals during and after a healthcare activity.

| <b>Learning Outcomes</b><br>The learner will:                      | <b>Assessment Criteria</b><br>The learner can:  | <b>Exemplification</b> |
|--|---|------------------------|
| 1 Understand healthcare activities in order to support individuals | 1.1 Describe relevant anatomy and physiology in relation to the healthcare activity<br>1.2 Explain the purposes and use of medical equipment and devices required for the procedure<br>1.3 Explain the roles and responsibilities of team members<br>1.4 State protection/precautionary measures <ul style="list-style-type: none"> <li>• appropriate to the procedure being carried out</li> <li>• how they should be applied</li> <li>• the implications and consequences of not applying these measures</li> </ul> 1.5 Explain how to manage the privacy and dignity of an individual in both conscious and unconscious states<br>1.6 Explain how to complete records of the actions taken and the individual's condition during the healthcare activity |                        |

| <b>Learning Outcomes</b><br>The learner will:                         | <b>Assessment Criteria</b><br>The learner can:   | <b>Exemplification</b>   |
|---|--|--|
| 2 Be able to prepare individuals to undergo healthcare activities.    | 2.1 Confirm the individual's identity and gain valid consent<br>2.2 Describe any concerns and worries that an individual may have in relation to healthcare activities<br>2.3 Describe ways of responding to these concerns<br>2.4 Explain the procedure to the individual<br>2.5 Agree the support needed with the individual in a way that is sensitive to their personal beliefs and preferences<br>2.6 Refer any concerns or questions to <b>others</b> if unable to answer<br>2.7 Support an individual to <b>prepare and position</b> for the procedure ensuring that privacy and dignity is maintained at all times | <b>Prepare and position</b> includes assisting the individual to move into the required position<br><br><b>Others</b> may include: <ul style="list-style-type: none"> <li>• The individual</li> <li>• Family members</li> <li>• Line manager</li> <li>• Other health professionals</li> <li>• Others who are important to the individual's well-being</li> </ul> |
| 3 Be able to support individuals undergoing healthcare activities.    | 3.1 Inform and reassure individuals<br>3.2 Apply standard precautions for infection prevention and control<br>3.3 Apply health and safety measures relevant to the healthcare activity and environment<br>3.4 Recognise any ill effects or adverse reactions<br>3.5 Take actions in response to any ill effects or adverse reactions<br>3.6 Ensure that an individual's privacy and dignity is maintained at all times   |  |
| 4 Be able to support individuals following the healthcare activities. | 4.1 Provide the individual with the facilities and support for the period of recovery<br><br>4.1 Monitor an individual and recognise signs of ill effects or adverse reactions   |  |

| <b>Learning Outcomes</b><br>The learner will: | <b>Assessment Criteria</b><br>The learner can:   | <b>Exemplification</b> |
|---|--|------------------------|
|   | 4.2 Take action in response to any ill effects or adverse reactions<br>4.3 Give individuals and relevant others instructions and advice where this is within own role<br>4.4 Confirm any requirements for transport and escorts<br>4.5 Maintain confidentiality of information in accordance with guidelines and procedure |                        |

## Assessment

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This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3 and 4 must be assessed in a real work environment.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## National occupational standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC 222 (GEN 5)

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills standards can be viewed at <http://www.qcda.gov.uk/15565.aspx>

| Functional Skills Standards |   |              |  |  |   |
|-----------------------------|---|--------------|--|--|---|
| English                     |   | Mathematics  |  | ICT  |   |
| Speaking and Listening      | ✓ | Representing |  | Use ICT systems                              | ✓ |
| Reading                     | ✓ | Analysing    |  | Find and select information                  |   |
| Writing                     | ✓ | Interpreting |  | Develop, present and communicate information |   |

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.