



PART OF **nocn** GROUP

## **QUALIFICATION SPECIFICATION**

### **NOCN Level 3 Award in Introduction to Phlebotomy**

Qualification No: 603/7143/2

### **NOCN Level 3 Certificate in Phlebotomy**

Qualification No: 603/7144/4

### **NOCN Level 3 Diploma in Phlebotomy**

Qualification No: 603/7145/6

### **Operational Start Date**

1 March 2021

### **Version**

1.0 – February 2021

### **To know more about NOCN:**

- Visit the NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)
- Call the Customer Service Team: **0300 999 1177**

## Introduction

NOCN is a market-leading awarding organisation that has been providing qualifications for a wide range of centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being with a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our centres and learners.

As an accredited Leader in Diversity we are proud of our reputation as a provider of fully accessible, trusted and flexible qualifications.

## About NOCN Group

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, Access to Higher Education, endorsed and assured short courses, Smart job cards, assessment services, consultancy, and research.

NOCN Group shares a joint purpose to offer learners, training providers, employers and FE colleges a fully integrated range of learning and skills development products and services.

## About the qualification

This document is a resource for NOCN centres who wish to offer any of the qualifications in the phlebotomy suite.

The suite includes the NOCN Level 3 Award in Introduction to Phlebotomy which is for anyone who wants to understand more about phlebotomy with a view to taking up a career as a phlebotomist or a related job role.

The Level 3 Certificate in Phlebotomy and the Level 3 Diploma in Phlebotomy are relevant to people who are currently working in the healthcare professions or associated areas of employment, where blood taking/testing is required. Examples of relevant workplaces include: doctors' surgeries; dental practices; research departments of universities; professional sporting clubs, and occupational health providers.

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## 1. Overview of Qualification

These qualifications are vocationally based and as such offer the opportunity for learners to demonstrate an achievement of practical skills, understanding and knowledge in phlebotomy. The qualifications cover the holistic process of phlebotomy including caring for patients, managing procedures, communication in the workplace and record keeping.

The NOCN Level 3 Award in Introduction to Phlebotomy introduces learners to the initial theoretical knowledge underpinning the practice of phlebotomy and allows them to demonstrate application and release of a tourniquet and taking blood from a dummy arm.

The NOCN Level 3 Certificate in Phlebotomy and the NOCN Level 3 Diploma in Phlebotomy equip learners with the essential skills, knowledge and understanding to undertake the role of a phlebotomist. The NOCN Level 3 Diploma in Phlebotomy extends knowledge and skills within specialist areas.

(a) The NOCN Level 3 Award in Introduction to Phlebotomy is for learners who are interested in becoming a phlebotomist and who may not currently be working in the health sector or a related area.

(b) The NOCN Level 3 Certificate in Phlebotomy and the NOCN Level 3 Diploma in Phlebotomy are for learners who are already working in the healthcare professions or an associated area of employment where blood taking/testing is required. Examples of relevant workplaces include: doctors' surgeries; dental practices; care homes; research departments of universities; professional sporting clubs, and occupational health providers.

### 1.1. Entry Requirements

There are no formal entry requirements for learners undertaking these qualifications. Learners undertaking the NOCN Level 3 Award in Introduction Phlebotomy do **not** need to be currently employed within the health sector or a related area. However, for the Certificate and Diploma-sized qualifications learners must be currently working in the healthcare professions, or an associated area of employment, where blood taking/testing is required.

Learners must be in a position to demonstrate the requirements of the qualification and have access to required assessment opportunities and relevant resources. Please refer to specific assessment requirements on individual units for more information.

Centres should undertake initial assessment activities with learners to ensure this is an appropriate qualification and they are capable of achieving the level they will be studying before enrolling them onto a programme of learning.

These qualifications are available to learners aged 18 years or over.

## 1.2. Progression Routes

Achievement of the:

- The NOCN Level 3 Award in Introduction to Phlebotomy will lead to direct progression on to the NOCN Level 3 Certificate in Phlebotomy.
- The NOCN Level 3 Certificate in Phlebotomy equips learners with the essential skills and knowledge required to work as a phlebotomist and/or progress directly to the NOCN Level 3 Diploma in Phlebotomy.
- The NOCN Level 3 Diploma in Phlebotomy adds specialist skills to the NOCN Level 3 Certificate in Phlebotomy and it supports progression to further learning within the health sector.

## 2. Qualification Details

### 2.1. Qualification Structure

The **NOCN Level 3 Award in Introduction to Phlebotomy** is a **seven** credit qualification with a Total Qualification Time (TQT) of **70** hours including **54** Guided Learning Hours (GLH). Learners **must** achieve all **7** credits from the **two** mandatory units.

The **NOCN Level 3 Certificate in Phlebotomy** is a **27** credit qualification with a TQT of **270** hours including **203** GLH. Learners **must** achieve **18** credits from the **five** mandatory components and **9** credits from the optional units.

The **NOCN Level 3 Diploma in Phlebotomy** is a **37** credit qualification with a TQT of **370** hours including **279** GLH. Learners **must** achieve **31** credits from the **ten** mandatory components and **six** credits from the optional units.

The **NOCN Level 3 Award in Introduction to Phlebotomy** is a **7** credit qualification.

Learners **must** achieve **7** credits from the **two** mandatory units.

Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Understanding Phlebotomy Skills and Techniques	3	3	Mandatory	R/618/6267
Caring for Patients During the Phlebotomy Procedure	3	4	Mandatory	R/618/0484

The **NOCN Level 3 Certificate in Phlebotomy** is a **27** credit qualification.

Learners **must** achieve **18** credits from the **five** mandatory units and a minimum of **9** credits from optional units.

Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Applying Phlebotomy Skills and Techniques	3	6	Mandatory	K/618/0488
Caring for Patients During the Phlebotomy Procedure	3	4	Mandatory	R/618/0484
Science and Anatomy	3	2	Mandatory	D/618/0486
The Principles of Infection Prevention and Control	2	3	Mandatory	L/616/2663
Understanding Phlebotomy Skills and Techniques	3	3	Mandatory	R/618/6267
Causes and Spread of Infection	2	2	Optional	K/616/2587
Cleaning, Decontamination and Waste Management	2	2	Optional	A/616/3078
Obtain and Test Capillary Blood Samples	3	4	Optional	H/616/3107
Paediatric Phlebotomy	3	2	Optional	H/618/0487
Phlebotomy Skills: Cannulation	3	1	Optional	Y/508/3972
Obtaining Blood From Hands and Feet	3	3	Optional	F/618/6362
Reflective Practice	2	1	Optional	H/508/4106



Select and wear Appropriate Personal Protective Equipment for Work in Healthcare Settings	2	2	Optional	M/616/2655
Support Individuals Who are Distressed	2	3	Optional	D/616/3025
Understanding Laboratory Techniques and Blood Analysis	3	2	Optional	L/618/0483
Understanding Record Keeping for the Care Worker	2	3	Optional	D/505/4683

The **NOCN Level 3 Diploma in Phlebotomy** is a **37** credit qualification.

Learners **must** achieve **31** credits from the mandatory units and a minimum of **6** credits from the optional units.

Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Applying Phlebotomy Skills and Techniques	3	6	Mandatory	K/618/0488
Caring for Patients During the Phlebotomy Procedure	3	4	Mandatory	R/618/0484
Obtain and Test Capillary Blood Samples	3	4	Mandatory	H/616/3107
Obtaining Blood From Hands and Feet	3	3	Mandatory	F/618/6362
Reflective Practice	2	1	Mandatory	H/508/4106
Science and Anatomy	3	2	Mandatory	D/618/0486
The Principles of Infection Prevention and Control	2	3	Mandatory	L/616/2663
Understanding Laboratory Techniques and Blood Analysis	3	2	Mandatory	L/618/0483
Understanding Phlebotomy Skills and Techniques	3	3	Mandatory	R/618/6267
Understanding Record Keeping for the Care Worker	2	3	Mandatory	D/505/4683
Cleaning, Decontamination and Waste Management	2	2	Optional	A/616/3078
Causes and Spread of Infection	2	2	Optional	K/616/2587
Paediatric Phlebotomy	3	2	Optional	H/618/0487
Phlebotomy Skills: Cannulation	3	1	Optional	Y/508/3972

Select and wear Appropriate Personal Protective Equipment for Work in Healthcare Settings	2	2	Optional	M/616/2655
Support Individuals Who are Distressed	2	3	Optional	D/616/3025

## 2.2. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

### Guided Learning Hours (GLH):

- learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
- includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Other Learning Hours (OLH):

- an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
  - preparatory work
  - self-study
  - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar



- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

### 2.3. Assessment and Evidence

The assessments for these qualifications are set by centres and marked by centres. Assessment activity must ensure that learners are able to provide evidence of achievement against **all** of the assessment criteria specified within each unit.

These qualifications, with the addition of the required supervised practice, can provide a route to occupational competence. Accordingly, to help ensure rigorous standards, the assessment must follow the current Skills for Health Assessment Principles which are published on the Skills for Health website: <https://skillsforhealth.org.uk/>.

All units must be assessed in line with the current Skills for Health Assessment Principles.

The qualifications alone do not confirm occupational competence.

Centres must ensure that knowledge-based learning is at the correct level for the qualification, and relevant to the work or events likely to be encountered in the course of a phlebotomist.

Assessment activities must be robust in that they are:

<b>Valid</b>	Fit for purpose in that they are suitable for the identified assessment criteria and offer the learner the opportunity to demonstrate achievement at the required level.
<b>Sufficient</b>	Provide the opportunity for the learner to provide adequate evidence, showing full coverage of the requirements of the assessment criteria.
<b>Reliable</b>	Generate clear and consistent outcomes recognising that the activities may be applied to differing scenarios and in different contexts, with different learners. The evidence sought by the activity must be able to be assessed and result in assessment decisions that are consistent across all assessors and centres offering the qualification. Assessment activities should not deliberately offer an unfair advantage to or disadvantage specific groups of learners.

### 2.4. Fair and Equitable Assessment

Assessment must be designed to be accessible and inclusive and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual units.

### 2.5. Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** found on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk)

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact [assurance@nocn.org.uk](mailto:assurance@nocn.org.uk) for further details.

## 2.6. Recognised Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and/or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university and outside formal learning situations such as through life, employment, apprenticeships and other work experiences.

NOCN is committed to the Recognition of Prior Learning (RP) and has developed a policy and procedures to inform and support centres. This is available on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk)

## 2.7. Assessment and Evidence for the Units

The assessments for these qualifications are set by centres and marked by centres.

These qualifications, with the addition of the required supervised practice, can provide a route to occupational competence. Accordingly, to help ensure rigorous standards, the assessment must follow the current Skills for Health Assessment Principles which are published on the Skills for Health website: <https://skillsforhealth.org.uk/>.

All units must be assessed in line with the current Skills for Health Assessment Principles.

The qualifications alone do not confirm occupational competence.

Centres can use the following assessment methods as appropriate for the learning outcomes and assessment criteria:

- Practical demonstration e.g. of patient preparation techniques; obtaining blood samples from a dummy hand
- Professional practice log e.g. of taking blood samples
- Observation of practical demonstration
- Oral / Written Questioning
- Discussion with the Learner
- Use of Others (Witness Testimony)
- Looking at Learner Statements
- Recognising Prior Learning
- Simulation
- Assignments

The evidence of attainment generated by learners who complete the assessments should be presented in a portfolio of evidence.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:



[http://www.nocn.org.uk/qualifications\\_and\\_units/additional\\_qualification\\_documents](http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents).

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

## 3. Centre Information

### 3.1. Required Resources for Delivering the Qualification

As part of the requirement to deliver these qualifications, centre staff undertaking roles as tutors, assessors and internal quality assurers must have a demonstrable level of expertise. Additionally, centres must have the necessary equipment such as a dummy from which learners can demonstrate taking blood.

The centre staffing requirements specified below are in line with the current Skills for Health Assessment Principles which are published on the Skills for Health website: <https://skillsforhealth.org.uk/>.

#### 3.1.1. Tutor/Assessor Requirements

NOCN expects that Tutors/Assessors are able to demonstrate the following competencies:

- Be occupationally competent in phlebotomy and have experience of delivering training in this subject area. The minimum expectation is that the level of experience should be at the same level as the training that is to be delivered.
- Tutors/Assessors may have routinely taken blood as part of their role as a doctor, nurse, paramedic or health care assistant in a clinical or care environment or when working for the Blood Donation service. They may be a specialist Phlebotomist. Their training may have been gained within a hospital or GP surgery or from organisations such as the National Association of Phlebotomist Training.
- Tutors are expected to undertake Continuous Professional Development (CPD) in order to keep their occupational expertise up to date. A minimum of 30 hours CPD activity each year is required, with evidence to be made available for external audit.
- Hold or be working towards the Level 3 Certificate in Assessing Vocationally Related Achievement or equivalent qualification, to be achieved within 12 months of taking up the Assessor role. Acceptable alternative assessor qualifications include D32/D33 or A1.
- If the Assessor is working towards their Assessor qualification, it is expected that their assessment decisions will be countersigned by an experienced and qualified Assessor in the centre.
- Centre staff may undertake more than one role, e.g. Tutor and Assessor or Internal Quality Assurer, but they cannot carry out any quality assurance activities on work that they have previously assessed.

### 3.1.2. Internal Quality Assurer Requirements

Each centre must have internal quality assurance policies and procedures in place to ensure that decisions made by Assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability and consistency.

NOCN expects that an Internal Quality Assurer is able to demonstrate the following competencies:

They should:

- Be occupationally competent in Phlebotomy and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training that is to be delivered.
- Hold or be working towards a recognised Internal Quality Assurance qualification such as the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or equivalent, to be achieved within 12 months of taking up the IQA role. Acceptable alternative IQA qualifications include a D34/V1 qualification.
- If the IQA is working towards a Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, it is expected that their sampling decisions will be countersigned by an experienced and qualified IQA in the centre.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should include standardisation and sharing of good practice.

### 3.1.3. External Quality Assurance

NOCN will appoint External Quality Assurers who demonstrate the following competencies:

They should:

- Be occupationally experienced in phlebotomy and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training that is to be delivered.
- Hold or be working towards a recognised an External Quality Assurance qualification such as the Level 4 Award in the External Quality Assurance of Assessment Processes and Practice or equivalent, to be achieved within 12 months of taking up the EQA role.

Once recognised as a Centre, NOCN will allocate the centre an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

### 3.2. Offering the Qualification

#### Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact: [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk).

Use Horizon to add this qualification to your centre.

#### New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

## 4. Unit Information

The **NOCN Level 3 Award in Introduction to Phlebotomy** consists of **two** mandatory units totalling **seven** credits.

The **NOCN Level 3 Certificate in Phlebotomy** consists of **five** mandatory units totalling **18** credits and optional units totalling **nine** credits.

The **NOCN Level 3 Diploma in Phlebotomy** consists of **ten** mandatory units totalling **31** credits and optional units totalling **six** credits.

To achieve each qualification a learner **must** provide evidence of achievement against **all** of the assessment criteria within each mandatory unit and, for the NOCN Level 3 Certificate in Phlebotomy and the Level 3 Diploma in Phlebotomy, **all** of the assessment criteria in the selected optional units. However, a number of assessment criteria can be assessed through one activity using holistic assessment which focuses on the whole work activity rather than specific unit of a qualification.

A copy of each of the mandatory units follows. All units must be assessed in line with the current Skills for Health Assessment Principles which are published on the Skills for Health website: <https://skillsforhealth.org.uk/>. Additional guidance is provided for each unit in the Assessment Guidance box as relevant.

Optional Units can be found on the NOCN website

<https://www.nocn.org.uk/products/qualifications/>



#### 4.1 Units

<b>Title:</b>	<b>Applying Phlebotomy Skills and Techniques</b>
<b>Level:</b>	Level 3
<b>Credit Value:</b>	6
<b>GLH:</b>	42
<b>Ofqual Reference Number:</b>	K/618/0488
<b>Assessment Guidance:</b>	It is expected that the blood samples will be taken from a range of different patients to enhance the learner experience and that it will occur within a work placement or working environment over the duration of the training. At least ten of the blood samples must be observed and supervised by a qualified phlebotomist/trainer.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to gain informed patient consent.	1.1. Gain informed consent from patients.
2. Be able to take blood samples.	2.1. Follow current protocols and procedures in relation to venepuncture. 2.2. Take blood samples from a minimum of fifty patients within own working environment. 2.3. Apply health and safety precautions.
3. Be able to document professional practice.	3.1. Complete a professional practice log for taking blood samples from a minimum of fifty patients within own working environment.

<b>Title:</b>	<b>Caring for Patients During the Phlebotomy Procedure</b>
<b>Level:</b>	Level 3
<b>Credit Value:</b>	4
<b>GLH:</b>	28
<b>Ofqual Reference Number:</b>	R/618/0484

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand how effective communication can facilitate the phlebotomy procedure.	1.1. Describe the types of information to communicate to a patient prior to a phlebotomy procedure. 1.2. Explain how effective communication can facilitate the phlebotomy procedure.
2. Know the essential information required from a patient prior to the phlebotomy procedure.	2.1. Identify the essential patient information. 2.2. Explain why this information is necessary. 2.3. Explain how to record essential patient information.
3. Understand patient preparation prior to a phlebotomy procedure.	3.1. Perform patient preparation techniques. 3.2. Explain how to respond to commonly asked patient questions. 3.3. Describe the limitations related to medical information that a phlebotomist can give to a patient.
4. Understand when and how to apply pain relief whilst obtaining blood.	4.1. Explain the key reasons why it may be necessary to apply pain relief during a procedure. 4.2. Describe how to use three common methods of pain relief.
5. Understand current safe practice, infection control and health and safety.	5.1. Explain current safe practice. 5.2. Describe current key health and safety guidelines.

<p>6. Understand post procedural best practice.</p>	<p>6.1. Identify key factors to be assessed following a phlebotomy procedure.</p> <p>6.2. Describe best practice in dressing the venepuncture site.</p> <p>6.3. Describe common problems associated with the phlebotomy procedure.</p> <p>6.4. Explain how to respond to common problems associated with phlebotomy.</p> <p>6.5. Describe the information to be given to patients regarding post procedure complications.</p> <p>6.6. Explain how to confirm patient details.</p> <p>6.7. Explain the importance of an accurately completed laboratory request form.</p>
<p>7. Know how to care for vulnerable patients.</p>	<p>7.1. Describe how to identify a vulnerable patient.</p> <p>7.2. Describe how to manage the care of vulnerable patients including those who are:  (a) phobic;  (b) nervous.</p>

<b>Title:</b>	<b>Causes and Spread of Infection</b>
<b>Level:</b>	Level 2
<b>Credit Value:</b>	2
<b>GLH:</b>	20
<b>Ofqual Reference Number:</b>	K/616/2587
<b>Assessment Guidance:</b>	Poor practices: soiled linen and clinical waste should be covered for 1.5 and 1.6.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the causes of infection.	1.1. Identify the differences between bacteria, viruses, fungi and parasites. 1.2. Identify common illnesses and infections caused by bacteria, viruses, fungi and parasites. 1.3. Describe what is meant by “infection” and “colonisation”. 1.4. Explain what is meant by systemic infection and localised infection. 1.5. Identify <b>poor practices</b> that may lead to the spread of infection. 1.6. Identify how an understanding of <b>poor practices</b> , can be applied to own professional practice.
2. Understand the transmission of infection.	2.1. Explain the conditions needed for the growth of micro-organisms. 2.2. Explain the ways an infective agent might enter the body. 2.3. Identify common sources of infection. 2.4. Explain how infective agents can be transmitted to a person. 2.5. Identify the key factors that will make it more likely that infection will occur. 2.6. Discuss the role of a national public health body in communicable disease outbreaks.

<b>Title:</b>	<b>Cleaning, Decontamination and Waste Management</b>
<b>Level:</b>	Level 2
<b>Credit Value:</b>	2
<b>GLH:</b>	20
<b>Ofqual Reference Number:</b>	A/616/3078

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand how to maintain a clean environment.	1.1. State the general principles for environmental cleaning. 1.2. Explain the purpose of cleaning schedules. 1.3. Describe how the correct management of the environment minimises the spread of infection. 1.4. Explain 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. Explain the role of personal protective equipment (PPE) during the decontamination process. 2.5. Explain the concept of risk in dealing with specific types of contamination. 2.6. Explain 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.

<p>3. Understand the importance of good waste management practice.</p>	<p>3.1. Identify the different categories of waste and the associated risks.</p> <p>3.2. Explain how to dispose of the different types of waste safely and without risk to others.</p> <p>3.3. Explain how waste should be stored prior to collection.</p> <p>3.4. Identify the legal responsibilities in relation to waste management.</p> <p>3.5. State how to reduce the risk of sharps injury.</p>
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<b>Title:</b>	<b>Obtain and Test Capillary Blood Samples</b>
<b>Level:</b>	Level 3
<b>Credit Value:</b>	4
<b>GLH:</b>	30
<b>Ofqual Reference Number:</b>	H/616/3107
<b>Assessment Guidance:</b>	<p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Valid consent</b> must be in line with agreed UK country definition.</p> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul>

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand how legislation, policy and good practice guidelines relate to obtaining and testing capillary blood samples.	1.1. Describe 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 in relation to obtaining and testing capillary blood samples.	2.1. Describe the structure and purpose of capillary blood vessels. 2.2. Explain blood clotting processes and the factors that influence blood clotting.
3. Be able to prepare to obtain capillary blood samples.	3.1. Confirm the <b>individual's</b> identity and obtain <b>valid consent</b> . 3.2. Select and prepare an appropriate site for obtaining the sample taking into account the individual's <b>preferences</b> and age. 3.3. Provide support and reassurance to address the individual's needs and concerns. 3.4. Communicate accurate information in a way that is sensitive to the individual's personal beliefs and preferences.

<p>4. Be able to obtain capillary blood samples.</p>	<p>4.1. Apply health and safety measures relevant to the procedure and environment.</p> <p>4.2. Apply standard precautions for infection prevention and control.</p> <p>4.3. Describe the different reasons for obtaining capillary blood samples.</p> <p>4.4. Obtain blood samples of the required volume and quantity causing minimal discomfort to the individual.</p> <p>4.5. Use the selected materials, equipment and containers/slides in accordance with agreed procedures.</p> <p>4.6. Obtain blood samples in the correct sequence when obtaining multiple samples.</p> <p>4.7. Ensure stimulation of blood flow.</p> <p>4.8. Select alternative sites where necessary.</p> <p>4.9. Carry out the correct procedure for encouraging closure and blood clotting at the site.</p> <p>4.10. Respond to any indication of an adverse reaction, complication or problem during the procedure.</p> <p>4.11. Explain the correct process for labelling and other protocols in relation to blood samples.</p> <p>4.12. Explain the actions to be taken if complications and problems occur during the collection of capillary blood samples, including contra-indications.</p>
<p>5. Be able to test and record the results of blood samples.</p>	<p>5.1. Test the sample using the approved method in line with organisational procedure.</p> <p>5.2. Describe normal or expected results for particular tests.</p> <p>5.3. Recognise and interpret normal, expected and abnormal results.</p> <p>5.4. Ensure that results are passed on to an appropriate staff member for interpretation as required.</p> <p>5.5. Record results fully and accurately and forward according to local requirements.</p>

<p>6. Be able to pass on the results of blood samples.</p>	<p>6.1. Communicate the results of the tests and any further action required to the individual.</p> <p>6.2. Respond to questions and concerns from individuals, providing accurate information.</p> <p>6.3. Refer issues outside own responsibility to an appropriate staff member.</p>
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<b>Title:</b>	<b>Paediatric Phlebotomy</b>
<b>Level:</b>	Level 3
<b>Credit Value:</b>	2
<b>GLH:</b>	14
<b>Ofqual Reference Number:</b>	H/618/0487
<b>Assessment Guidance:</b>	N/A

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand principles of obtaining informed consent from children.	1.1. Explain how to obtain informed consent from a minor. 1.2. Describe two issues which can affect the ways in which consent can be given. 1.3. Explain how to assess whether a child is capable of giving their own consent. 1.4. Explain the steps to be taken if it were assessed that the child was not capable of giving own consent.
2. Understand methods used when taking blood from children.	2.1. Describe two methods used when obtaining a paediatric blood sample. 2.2. Use the butterfly system, including the safety mechanism, on a dummy arm. 2.3. Explain how the following factors may influence decisions pertaining to selected/chosen method: (a) age; (b) size; (c) attitude; (d) level of co-operation.
3. Understand when and how to apply pain relief whilst obtaining blood.	3.1. Explain the key reasons why it may be necessary to apply pain relief during a procedure. 3.2. Describe how to use three common methods of pain relief and the disadvantages of each.
4. Understand the use of distraction and breathing techniques.	4.1. Explain why distraction techniques would be used. 4.2. Describe how to use three distraction techniques. 4.3. Describe one use of breathing techniques.

<p>5. Understand potential complications when taking blood from children.</p>	<p>5.1. Describe two potential complications which can occur.</p> <p>5.2. Explain how to respond appropriately to each complication.</p> <p>5.3. Explain when it would be necessary to refer the child.</p>
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<b>Title:</b>	<b>Obtaining Blood From Hands and Feet</b>
<b>Level:</b>	Level 3
<b>Credit Value:</b>	3
<b>GLH:</b>	21
<b>Ofqual Reference Number:</b>	F/618/6362
<b>Assessment Guidance:</b>	N/A

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the use of a butterfly system for obtaining blood.	1.1. Explain reasons for using a butterfly system. 1.2. Describe the key principles which should be applied when using this system. 1.3. Obtain blood using a butterfly system on a dummy arm. 1.4. Use equipment in accordance with health and safety precautions.
2. Understand the key methods and potential complications of obtaining blood from hands and feet.	2.1. Explain the key reasons for obtaining samples from a patient's: (a) hands; (b) feet. 2.2. Obtain samples from a dummy hand. 2.3. Assess the main complications associated with obtaining venous samples from the feet.



<b>Title:</b>	<b>Phlebotomy Skills: Cannulation</b>
<b>Level:</b>	Level 3
<b>Credit Value:</b>	1
<b>GLH:</b>	7
<b>Ofqual Reference Number:</b>	Y/508/3972
<b>Assessment Guidance:</b>	NA

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the benefits to the patient of effective, efficient cannulation.	1.1. Explain the benefits of suitable site location when performing cannulation. 1.2. Describe ways of reassuring the patient. 1.3. Describe ways of minimising patient discomfort.
2. Be able to use a cannula.	2.1. Explain why correct insertion of the cannula is important. 2.2. Insert a cannula into a dummy arm. 2.3. Use equipment according to health and safety requirements.

<b>Title:</b>	<b>Reflective Practice</b>
<b>Level:</b>	Level 2
<b>Credit Value:</b>	1
<b>GLH:</b>	8
<b>Ofqual Reference Number:</b>	H/508/4106
<b>Assessment Guidance:</b>	1.2 At least two theories for reflective practice.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand reflective practice.	1.1. Define reflective practice. 1.2. Describe a range of theories/models for reflective practice. 1.3. Describe why reflective practice is important.
2. Be able to use reflective practice.	2.1. Reflect on an experience using a reflective practice theory/model. 2.2. Describe why the model was chosen in this instance.

<b>Unit Title</b>	<b>Select and wear appropriate personal protective equipment for work in healthcare settings</b>
<b>Level</b>	Level 2
<b>Credit Value</b>	2
<b>GLH</b>	15
<b>Ofqual reference number</b>	M/616/2655

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>1 Understand legislation, local policy and protocol in relation to dressing for work in a healthcare setting.</p>	<p>1.1 Explain organisational policies and protocols in relation to preparing and dressing for work in healthcare settings.</p> <p>1.2 Explain standard precautions for infection prevention and control which affect own practice in:</p> <ul style="list-style-type: none"> <li>• preparing for work</li> <li>• dressing for work.</li> </ul> <p>1.3 Explain how and when to cleanse own hands in line with local policy and protocol.</p> <p>1.4 Explain the importance of maintaining a professional appearance and presentation.</p> <p>1.5 Explain the importance of removing personal clothing, makeup and fashion items as required by own work setting.</p>
<p>2 Be able to select and use personal protective equipment (PPE) in a healthcare setting.</p>	<p>2.1 Check the cleanliness, suitability and fit of PPE for the roles and procedures to be undertaken.</p> <p>2.2 Wear PPE in the designated work area only according to own role and procedures to be undertaken.</p> <p>2.3 Describe how PPE may become unsuitable for use including the actions to take if this happens.</p>

	<p>2.4 Remove and dispose of PPE in line with local policy and protocol to minimise cross infection.</p> <p>2.5 Describe what additional protection equipment should be worn when there is a risk of aerosol blood, body fluids or radiation.</p> <p>2.6 Describe the importance of promptly reporting reduction in stocks of PPE.</p> <p>2.7 Explain when synthetic non-powdered un-sterile gloves and apron should be used.</p>
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<b>Title:</b>	<b>Science and Anatomy</b>
<b>Level:</b>	Level 3
<b>Credit Value:</b>	2
<b>GLH:</b>	14
<b>Ofqual Reference Number:</b>	D/618/0486
<b>Assessment Guidance:</b>	NA

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the reasons for obtaining blood samples.	1.1. Describe the function of blood as an organ. 1.2. Explain reasons for taking blood samples to test for health parameters. 1.3. Describe the limitations of the diagnostic value of blood samples. 1.4. List alternatives to taking blood samples for diagnostic purposes.
2. Know the components of blood.	2.1. Describe the key cellular components of blood. 2.2. List the main abiotic components of blood.
3. Understand the basic components of the circulatory system.	3.1. Name the basic components of the circulatory system in humans. 3.2. Describe the general flow of blood in the human circulatory system. 3.3. Explain the basic structure of the heart. 3.4. Describe the flow of blood in the peripheral circulatory system. 3.5. Describe factors that can affect the flow of blood through the circulatory system.

<p>4. Know the structures and functions of arteries, veins and capillaries.</p>	<p>4.1. Describe the structure and purpose of arteries.            4.2. Describe the structure and purpose of veins.            4.3. Describe the structure and purpose of capillary blood vessels.            4.4. List the main differences between arteries, veins and capillaries.</p>
<p>5. Know the blood clotting processes and factors influencing blood clotting.</p>	<p>5.1. Explain the blood clotting processes.            5.2. Identify biotic factors influencing blood clotting.            5.3. Name and describe the function of two components that prevent blood clotting.</p>

<b>Unit Title</b>	<b>Support individuals who are distressed</b>
<b>Level</b>	Level 2
<b>Credit Value</b>	3
<b>GLH</b>	21
<b>Ofqual Reference Number:</b>	D/616/3025
<b>Assessment Guidance</b>	<p>Learning Outcomes 3, 4, 5 and 6 must be assessed in a real work environment.</p> <p><b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.</p> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• Formal support</li> <li>• Informal support</li> <li>• Supervision</li> <li>• Appraisal</li> <li>• Within the organisation</li> <li>• Beyond the organisation.</li> </ul> <p><b>Preferences</b> may be based on:</p> <ul style="list-style-type: none"> <li>• beliefs</li> <li>• values</li> <li>• culture.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Team members</li> <li>• Other colleagues</li> <li>• Those who use or commission their own health or social care services</li> <li>• Families, carers and advocates.</li> </ul>

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand causes and effects of distress on individuals.	1.1. Identify causes of distress. 1.2. Describe signs that may indicate an <b>individual</b> is distressed.

	1.3. Explain how distress may affect the way an individual communicates.
2. Understand potential impacts on own well-being when supporting an individual who is distressed.	<p>2.1 Explain how supporting an individual who is distressed may impact on own well being.</p> <p>2.2. Identify <b>sources of support</b> to manage own feelings when supporting an individual who is distressed.</p>
3. Be able to prepare to support individuals who are experiencing distress.	<p>3.1. Access information and advice in relation to supporting an individual who is distressed.</p> <p>3.2. Recognise signs of distress that indicate the need for specialist intervention.</p> <p>3.3. Describe how to access specialist intervention.</p>
4. Be able to support individuals who are experiencing distress.	<p>4.1. Communicate empathy and reassurance in a way that is sensitive to the personal beliefs and <b>preferences</b> of the individual.</p> <p>4.2. Work in ways to alleviate immediate distress.</p> <p>4.3. Respond to the individual's reactions.</p> <p>4.4. Involve <b>others</b> when supporting an individual who is distressed.</p>
5. Be able to support individuals to manage distress.	<p>5.1. Encourage the individual to express thoughts and feelings.</p> <p>5.2. Work with the individual and others to identify triggers for distress.</p> <p>5.3. Work with an individual and others to manage triggers or alleviate causes of distress.</p> <p>5.4. Encourage the individual to review ways of coping with distress.</p>
6. Be able to record and report on an individual's distress.	<p>6.1. Maintain records relating to the individual's distress and the support provided.</p> <p>6.2. Report on periods of distress in line with agreed ways of working.</p>



<b>Title:</b>	<b>The Principles of Infection Prevention and Control</b>
<b>Level:</b>	Level 2
<b>Credit Value:</b>	3
<b>GLH:</b>	30
<b>Ofqual Reference Number:</b>	L/616/2663
<b>Assessment Guidance:</b>	<b>Individual</b> refers to someone requiring care or support; it will usually mean the person or people supported by the learner.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand own and others roles and responsibilities in the prevention and control of infections.	1.1. Explain employees' roles and responsibilities in relation to the prevention and control of infection. 1.2. Explain 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. Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection. 2.2. Identify local and organisational policies relevant to the prevention and control of infection.
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. Explain the potential impact of an outbreak of infection on the <b>individual</b> and the organisation.
4. Understand the importance of risk assessment in relation to the prevention and control of infections.	4.1. Define the term risk. 4.2. Outline potential risks of infection within the workplace. 4.3. Describe the process of carrying out a risk assessment. 4.4. Explain the importance of carrying out a risk assessment.

<p>5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections.</p>	<p>5.1. Demonstrate correct use of PPE.</p> <p>5.2. Identify different types of PPE.</p> <p>5.3. Explain the reasons for use of PPE.</p> <p>5.4. State current relevant regulations and legislation relating to PPE.</p> <p>5.5. Describe employees' responsibilities regarding the use of PPE.</p> <p>5.6. Describe employers' responsibilities regarding the use of PPE.</p> <p>5.7. Describe the correct practice in the application and removal of PPE.</p> <p>5.8. Describe the correct procedure for disposal of used PPE.</p>
<p>6. Understand the importance of good personal hygiene in the prevention and control of infections.</p>	<p>6.1. Describe the key principles of good personal hygiene.</p> <p>6.2. Demonstrate good hand washing technique.</p> <p>6.3. Identify the correct sequence for hand washing.</p> <p>6.4. Explain when and why hand washing should be carried out.</p> <p>6.5. Describe the types of products that should be used for hand washing.</p> <p>6.6. Describe correct procedures that relate to skincare.</p>

<b>Title:</b>	<b>Understanding Laboratory Techniques and Blood Analysis</b>
<b>Level:</b>	Level 3
<b>Credit Value:</b>	2
<b>GLH:</b>	14
<b>Ofqual Reference Number:</b>	L/618/0483
<b>Assessment Guidance:</b>	N/A

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the importance of retaining the integrity of the sample.	1.1. Explain the importance of retaining the integrity of the sample. 1.2. Describe the key factors that can affect the sample. 1.3. Describe how the sample may be affected.
2. Know how aspects of the testing process can be affected during phlebotomy.	2.1. Explain how aspects of the testing process can be affected during phlebotomy: (a) quality; (b) accuracy; (c) precision.
3. Understand the most commonly used blood tests.	3.1. Identify the most commonly used blood tests. 3.2. For each test identified describe: (a) the purpose of the test; (b) possible reasons why the test is being undertaken; (c) the possible results of the test.

<b>Title:</b>	<b>Understanding Phlebotomy Skills and Techniques</b>
<b>Level:</b>	Level 3
<b>Credit Value:</b>	3
<b>GLH:</b>	26
<b>Ofqual Reference Number</b>	R/618/6267
<b>Assessment Guidance:</b>	NA

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand key terminology associated with phlebotomy.	1.1. Explain the key terminology associated with Phlebotomy. 1.2. Identify the main steps in the phlebotomy procedure.
2. Understand the principles of informed patient consent, including paediatric consent.	2.1. Explain the importance of gaining patient informed consent. 2.2. Explain the principles of informed patient consent.
3. Know current health and safety legislation and regulations as relevant to phlebotomy	3.1. Summarise how current health and safety legislation and regulations impact on phlebotomy practices, for example: <ul style="list-style-type: none"> <li>• Health and Safety at Work etc Act 1974 (or current version)</li> <li>• Health and Safety (Sharp Instruments in Healthcare) Regulations 2013 (or current version)</li> </ul>
4. Understand <del>an own</del> organisation's application of phlebotomy policies and procedures.	4.1. Explain how <del>own-an</del> organisation applies phlebotomy policies and procedures.
5. Understand the principles of infection control during venepuncture.	5.1. Explain ways in which infection may be spread. 5.2. Identify the clinical steps for hand washing 5.3. Explain the importance of hand washing. 5.4. Explain additional methods of infection control.

<p>6. Know how to recognise and respond to complications which could occur during venepuncture.</p>	<p>6.1. Explain potential complications which could occur during venepuncture. 6.2. Explain how to respond to each complication.</p>
<p>7. Know about different types of tourniquet.</p>	<p>7.1. Identify two different types of tourniquet. 7.2. For each tourniquet identified state why it is used.</p>
<p>8. Be able to demonstrate application and release of a tourniquet.</p>	<p>8.1. Apply a tourniquet. 8.2. Release a tourniquet.</p>
<p>9. Be able to demonstrate taking blood from a dummy arm.</p>	<p>9.1 Use a needle in a dummy arm to obtain blood. 9.2 Use equipment in accordance with health and safety precautions.</p>
<p>10. Know what action to take if bloods cannot be taken.</p>	<p>10.1. Explain the actions to take if bloods cannot be taken from a patient. 10.2 Explain when and where the patient should be referred. 10.3. Describe parameters of own ability.</p>
<p>11. Know how to provide patient aftercare.</p>	<p>11.1. Explain types of dressings which could be used on venepuncture sites. 11.2. Describe patient aftercare.</p>
<p>12. Know how to prepare and pack samples for transportation.</p>	<p>12.1 Identify the information required for labels and other documentation 12.2. Describe how to prepare and pack samples.</p>



<b>Title:</b>	<b>Understanding Record Keeping for the Care Worker</b>
<b>Level:</b>	Level 2
<b>Credit Value:</b>	3
<b>GLH:</b>	24
<b>Ofqual Reference Number:</b>	D/505/4683
<b>Assessment Guidance:</b>	N/A

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
<p>1. Understand the importance of keeping accurate records of the care given to individuals.</p>	<p>1.1. Describe:</p> <ul style="list-style-type: none"> <li>a) the legal framework outlining the care support worker's responsibility.</li> <li>b) the care support worker's responsibility under organisational policy.</li> <li>c) the care support worker's responsibility associated with access to, and transmission of, information.</li> </ul> <p>1.2. Describe the principles that ensure information is accurately received and recorded.</p> <p>1.3. Describe issues of accountability relating to record keeping.</p> <p>1.4. Describe the implications of failure to keep accurate records of the care given to individuals, including the possible legal consequences.</p>
<p>2. Understand methods for ensuring the confidentiality of individuals' information.</p>	<p>2.1. Describe the policies/procedures for protecting individuals' confidentiality.</p> <p>2.2. Describe the management of sensitive information.</p> <p>2.3. Outline the main points of the Data Protection Act which relate to individuals.</p>

<p>3. Know about record storage systems and methods of recording.</p>	<p>3.1. Describe a system suitable for storage of individuals' records, including security and access.</p> <p>3.2. Describe the strengths and weaknesses of the storage system.</p> <p>3.3. Discuss different methods of giving and receiving information for recording purposes.</p>
<p>4. Understand the significance of records being 'individual centred'.</p>	<p>4.1. Describe the methods by which individuals can be involved in record keeping.</p> <p>4.2. State why it is important that records are 'individual centred'.</p>
<p>5. Know about skills needed in keeping accurate records.</p>	<p>5.1. Describe the skills required in keeping accurate records.</p> <p>5.2. Assess own record-keeping skills.</p>
<p>6. Understand issues regarding transmitting and receiving information.</p>	<p>6.1. Describe issues that have to be taken into account when information is being transmitted and received.</p> <p>6.2. Explain why passing on information might be refused.</p> <p>6.3. Describe how to refuse to pass on information.</p>
<p>7. Understand the importance of different types of information to the Care Worker.</p>	<p>7.1. Compare the importance of different types of information.</p> <p>7.2. Give examples of "time critical" information.</p>





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